



SPHL3310

Theoretical and Clinical Perspectives in Speech and Language Development

Session 1, Special circumstances 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

Titia Benders

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Alice Wu

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Credit points

10

Prerequisites

50cp at 2000 level or above including LING2217 or LING217

Corequisites

Co-badged status

Unit description

This unit introduces students to theoretical and clinical perspectives on children's acquisition of speech and language in the infant, toddler, and pre-school years. These topics are discussed with respect to typical as well as less typical language development. Tutorials and assignments focus on the understanding and communication of language development research to parents, and analysing linguistic data in preparation of clinical diagnosis.

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: Demonstrate and apply an advanced understanding of how typically developing children (0-5) develop speech and language.

ULO3: Evaluate and make informed decisions regarding theories and research in typical and atypical speech and language development.

ULO2: Communicate a basic understanding of ways that speech and language development can be atypical.

ULO4: Demonstrate the ability to work as part of a team to communicate language

acquisition research and its implications to the general public.

ULO5: Discuss the impact that (atypical) speech and language development has on the children's family and on their own ability to participate in society.

ULO6: Analyse, interpret, and report on speech and language samples.

Assessment Tasks

Name	Weighting	Hurdle	Due
Exam	40%	No	Final exam period
Research Participation	5%	No	Week 13
Phonological Development Quiz	10%	No	Week 5
Case Report	20%	No	Recess week 2
Podcast research commentary	25%	No	Week 12 (podcast) and Week 13 (essay and group mark)

Exam

Assessment Type ¹: Examination

Indicative Time on Task ²: 22 hours

Due: **Final exam period**

Weighting: **40%**

Students will undertake an examination covering course content.

On successful completion you will be able to:

- Demonstrate and apply an advanced understanding of how typically developing children (0-5) develop speech and language.
- Evaluate and make informed decisions regarding theories and research in typical and atypical speech and language development.
- Communicate a basic understanding of ways that speech and language development can be atypical.

Research Participation

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 1 hours

Due: **Week 13**

Weighting: **5%**

Research Participation is an optional component of some units offered by the Department of Linguistics. This usually involves a choice between either participating in research at the Department for Linguistics for credit or completing an alternative assessment task. Experimental participation is your choice. You are free to choose whether you will participate. If you do not wish to participate you will have a choice of an alternative assessment for the same marks. If you choose to neither participate in one of the available research participation sessions nor to participate in any offered alternative assessment, you will not be awarded the credit for this component of the unit.

On successful completion you will be able to:

- Evaluate and make informed decisions regarding theories and research in typical and atypical speech and language development.

Phonological Development Quiz

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 10 hours

Due: **Week 5**

Weighting: **10%**

Students will sit an online quiz covering children's phonological development.

On successful completion you will be able to:

- Demonstrate and apply an advanced understanding of how typically developing children (0-5) develop speech and language.
- Communicate a basic understanding of ways that speech and language development can be atypical.
- Analyse, interpret, and report on speech and language samples.

Case Report

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 27 hours

Due: **Recess week 2**

Weighting: **20%**

Students will be provided with raw data and initial phonological analysis of a speech and language assessment. They will submit a case report that summarizes and analyzes the findings and relates the findings back to the scientific literature (1500 words).

On successful completion you will be able to:

- Demonstrate and apply an advanced understanding of how typically developing children (0-5) develop speech and language.
- Communicate a basic understanding of ways that speech and language development can be atypical.
- Discuss the impact that (atypical) speech and language development has on the children's family and on their own ability to participate in society.
- Analyse, interpret, and report on speech and language samples.

Podcast research commentary

Assessment Type ¹: Media presentation

Indicative Time on Task ²: 22 hours

Due: **Week 12 (podcast) and Week 13 (essay and group mark)**

Weighting: **25%**

Students will work in groups to produce a short podcast aimed at parents of young children. In the podcast, the students will present parents with information about a research study on infant language development, and provide a balanced interpretation of the implications for how parents could scaffold the language development of their child. Each student will also submit a one-page guided personal essay and mark their peers on their group work. A student's mark is based on the group mark for the podcast (5 minutes; 50%) and the individual mark for the personal essay (1 page; 40%) and the peer-mark (10%)

On successful completion you will be able to:

- Demonstrate and apply an advanced understanding of how typically developing children (0-5) develop speech and language.
- Evaluate and make informed decisions regarding theories and research in typical and atypical speech and language development.
- Communicate a basic understanding of ways that speech and language development can be atypical.
- Demonstrate the ability to work as part of a team to communicate language acquisition

research and its implications to the general public.

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 have access to weekly **pre-recorded lectures**, weekly required **readings**, fortnightly **lecture/reading Q&A sessions**, weekly **tutorial instructions** and **tutorial sessions** (some weeks excepted), and **assignment-specific resources**.

All required readings and lecture materials provide the necessary content knowledge for successful completion of the exam and provide the basis for successful completion of the assignments. Tutorials are specifically designed to develop the skills required for the successful completion of the assignments. During the student-driven Q&A sessions you can seek all answers you need to prepare for the exam.

We are here to support your learning and can only successfully guide you through the concepts and techniques if you regularly engage with the materials, your peers, and the teaching staff. It is therefore expected that you engage with the readings and pre-recorded lectures on a weekly basis, prepare for and attend lecture/reading Q&A sessions, and prepare for and attend all scheduled tutorials.

We welcome all your **questions** during the Q&A sessions and tutorials. You can also pose written questions on the iLearn discussion fora, for your peers, tutor, or lecturer to answer. Questions asked via the personal iLearn messages may be (anonymously) re-posted in the discussion fora, to ensure all students have access to the same information. Questions of a personal nature are of course excluded from this procedure - please contact the unit convener directly if you have any personal questions or concerns.

Unit Schedule

Details of all topics, readings, class schedules, and assessment tasks are provided on iLearn, and may be updated each week.

It is your responsibility to consult iLearn regularly, and make sure you are prepared for each class.

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

Assessments and Results

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 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>

[u.au/study/my-study-program/special-consideration\](http://www.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.

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.