SPH 311

Acquired Speech and Language Disorders

S2 Day 2019

Dept of Linguistics

Contents

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Credit points
3

Prerequisites
6cp in LING units at 200 level including (LING220 or LING214 or LING217 or PSY238) or admission to BMedScs

Corequisites

Co-badged status

Unit description
This unit deals with acquired communication disorders in adults. It covers a general introduction to the structure of the human brain, particularly as it relates to language use. Throughout the unit, we build on this basis in considering different types of brain damage that are associated with communication disorders (for example, stroke, traumatic brain injury). Topics include: aphasia, cognitive-communication impairments, acquired reading and spelling disorders; motor speech disorders, and bilingual aphasia. The aim of the unit is for students to gain an understanding of the nature of acquired communication disorders, and also to learn how to interpret experimental and observational data obtained from patients in light of models of typical language and cognitive processing. Finally, students learn how to access and evaluate the literature related to acquired communication disorders.

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:

Interpret and evaluate theories and research in the area of acquired speech and language disorders

Identify the kinds of research and clinical issues addressed in working with people who have acquired disorders of language

Understand and apply methods of data collection typically used with people who have acquired disorders of language

Analyse and interpret the speech and language skills of people with acquired communication disorders

Evaluate theories of typical language processing using information about the performance of people with language disorder

General Assessment Information

Students' marked assignments will in general, be returned to them within 3 to 5 weeks of submission. **Assignments can only be submitted via the turnitin link on the ilearn site.**

- Note that you must keep a copy of your assignment as proof that it was completed and submitted, just in case the submitted assignment is deleted.
- 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 by given in special circumstances, and can be requested by completing the Special Consideration request at 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

Assessment Tasks

Name	Weighting	Hurdle	Due
Case Study	40%	No	20/09/2019
Oral Presentation	10%	No	25/10/2019 or 1/11/2019
Final Examination	50%	No	Exam period

Case Study

Due: **20/09/2019**
Weighting: **40%**

Students will be provided with assessment data collected from a single participant with an acquired language disorder. They will be required to summarise and interpret the data in relation to current literature in the field.

On successful completion you will be able to:

- Identify the kinds of research and clinical issues addressed in working with people who

have acquired disorders of language

- Understand and apply methods of data collection typically used with people who have acquired disorders of language

- Analyse and interpret the speech and language skills of people with acquired communication disorders

Oral Presentation

Due: **25/10/2019 or 1/11/2019**
Weighting: **10%**

Students will be scheduled to deliver an oral presentation on ONE article chosen from a larger set prescribed by the course convenor. Students will work in a small group to prepare their presentation with accompanying PowerPoint slides. Students will present on either 25/10/2019 or 1/11/2019, and will submit their PowerPoint slides on the day of the presentation as part of the assessment requirements. Individual students' marks allocated for this assessment will be based on group and individual performance equally (50:50).

On successful completion you will be able to:

- Interpret and evaluate theories and research in the area of acquired speech and language disorders

- Identify the kinds of research and clinical issues addressed in working with people who have acquired disorders of language

- Understand and apply methods of data collection typically used with people who have acquired disorders of language

Final Examination

Due: **Exam period**
Weighting: **50%**

Students will complete a formal examination covering the unit content. SIX questions will be included, FOUR of which must be answered within a one-hour period. A larger set of approximately SIXTEEN questions will be distributed within the first three weeks of semester.

On successful completion you will be able to:

- Interpret and evaluate theories and research in the area of acquired speech and language disorders

- Evaluate theories of typical language processing using information about the performance of people with language disorder

Delivery and Resources

Classes

A single 3-hour class is scheduled per week for this unit. Students are expected to attend classes, which are activity- and discussion-based. Students will at various times be expected to have read prescribed articles/chapters in advance, considered their answers to pre-set questions, and to participate in small groups.

Required Reading

Mancinelli, J., & Klein, E. R. (2014). *Acquired language disorders: a case-based approach* (2nd edition). San Diego, CA: Plural Publishing Inc.

Unit Schedule

SPH311 Acquired Speech and Language Disorders: Lecture Schedule, S2 2019

(Lectures held on Friday from 12pm to 3pm in 4 Western Road, Tutorial room 320)

Week	Date	Topic	Lecturer
1	02/08/2019	Introduction to acquired speech and language disorders	AM
2	09/08/2019	Neuroanatomy and Neurophysiology	PR
3	16/08/2019	Aphasia I	AM
4	23/08/2019	Aphasia II	AM
5	30/08/2019	Case Study	AM
6	06/09/2019	Traumatic Brain Injury (TBI)	CT
7	13/09/2019	Acquired Reading and Spelling Disorders	AM
Mid-semester break[1]			
8	04/10/2019	Language Impairment in Progressive Conditions	LR
9	11/10/2019	Motor Speech Disorder	CT
10	18/10/2019	Bilingual Aphasia	PR
11	25/10/2019	Student Presentations[2]	AM/CT
12	01/11/2019	Student Presentations[2]	AM/CT

13	08/11/2019	Revision and Exam Preparation[2][3]	AM

Note AM = Ana Murteira; CT = Christine Taylor; PR = Peter Roger; LR = Leanne Ruggero

[1] Case Study due on Friday September 20th (approximately 2,000 words, worth 40%)

[2] Students submit their PPT slides on the day of their presentation as part of the assessment requirements (individual students' marks for this assessment will be worth 10% of the unit total, and based equally on individual and group performance - 50:50)

[3] Final exam worth 50%

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). 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). 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 (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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Further guidance re: Academic Honesty

As a good student, you are responsible for ensuring academic integrity practices are followed at all times. Your first step is to read the University's Academic Honesty Policy, and make sure you know what constitutes good practice. Then make sure you know how to reference and cite correctly. There are other practices we need to consider, and one of these is the potential for collusion.

Informal study groups are encouraged as a good way to assist your learning, but please remember that all your independently assessed assignments must be totally independently completed. Unless you are doing a group project where each member contributes to producing one piece of work, for which you get the one mark, using part or all of someone else's work constitutes collusion and breaches the University's Academic Honesty policy.

Do not collude with any other student by selling, giving, lending, explaining or showing all or parts of your independently assessed work/answers/past or current assignments, and do not ask to buy, borrow, see and use all or parts of the work of another student.

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) 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

If you are a Global MBA student contact 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/.

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

- Analyse and interpret the speech and language skills of people with acquired communication disorders

- Evaluate theories of typical language processing using information about the performance of people with language disorder

Assessment task

- Case Study

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

- Interpret and evaluate theories and research in the area of acquired speech and language disorders

- Identify the kinds of research and clinical issues addressed in working with people who have acquired disorders of language

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- Evaluate theories of typical language processing using information about the

performance of people with language disorder

Assessment tasks

- Case Study
- Oral Presentation

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

- Interpret and evaluate theories and research in the area of acquired speech and language disorders
- Identify the kinds of research and clinical issues addressed in working with people who have acquired disorders of language
- Evaluate theories of typical language processing using information about the performance of people with language disorder

Assessment tasks

- Case Study
- Oral Presentation

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

- Interpret and evaluate theories and research in the area of acquired speech and language disorders
- Identify the kinds of research and clinical issues addressed in working with people who

have acquired disorders of language

- Understand and apply methods of data collection typically used with people who have acquired disorders of language
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Assessment tasks

- Case Study
- Oral Presentation
- Final Examination

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

- Interpret and evaluate theories and research in the area of acquired speech and language disorders
- Analyse and interpret the speech and language skills of people with acquired communication disorders
- Evaluate theories of typical language processing using information about the performance of people with language disorder

Assessment tasks

- Case Study
- Oral Presentation
- Final Examination

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

- Interpret and evaluate theories and research in the area of acquired speech and language disorders
- Identify the kinds of research and clinical issues addressed in working with people who have acquired disorders of language
- Understand and apply methods of data collection typically used with people who have acquired disorders of language
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- Evaluate theories of typical language processing using information about the performance of people with language disorder

Assessment tasks

- Case Study
- Oral Presentation
- Final Examination

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

- Understand and apply methods of data collection typically used with people who have acquired disorders of language
- Analyse and interpret the speech and language skills of people with acquired communication disorders
- Evaluate theories of typical language processing using information about the performance of people with language disorder

Assessment tasks

- Case Study
- Oral Presentation

- Final Examination

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

- Understand and apply methods of data collection typically used with people who have acquired disorders of language
- Analyse and interpret the speech and language skills of people with acquired communication disorders

Assessment task

- Case Study

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

- Analyse and interpret the speech and language skills of people with acquired communication disorders

Assessment task

- Oral Presentation