



SPTH8838

Language and Communication Analysis

Session 1, Weekday attendance, North Ryde 2021

Department of Linguistics

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Notice

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group activities on campus, and most will keep an online version available to those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff Scott Barnes scott.barnes@mq.edu.au
Credit points 10
Prerequisites (SPTH8836 or SPHL836) and (SPTH8837 or SPHL837)
Corequisites
Co-badged status
Unit description In this unit, students will analyse aspects of language and communication in everyday social activities involving children and adults who have communication disorders. It will focus on methods of analysis derived from Linguistics and Sociology that directly and empirically document language and communication. Students will then use the outcomes of these analyses to inform speech pathology assessment of, and intervention for, communication disability.

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:

- ULO1:** Apply theories of language and communication to sampling and measurement in speech pathology practice. (CBOS 1 3, 2 1).
- ULO2:** Conduct and interpret analyses of language and communication to determine the presence, nature, and extent of communication disability. (CBOS 1 4, 2 1, 2 2, 2 3).
- ULO3:** Integrate analyses of language and communication with information about client impairments, personal factors, and environmental factors to support speech pathology assessment and intervention. (CBOS 3 1, 3 2, 3 5).
- ULO4:** Integrate theories of language and communication with models of health, disability, and professional speech pathology practice. (CBOS 1 1, 1 2, 2 3, 2 5, 3 1, 3 3,

5 6).

General Assessment Information

Word limits

Assessment submissions with excessive word counts will receive a penalty commensurate with the amount the submission has exceeded the word limit stated in the assessment description.

Excessive word counts will result in the following penalties:

- From 11 to 20% over the word limit = reduction by one grading band.
- More than 20% over the word limit = reduction by **at least** two grading bands, with further penalties applied at the discretion of the unit convenor.

For example: Word limit = 2000 words; Submission word count = 2240, i.e., 12% over the limit, and therefore a penalty is applied as follows:

- Initial grade = D
- Penalty = reduction of one grading band
- Final grade = C

Penalty for late submission

Late submission of assessments will result in the following penalties:

- 1 day late = reduction by **no more than** one grading band, at the discretion of the unit convenor
- 2 days late = reduction by **no more than** two grading bands, at the discretion of the unit convenor
- 3 or more days late = reduction by **at least** two grading bands, with further reductions at the discretion of the unit convenor

For example: A submission is two days late, and therefore a penalty is applied as follows:

- Initial grade = HD
- Maximum penalty = reduction of two grading bands
- Final grade = C

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Analysis task - communication disability</u>	40%	No	Week 8
<u>Case based assessment - communication disability</u>	60%	Yes	Week 14

Analysis task - communication disability

Assessment Type ¹: Qualitative analysis task

Indicative Time on Task ²: 30 hours

Due: **Week 8**

Weighting: **40%**

In this assessment, students will analyse and interpret authentic samples of communication from people who have communication disabilities. Analyses will focus on action and sequence, turn-taking, and repair. Students will use these analyses to inform choices relating to speech pathology assessment and intervention for communication. 1000 words.

On successful completion you will be able to:

- Apply theories of language and communication to sampling and measurement in speech pathology practice. (CBOS 1 3, 2 1).
- Conduct and interpret analyses of language and communication to determine the presence, nature, and extent of communication disability. (CBOS 1 4, 2 1, 2 2, 2 3).

Case based assessment - communication disability

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 47 hours

Due: **Week 14**

Weighting: **60%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

In this assessment, students will collect audio and/or video samples of client communication. Students will document and present the motivations for sampling practices. Students will then analyse the samples collected using techniques studied in this unit and report on their findings. Students will reach comprehensive interpretations of the client's communication disability, and use this to inform intervention planning. 2500 words.

On successful completion you will be able to:

- Apply theories of language and communication to sampling and measurement in speech pathology practice. (CBOS 1 3, 2 1).
- Conduct and interpret analyses of language and communication to determine the presence, nature, and extent of communication disability. (CBOS 1 4, 2 1, 2 2, 2 3).
- Integrate analyses of language and communication with information about client impairments, personal factors, and environmental factors to support speech pathology assessment and intervention. (CBOS 3 1, 3 2, 3 5).
- Integrate theories of language and communication with models of health, disability, and

professional speech pathology practice. (CBOS 1 1, 1 2, 2 3, 2 5, 3 1, 3 3, 5 6).

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Students will participate in 2 hour seminar classes blending teacher-fronted delivery with small group activities. Students will be expected to engage with learning materials before attending and participating in weekly classes, and then to complete learning activities following class. All learning and teaching activities will occur over the standard 13 teaching weeks of the session.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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

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 help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

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.