



# LING980

## Accessible Communication

S1 Day 2019

*Dept of Linguistics*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

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Credit points

4

Prerequisites

Admission to MAccComm or MAppLing or MAppLingTESOL or MIntComm or MTransInter or MAdvTransInterStud

Corequisites

Co-badged status

Unit description

As the foundational core unit for the Master of Accessible Communication program, LING980 provides an overview of linguistic and other barriers to communication, as well as interventions to minimise or remove these barriers to full and equitable access to and participation in communication in society at large. The unit will provide an introduction to the concept of accessibility from a range of disciplinary perspectives including translation and interpreting, language learning, editing and publishing, intercultural communication, media studies, and disability studies. The unit focuses first on the nature of barriers to accessible communication before examining them in detail in specific contexts. Throughout the unit, students are encouraged to explore, research and reflect on language and communication barriers and how these can be overcome to facilitate equitable access to and participation in communication.

## 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:

Demonstrate an understanding of theoretical principles and recent developments in accessible communication in a variety of institutional contexts.

Critically evaluate relevant literature in the field of accessible communication.

Identify and analyse different language and communication barriers to full and equitable access to social goods.

Analyse and report on data relevant to language and communicative aspects of access to socio-economic participation.

Communicate to a professional audience advanced knowledge and understanding of socially relevant issues in accessible communication.

## General Assessment Information

### Submission and Feedback

All assessment tasks in LING980 need to be submitted via Turnitin, and all feedback will also be given through there.

### Late submission of an assignment

- Late submissions without an extension will receive a penalty of 5% per day (including weekend days) of the total mark available for the assessment task.
- Late submission of an assessment task without an extension will not be permitted after marks have been released to the rest of the class. Any student who has failed to submit the expected task will receive a mark of 0 for that 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](https://ask.mq.edu.au) and providing the requisite supporting documentation.
- For more information on Special Consideration, see the university website <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Assignments submitted after the deadline, regardless of the reason, will be marked and returned at a date determined by the unit convenor.
- Extensions cannot continue beyond the start of the following semester, and students should be aware that long extensions may impact graduation dates.
- If a student fails the unit due to non-submission of an assessment task, 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
<u>Defining AC</u>	20%	No	Week 4
<u>Literature Review</u>	35%	No	Week 8
<u>Critical Analysis</u>	30%	No	Week 11
<u>Oral Presentation</u>	15%	No	Week 12

### Defining AC

Due: **Week 4**

Weighting: **20%**

A 1000 word essay requiring students to research, define and discuss “accessible communication” using multiple available resources.

This assessment is designed so students have the opportunity to explore how 'accessible communication' is defined in both scholarly work and in online materials. Students may use resources like audio-visual talks and podcasts to supplement what they find in the academic literature.

On successful completion you will be able to:

- Demonstrate an understanding of theoretical principles and recent developments in accessible communication in a variety of institutional contexts.
- Critically evaluate relevant literature in the field of accessible communication.
- Communicate to a professional audience advanced knowledge and understanding of socially relevant issues in accessible communication.

### Literature Review

Due: **Week 8**

Weighting: **35%**

A 2500 word literature review on one of the following intersections: (1) Accessibility & Editing & Publishing, (2) Accessibility & Intercultural Communication, (3) Accessibility & Translation & Interpreting, and (4) Accessibility & Disability Studies.

Depending on the area students would like to focus on for research, they can pick a topic within one of the above intersections in consultation with the unit convenor.

On successful completion you will be able to:

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- Critically evaluate relevant literature in the field of accessible communication.
- Analyse and report on data relevant to language and communicative aspects of access to socio-economic participation.
- Communicate to a professional audience advanced knowledge and understanding of socially relevant issues in accessible communication.

## Critical Analysis

Due: **Week 11**

Weighting: **30%**

A 2000 word critical analysis of a website or other resource through a description and critique of its accessibility.

Students will be asked to choose either a website or a facility for a certain company. They will have to describe what measures are in place to ensure communication is accessible to all potential clients. Using theories and approaches learned in the seminars, students will need to make recommendations with regards to strategies that can be put in place to improve access to communication.

On successful completion you will be able to:

- Demonstrate an understanding of theoretical principles and recent developments in accessible communication in a variety of institutional contexts.
- Critically evaluate relevant literature in the field of accessible communication.
- Identify and analyse different language and communication barriers to full and equitable access to social goods.
- Analyse and report on data relevant to language and communicative aspects of access to socio-economic participation.
- Communicate to a professional audience advanced knowledge and understanding of socially relevant issues in accessible communication.

## Oral Presentation

Due: **Week 12**

Weighting: **15%**

An oral presentation of the outcome of their analysis in task 3.

Students will be asked to do a 20 minute PowerPoint presentation in class in Week 12 on the outcome of their critical analysis (Assessment 3). Specific guidelines will be available in iLearn.

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## Delivery and Resources

### Lectures & Tutorials

The unit is taught in 13x2 seminars and 13x1 tutorials. The seminars are on Wednesdays from 10 to 12 in the morning immediately followed by a tutorial. The seminars mostly contain discussions and activities on the assigned topic. Tutorial activities serve two purposes: to give students an opportunity to ask more questions pertaining concepts raised in the seminar and to scaffold students for their assessment tasks.

### Readings

There is no set textbook for LING980. Instead we will be using unit readings available through the university library home page <http://www.mq.edu.au/about/campus-services-and-facilities/library>.

## Unit Schedule

**This unit covers the following topics:**

- Accessible communication
- Inclusive language
- Inclusive design
- Accessibility in editing and publishing
- Accessibility in translation and interpreting
- Accessibility in a linguistically-diverse society
- Accessibility and disability
- Accessibility in the workplace

## Learning and Teaching Activities

### Discussion Questions

Each week, you will be given questions that you need to answer based on your experiences and research before coming to the seminar. Your response to the questions will form a significant part of the seminar activities.

### 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](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>).

### 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](http://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](http://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

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate an understanding of theoretical principles and recent developments in accessible communication in a variety of institutional contexts.
- Critically evaluate relevant literature in the field of accessible communication.



- Identify and analyse different language and communication barriers to full and equitable access to social goods.
- Analyse and report on data relevant to language and communicative aspects of access to socio-economic participation.
- Communicate to a professional audience advanced knowledge and understanding of socially relevant issues in accessible communication.

## **Assessment tasks**

- Defining AC
- Literature Review
- Critical Analysis
- Oral Presentation

## **PG - Discipline Knowledge and Skills**

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

## **Learning outcomes**

- Demonstrate an understanding of theoretical principles and recent developments in accessible communication in a variety of institutional contexts.
- Critically evaluate relevant literature in the field of accessible communication.
- Identify and analyse different language and communication barriers to full and equitable access to social goods.
- Analyse and report on data relevant to language and communicative aspects of access to socio-economic participation.
- Communicate to a professional audience advanced knowledge and understanding of socially relevant issues in accessible communication.

## **Assessment tasks**

- Defining AC
- Literature Review
- Critical Analysis
- Oral Presentation

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

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience,

of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

## **Learning outcomes**

- Demonstrate an understanding of theoretical principles and recent developments in accessible communication in a variety of institutional contexts.
- Critically evaluate relevant literature in the field of accessible communication.
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## **Assessment tasks**

- Defining AC
- Literature Review
- Critical Analysis
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## **PG - Research and Problem Solving Capability**

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

## **Learning outcomes**

- Demonstrate an understanding of theoretical principles and recent developments in accessible communication in a variety of institutional contexts.
- Critically evaluate relevant literature in the field of accessible communication.
- Identify and analyse different language and communication barriers to full and equitable access to social goods.
- Analyse and report on data relevant to language and communicative aspects of access to socio-economic participation.

## Assessment tasks

- Defining AC
- Literature Review
- Critical Analysis
- Oral Presentation

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

## Learning outcomes

- Demonstrate an understanding of theoretical principles and recent developments in accessible communication in a variety of institutional contexts.
- Critically evaluate relevant literature in the field of accessible communication.
- Identify and analyse different language and communication barriers to full and equitable access to social goods.
- Analyse and report on data relevant to language and communicative aspects of access to socio-economic participation.
- Communicate to a professional audience advanced knowledge and understanding of socially relevant issues in accessible communication.

## Assessment tasks

- Defining AC
- Literature Review
- Critical Analysis
- Oral Presentation

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

## **Learning outcomes**

- Demonstrate an understanding of theoretical principles and recent developments in accessible communication in a variety of institutional contexts.
- Critically evaluate relevant literature in the field of accessible communication.
- Identify and analyse different language and communication barriers to full and equitable access to social goods.
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## **Assessment tasks**

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- Literature Review
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