



SPED932

Perception and Production of Speech in Deaf/Hard of Hearing Children

S2 Online 2019

Department of Educational Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Convenor

Dr Robyn Cantle Moore

robyn.moore@mq.edu.au

Contact via By email

RIDBC Renwick Centre

9.00-5.00 Monday to Friday

Lecturer

Marie Fram

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Contact via By email

By appointment

Administration

Lena Karam

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Contact via 02 9872 0303

RIDBC Renwick Centre

9.00-4.00 Monday to Friday

Credit points

4

Prerequisites

SPED931

Corequisites

Co-badged status

Unit description

This unit presents an introduction to speech perception and speech production of children who are Deaf/Hard of Hearing. Students will be introduced to the anatomy and physiology of the systems related to speech production, psychoacoustics and the speech chain. Typical speech perception and the continuum of development supporting the emergence of mature speech production will be considered. Listening and speech production assessments used in deaf education will be outlined, and results reviewed to determine specific goals. Strategies to improve student outcomes and programming for Teachers of the Deaf to implement with their students will be explored.

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:

- Explain the physics of sound including frequency, amplitude, resonance and associated theories;
- Apply the physics of sound to an audiogram;
- Explain the typical course of vocal development leading to intelligible speech production;
- Broadly describe the continuum of phonological and articulation development in young children;
- Demonstrate competence in reporting assessment results and establishing short and long term speech goals for children who are deaf/hard of hearing;
- Demonstrate knowledge of a range of strategies and programs designed to facilitate/remediate speech development.

General Assessment Information

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

- Students should regularly save a copy of all assignments before submission
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.
- Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.
- No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.
- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a re-assessment of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria**. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are *standards referenced* and effort is NOT a criterion.

Units with Quiz Assessments

Online quizzes are an individual assessment task and **MUST BE COMPLETED by each student individually**. Similarities in responses between students will be checked and investigated for possible collusion. Please see the Academic Honesty Handbook for more information.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.

P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Note: *If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of the placement.*

Withdrawing from this PG Unit

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

Results

Results shown in iLearn, 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.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Online Test/Quiz</u>	50%	No	9/9/2019
<u>Case Study/PBL school-age</u>	50%	No	6/10/2019; 13/10/2019; 20/10/2019; 27/10/2019; 10/11/2019

Online Test/Quiz

Due: **9/9/2019**

Weighting: **50%**

Online test/quiz, multiple choice and short answers. Knowledge of psychoacoustics, perception/production systems.

On successful completion you will be able to:

- Explain the physics of sound including frequency, amplitude, resonance and associated theories;
- Apply the physics of sound to an audiogram;
- Explain the typical course of vocal development leading to intelligible speech production;

- Broadly describe the continuum of phonological and articulation development in young children;
- Demonstrate competence in reporting assessment results and establishing short and long term speech goals for children who are deaf/had of hearing;
- Demonstrate knowledge of a range of strategies and programs designed to facilitate/remediate speech development.

Case Study/PBL school-age

Due: **6/10/2019; 13/10/2019; 20/10/2019; 27/10/2019; 10/11/2019**

Weighting: **50%**

Case Study/Problem Based Learning task. Topic tests (5), involving a series of scenarios which demonstrate application of knowledge gained through Case Study analysis of speech perception and speech production assessment, acoustics of speech, typical articulation development, phonological process errors, short term teaching goals and program development.

On successful completion you will be able to:

- Apply the physics of sound to an audiogram;
- Explain the typical course of vocal development leading to intelligible speech production;
- Broadly describe the continuum of phonological and articulation development in young children;
- Demonstrate competence in reporting assessment results and establishing short and long term speech goals for children who are deaf/had of hearing;
- Demonstrate knowledge of a range of strategies and programs designed to facilitate/remediate speech development.

Delivery and Resources

All elements of this unit are presented online. Students will need regular access to a computer and the Internet to complete this unit. Weekly access to iLearn is compulsory for all students. This unit requires students to use several ICT and software skills. Lectures are delivered in audio-Powerpoint and video streaming formats. Access and technical assistance information for students is available at ilearn.mq.edu.au/login/MQ/. You will need to enter your student username and password.

Please do NOT contact the Unit Convenor regarding iLearn technical help. No extensions will be given for any technical issues; allow enough time for your submissions. Technical assistance is available from IT Helpdesk (ph: 1800 67 4357), or log a request at help.mq.edu.au.

Unit Schedule

A schedule of lecture topics and weekly readings is available on the unit iLearn site.

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

Department Procedures

In addition, the following policies and procedures of the Department of Educational Studies are applicable in this unit.

Unit Expectations

Students are expected to read weekly readings and participate in forum discussions. Students are expected to listen/attend weekly lectures before completing assessment tasks.

Note: It is not the responsibility of unit staff to contact students who have failed to submit

assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via: official MQ Student Email Address or on iLearn (announcement, general forum, weekly forums).

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

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

- Apply the physics of sound to an audiogram;
- Explain the typical course of vocal development leading to intelligible speech production;
- Broadly describe the continuum of phonological and articulation development in young children;
- Demonstrate competence in reporting assessment results and establishing short and long term speech goals for children who are deaf/had of hearing;
- Demonstrate knowledge of a range of strategies and programs designed to facilitate/remediate speech development.

Assessment tasks

- Online Test/Quiz
- Case Study/PBL school-age

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

- Explain the physics of sound including frequency, amplitude, resonance and associated theories;
- Apply the physics of sound to an audiogram;
- Explain the typical course of vocal development leading to intelligible speech production;
- Broadly describe the continuum of phonological and articulation development in young children;
- Demonstrate competence in reporting assessment results and establishing short and long term speech goals for children who are deaf/had of hearing;
- Demonstrate knowledge of a range of strategies and programs designed to facilitate/remediate speech development.

Assessment tasks

- Online Test/Quiz
- Case Study/PBL school-age

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

- Explain the physics of sound including frequency, amplitude, resonance and associated theories;
- Apply the physics of sound to an audiogram;
- Explain the typical course of vocal development leading to intelligible speech production;
- Broadly describe the continuum of phonological and articulation development in young children;
- Demonstrate competence in reporting assessment results and establishing short and long term speech goals for children who are deaf/had of hearing;

Assessment tasks

- Online Test/Quiz
- Case Study/PBL school-age

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

- Apply the physics of sound to an audiogram;
- Broadly describe the continuum of phonological and articulation development in young children;
- Demonstrate knowledge of a range of strategies and programs designed to facilitate/remediate speech development.

Assessment tasks

- Online Test/Quiz

- Case Study/PBL school-age

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

- Explain the physics of sound including frequency, amplitude, resonance and associated theories;
- Explain the typical course of vocal development leading to intelligible speech production;
- Demonstrate competence in reporting assessment results and establishing short and long term speech goals for children who are deaf/had of hearing;

Assessment task

- Case Study/PBL school-age

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

- Explain the typical course of vocal development leading to intelligible speech production;
- Demonstrate competence in reporting assessment results and establishing short and long term speech goals for children who are deaf/had of hearing;
- Demonstrate knowledge of a range of strategies and programs designed to facilitate/remediate speech development.

Assessment tasks

- Online Test/Quiz
- Case Study/PBL school-age

Changes from Previous Offering

PBL assessment now scaffolds the application of knowledge and skills to complete

a multifaceted analysis of Case Study outcomes encountered in the field of deaf education.