



# LING399

## Language as Evidence

S2 Day 2019

*Dept of Linguistics*

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# General Information

Unit convenor and teaching staff

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By appointment

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Linda Cupples

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Credit points

3

Prerequisites

39cp at 100 level or above including 6cp from LING210 or LING217 or LING211 or LING218 or LING214 or PSY238 or LING216 or LING219 or LING220

Corequisites

6cp in LING or SPH units at 300 level

Co-badged status

Unit description

This unit integrates material covered in previous units to help students understand, as they approach graduation, how their program of study fits together. We explore the use of different types of empirical linguistics data to investigate aspects of language as small as the phoneme or as large as whole texts. The unit is project-based, enabling students to prepare for postgraduate and research studies in linguistics or for a wide range of professions in which collection or analysis of language data is relevant. Also covered are topics relating to the research process more generally, including: critical evaluation of the literature; ethical issues in research; defining research questions; collecting, presenting, analysing and interpreting quantitative and qualitative data; providing constructive peer feedback; and effective oral and written presentation skills.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

- Identify research methods relevant to the study of Linguistics, and Speech Hearing and Language Sciences
- Describe the strengths and limitations of various linguistic research techniques
- Identify methods for collecting and analysing empirical linguistic data
- Formulate and refine linguistic research questions
- Develop research proposals for presentation in both oral and written form, and revise proposals in light of peer feedback
- Critically evaluate published research, and provide constructive peer feedback on linguistic research proposals

## General Assessment Information

### Assignment Submission

Please note that assessments 2, 3, and 5 must be submitted electronically via the LING399 iLearn website by the time specified on the due date.

### Tutorial Attendance

Although no mark is assigned for participation in this unit, **attendance at tutorials is expected and class rolls will be taken**. In addition, please note that tutorial attendance in weeks 5, 9 and 10 is essential for successful completion of assessment tasks 1, 3, and 4 (i.e., formal oral presentations and peer feedback).

### Late Penalties

There are several points to note in regard to late submission of assignments:

- Late submissions without an extension will receive a penalty of 3% of the total mark available for the assessment task per day including weekend days (i.e. this is 3% of the total marks possible for the task – NOT 3% of the marks the student received. For example, if the assessment task is worth 100 marks and the student is two days late their mark for the task is reduced by 6 marks.)
- Late submission of an assessment task without an extension will not be accepted at all after the date on which marked assessment tasks have been released to the rest of the class. Any student with unsubmitted work at this date will receive a mark of 0 for the assessment task.
- Extensions will only be given in special circumstances, and can be requested by completing the Special Consideration request at [ask.mq.edu.au](http://ask.mq.edu.au) and providing the requisite supporting documentation.
- Extensions that will result in submissions after the assessment task has been returned to the class will require a separate assessment task to be completed at the unit convenor's discretion.
- For more information on Special Consideration, see the university website <https://students.mq.edu.au/study/my-study-program/special-consideration>
- If a student fails the unit due to non-submission of an assignment or non-attendance at an exam, an FA grade will be applied in accordance with the University's Assessment Policy.
- Unit convenors have the discretion to determine whether or not students should fail a unit on the basis of lateness penalties alone if other learning outcomes of the unit have been met.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Literature search</a>	5%	No	Tutorials in wk 5
<a href="#">Reflections I and II</a>	20%	No	Friday 13/9 and 1/11
<a href="#">Oral Presentation</a>	25%	No	4pm Friday Oct 4
<a href="#">Peer Feedback</a>	10%	No	Tutorials in weeks 9 and 10
<a href="#">Project Proposal</a>	40%	No	Friday Nov 8 (wk 13)

### Literature search

Due: **Tutorials in wk 5**

Weighting: **5%**

In-class presentation of the results of a database search related to your proposed individual research topic. The presentation should include: your draft research question or area, database name(s), search terms, ten (10) references (including journal articles, books, and/or book chapters) in APA format, with journal impact factors included where available. (NB: If you are absent in week 5, you will need to arrange an alternative presentation time with your tutor.)

On successful completion you will be able to:

- Formulate and refine linguistic research questions

### Reflections I and II

Due: **Friday 13/9 and 1/11**

Weighting: **20%**

Two (2) reflections, each worth 10% of the unit mark, will be submitted throughout semester. Each one is to be no more than 300 words in length (12 point font, double-spaced).

**Reflection I** relates to weeks 1-7 of the unit content. It is due at the end of week 7, on Friday 13th September. It should address the following questions. (1) Why is it essential to critically evaluate information encountered during everyday life, including via print, radio, television, online, and face-to-face, even when it comes from a credible source? (2) How can you apply what you have learnt about ethical conduct in your future work and personal life? (3) If you were responsible for allocating funds and/or personnel to individual projects, where there were more projects proposed than funds available, which aspect(s) of the projects would have the greatest impact on your decisions and why?

**Reflection II** relates to weeks 8-12 of the unit and your program of study as a whole. It is due at the end of week 12, on Friday November 1st. It should address the following questions. (1) How

do you think you will use your knowledge of language structure and/or processing in your future work or personal life? (2) What do you see as the benefits and possible shortcomings of a peer review process? (In considering this question, reflect on the feedback you received from your peers on your project proposal throughout the semester - how did that feedback align with your own intuitions and how did you take it into account in attempting to produce a better proposal?) (3) What did you learn in this unit and your program as a whole about providing effective and constructive feedback? How did your own reactions to feedback from other people influence the feedback that you provided? How will you use this knowledge in your future work or personal life?

On successful completion you will be able to:

- Identify research methods relevant to the study of Linguistics, and Speech Hearing and Language Sciences
- Describe the strengths and limitations of various linguistic research techniques
- Identify methods for collecting and analysing empirical linguistic data
- Formulate and refine linguistic research questions
- Critically evaluate published research, and provide constructive peer feedback on linguistic research proposals

## Oral Presentation

Due: **4pm Friday Oct 4**

Weighting: **25%**

Each student will deliver a 4-minute oral presentation with two (2) accompanying PowerPoint slides in their tutorial class of week 9 or week 10. Regardless of the week in which the oral presentation is delivered, all students must submit the final version of their PowerPoint slides via the iLearn website by **4pm on Friday October 4th (i.e., week 8)**. The oral presentation and PowerPoint slides should provide a summary of the essential aspects of the student's project proposal under the following headings.

- Project Title
- Aims and Background
- Significance and Innovation
- Design and Methods
- National Benefit

On successful completion you will be able to:

- Identify research methods relevant to the study of Linguistics, and Speech Hearing and Language Sciences
- Describe the strengths and limitations of various linguistic research techniques

- Identify methods for collecting and analysing empirical linguistic data
- Formulate and refine linguistic research questions
- Develop research proposals for presentation in both oral and written form, and revise proposals in light of peer feedback

## Peer Feedback

Due: **Tutorials in weeks 9 and 10**

Weighting: **10%**

Each student will provide (anonymous) peer feedback in the form of comments and/or questions on the oral presentations delivered by other students during tutorials in weeks 9 and 10. The comments will be submitted at the time of the presentations and passed on to each speaker by the tutor.

*Note:* Full marks for this assessment will be awarded to students who provide feedback to all other students in their tutorial group. Otherwise, a percentage of the nominated 10% will be allocated; for example, if feedback were provided for 20 out of 25 students, a mark of 8% would be awarded (i.e.,  $20/25 \times 10\%$ ). If you miss one of your allocated tutorials in week 9 or 10 due to illness or unavoidable circumstance, and if special consideration is granted, your mark for this assessment will be based on feedback provided in the tutorial you attended. If you miss both weeks, your final mark for the unit will be based on all other assessment components (i.e., a mark out of 90 will be computed and then converted to a percentage).

On successful completion you will be able to:

- Identify research methods relevant to the study of Linguistics, and Speech Hearing and Language Sciences
- Describe the strengths and limitations of various linguistic research techniques
- Identify methods for collecting and analysing empirical linguistic data
- Formulate and refine linguistic research questions
- Critically evaluate published research, and provide constructive peer feedback on linguistic research proposals

## Project Proposal

Due: **Friday Nov 8 (wk 13)**

Weighting: **40%**

Each student will prepare and submit a 2,000 word proposal (12 point font, double-spaced, with 2 cm margins) for an individualised research project that s/he has designed over the course of the unit. A complete reference list must be appended to the proposal, but will not be included in the 2,000 word limit. The proposal will be based loosely on that required for an Australian Research Council Discovery Project (ARC DP). It will cover the following aspects.

- PROJECT TITLE



- AIMS AND BACKGROUND
  - Include information about national/international progress in the field of research and its relationship to your proposal
- SIGNIFICANCE AND INNOVATION
  - Describe how the research is significant and how it addresses an important problem.
  - Describe how the anticipated outcomes will advance the knowledge base of the discipline.
  - Describe how the proposal aims and concepts are novel and innovative
- DESIGN, METHODS
  - Outline the design and methods and demonstrate that these are adequately developed, well integrated and appropriate to the aims of the proposal. Include research plans and proposed timeline.
  - Detail any new methodologies that will be developed in the course of the research and how they will advance knowledge
  - Outline the feasibility of the project, in terms of design and proposed timeline
- NATIONAL BENEFIT
  - Describe the expected outcomes and likely impact of the proposed research
  - Describe how the proposal might result in national economic, environmental, and/or social benefits.

On successful completion you will be able to:

- Identify research methods relevant to the study of Linguistics, and Speech Hearing and Language Sciences
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- Critically evaluate published research, and provide constructive peer feedback on linguistic research proposals

## Delivery and Resources

### Classes

Lectures: For this unit, one 1-hour lecture is scheduled per week for weeks 1 to 7 only. In week 1, this lecture will be delivered face-to-face at the scheduled time of Thursday 11 am to 12 pm in

the allocated room at 23 Wally's Walk, T1 Theatre. During weeks 2 to 7, most lectures will not be delivered face-to-face, but will be audio-recorded and made available on the ilearn website prior to the scheduled face-to-face delivery time. On occasions when one of these lectures is to be delivered face-to-face, the unit convenor will send an announcement via the ilearn website and the lecture will be delivered at the scheduled time in the allocated room (see above). The lecture programme is outlined in this guide.

Tutorials: There is one 2-hour tutorial per week for this unit. Tutorials begin in the second week of semester and run until week 13. Five optional tutorial times are offered as indicated below.

Note: Students will be able to access the recording of the lecture through iLearn, but no recordings will be available for the interactive and problem-based weekly tutorial classes.

**Students are, therefore, strongly encouraged to attend all tutorials during semester if at all possible.**

Tutorial Options			
Day	Start Time	Room	Tutor
Tuesday	10 am	6 Eastern Road, Tutorial Room 308	Jo Fitzgibbon
Tuesday	12 pm	6 Eastern Road, Tutorial Room 308	Jo Fitzgibbon
Thursday	1 pm	11 Wally's Walk, Tutorial Room 120	Titia Benders
Thursday	3 pm	14 Eastern Road, Tutorial Room 386	Caroline Moir
Friday	10 am	6 Eastern Road, Tutorial Room 314	Thembi Dube

## Required and recommended texts and/or materials

There is no required text for this unit.

The primary recommended text is: Litosseliti, L. (Ed.) (2010). *Research methods in linguistics*. London, U.K.: Bloomsbury.

A secondary (recommended) text is: Wray, A., & Bloomer, A. (2013). *Projects in linguistics and language studies (3rd Edition)*. New York, N.Y.: Routledge

See the unit website for details of other required readings for tutorials and assessment exercises.

## Unit web page

The web page for this unit can be found at: <https://ilearn.mq.edu.au>

## Technologies used and required

Word processing is needed for completing assessments 1, 2, 3, and 5; internet access is needed for downloading lecture and tutorial materials and for uploading assignments.

No other technologies.

## Unit Schedule

Week	Beginning	Lecture Topic	Tutorial Activities
1	Jul 29	<p>Introduction to LING399</p> <ul style="list-style-type: none"> <li>• rationale for the unit</li> <li>• introduction to the assessments and teaching staff</li> <li>• plagiarism and how to avoid it</li> </ul> <p>(Jo Fitzgibbon, Linda Cupples)</p>	No Tutorials in week 1
2	Aug 5	<p>Asking answerable research questions</p> <p>(Linda Cupples, audio-recording)</p>	<p>Welcome to the unit!</p> <ul style="list-style-type: none"> <li>• Student introductions</li> </ul> <p>Group discussion of topics including:</p> <ul style="list-style-type: none"> <li>• students' areas of research interest.</li> <li>• what do students <b>expect</b> of the unit; what do they <b>want</b>; what are they dreading (if anything); and what are they looking forward to?</li> <li>• what makes a good "reflection"?</li> </ul>
3	Aug 12	<p>Critical Evaluation of Research</p> <p>(Linda Cupples, audio-recording)</p> <p><i>Note:</i> There will be some suggested readings for this week. See the iLearn website for details.</p>	<p>Group discussion of topics including:</p> <ul style="list-style-type: none"> <li>• students' individual areas of research interest and possible project topics.</li> <li>• individuals' proposed research questions (e.g., How answerable are they? What would be good search terms? What are the relevant variables and how can they be operationalised? What sort of data will be required?)</li> <li>• preparation for week 4's library session (including introduction of the template to be completed and presented to the class in week 5).</li> </ul>

4	Aug 19	<p>Ethical issues in linguistic research</p> <p>(Linda Cupples, audio-recording)</p> <p><i>Note:</i> There will be some suggested readings for this week. See the iLearn website for details.</p>	<p>Searching the literature</p> <ul style="list-style-type: none"> <li>• <b>All tutorials for week 4 will be held in the Macquarie University Library, on level 4, in training room M4.02</b></li> <li>• You should attend during your regular tutorial times as follows: <ul style="list-style-type: none"> <li>◦ Tuesday (10 am, 12 pm) - Training room M4.02</li> <li>◦ Thursday (1 pm, 3 pm) - Training room M4.02</li> <li>◦ Friday (10 am) - Training room M4.02</li> </ul> </li> </ul>
5	Aug 26	<p>Research design I: Quantitative</p> <p>(Titia Benders)</p>	<p>Students' oral presentations, briefly summarising the results of their database search (see Assessment Task 1).</p> <p>Group discussion of topics including:</p> <ul style="list-style-type: none"> <li>• critical evaluation of published literature.</li> <li>• the peer review process (Reading: Smith R. [2006] Peer review: a flawed process at the heart of science and journals. <i>Journal of the Royal Society of Medicine</i>, 99, 178-182).</li> </ul>
6	Sept 2	<p>Research design II: Qualitative</p> <p>(Maria Herke)</p>	<p>Continued group discussion of students' individual research questions (focusing on potential associated designs, especially quantitative)</p> <p>Activities around presenting and interpreting quantitative data</p> <p>Group discussion of topics including:</p> <ul style="list-style-type: none"> <li>• any ethical issues in conducting your proposed research</li> <li>• academic dishonesty (For discussion of two recent cases see: <a href="http://www.abc.net.au/news/2014-12-12/university-of-queensland-professor-on-fraud-charges/5964476">http://www.abc.net.au/news/2014-12-12/university-of-queensland-professor-on-fraud-charges/5964476</a>)</li> <li>• <a href="http://www.nytimes.com/2013/04/28/magazine/diederik-stapels-audacious-academic-fraud.html?pagewanted=all">http://www.nytimes.com/2013/04/28/magazine/diederik-stapels-audacious-academic-fraud.html?pagewanted=all</a></li> <li>• <a href="http://www.psychologicalscience.org/index.php/publications/observer/2013/january-13/derailed-the-rise-and-fall-of-diederik-stapel.html">http://www.psychologicalscience.org/index.php/publications/observer/2013/january-13/derailed-the-rise-and-fall-of-diederik-stapel.html</a></li> </ul>
7	Sep 9	<p>Structuring a research proposal</p> <p>(Linda Cupples, audio-recording)</p>	<p>Continued group discussion of students' individual research questions (focusing on potential associated designs and proposed analysis, especially qualitative).</p> <p>Activities around presenting and interpreting qualitative data.</p> <p>Introduction to the structure of the oral presentation assessment (scheduled for weeks 9 and 10).</p> <ul style="list-style-type: none"> <li>• How to give an engaging and informative oral presentation (to shed light, we will watch some presentations and consider questions such as: How would you provide feedback to the speaker? If you were that presenter and you received that feedback, what would you change?)</li> <li>• Any other issues surrounding oral presentation.</li> </ul>
			<p><b>Mid-semester Break</b></p>
8	Sep 30	<p>No Lecture Scheduled</p>	<p>Continued group discussion of students' individual research questions.</p> <p>An opportunity to seek further guidance on the oral presentation requirements.</p> <p>An exercise in peer review.</p>

9	Oct 7	No Lecture Scheduled	Students' oral presentations
10	Oct 14	No Lecture Scheduled	Students' oral presentations
11	Oct 21	No Lecture Scheduled	Group and peer discussion of project proposals with a focus on aims, background, significance, and innovation (using expanded oral presentations as a stimulus for discussion).
12	Oct 28	No Lecture Scheduled	<p>Group and peer discussion of project proposals with a focus on design, methods, and national benefit (using expanded oral presentations as a stimulus for discussion).</p> <p>Preparing your curriculum vitae (CV) for job applications.</p> <p>Wrap up!</p> <ul style="list-style-type: none"> <li>• Unit evaluations</li> <li>• Class discussion covering aspects such as: <ul style="list-style-type: none"> <li>◦ what have you learned this semester within your linguistic focus?</li> <li>◦ what have you learned about how the study of language can contribute to our knowledge and understanding of other disciplines and aspects of human life?</li> <li>◦ your experience of the unit and ideas for future years</li> </ul> </li> </ul>
13	Nov 4	No Lecture Scheduled	Last-minute questions and advice!

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(http](#)

[s://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central)).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](https://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](https://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

#### Learning outcomes

- Formulate and refine linguistic research questions
- Develop research proposals for presentation in both oral and written form, and revise proposals in light of peer feedback
- Critically evaluate published research, and provide constructive peer feedback on linguistic research proposals

#### Assessment tasks

- Literature search
- Reflections I and II
- Oral Presentation
- Peer Feedback
- Project Proposal

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcomes

- Identify research methods relevant to the study of Linguistics, and Speech Hearing and Language Sciences
- Describe the strengths and limitations of various linguistic research techniques
- Identify methods for collecting and analysing empirical linguistic data
- Formulate and refine linguistic research questions
- Develop research proposals for presentation in both oral and written form, and revise proposals in light of peer feedback

- Critically evaluate published research, and provide constructive peer feedback on linguistic research proposals

## **Assessment tasks**

- Literature search
- Reflections I and II
- Oral Presentation
- Peer Feedback
- Project Proposal

## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## **Learning outcomes**

- Identify research methods relevant to the study of Linguistics, and Speech Hearing and Language Sciences
- Describe the strengths and limitations of various linguistic research techniques
- Identify methods for collecting and analysing empirical linguistic data
- Formulate and refine linguistic research questions
- Develop research proposals for presentation in both oral and written form, and revise proposals in light of peer feedback
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## **Assessment tasks**

- Literature search
- Reflections I and II
- Oral Presentation
- Peer Feedback
- Project Proposal

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them



competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## **Learning outcomes**

- Identify research methods relevant to the study of Linguistics, and Speech Hearing and Language Sciences
- Describe the strengths and limitations of various linguistic research techniques
- Identify methods for collecting and analysing empirical linguistic data
- Formulate and refine linguistic research questions

## **Assessment tasks**

- Literature search
- Reflections I and II
- Oral Presentation
- Peer Feedback
- Project Proposal

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

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## Assessment tasks

- Literature search
- Reflections I and II
- Oral Presentation
- Peer Feedback
- Project Proposal

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## Learning outcomes

- Identify research methods relevant to the study of Linguistics, and Speech Hearing and Language Sciences
- Describe the strengths and limitations of various linguistic research techniques
- Identify methods for collecting and analysing empirical linguistic data
- Formulate and refine linguistic research questions
- Develop research proposals for presentation in both oral and written form, and revise proposals in light of peer feedback
- Critically evaluate published research, and provide constructive peer feedback on linguistic research proposals

## Assessment tasks

- Literature search
- Reflections I and II
- Oral Presentation
- Peer Feedback
- Project Proposal

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication

technologies as appropriate.

This graduate capability is supported by:

## **Learning outcomes**

- Describe the strengths and limitations of various linguistic research techniques
- Formulate and refine linguistic research questions
- Develop research proposals for presentation in both oral and written form, and revise proposals in light of peer feedback
- Critically evaluate published research, and provide constructive peer feedback on linguistic research proposals

## **Assessment tasks**

- Literature search
- Reflections I and II
- Oral Presentation
- Peer Feedback
- Project Proposal

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcomes**

- Develop research proposals for presentation in both oral and written form, and revise proposals in light of peer feedback
- Critically evaluate published research, and provide constructive peer feedback on linguistic research proposals

## **Assessment tasks**

- Reflections I and II
- Oral Presentation
- Peer Feedback
- Project Proposal

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### Learning outcome

- Critically evaluate published research, and provide constructive peer feedback on linguistic research proposals

### Assessment tasks

- Reflections I and II
- Peer Feedback
- Project Proposal