SPTH8853

Discourse, Literacy, and Speech Pathology Practice

Session 1, In person-scheduled-weekday, North Ryde 2022

Department of Linguistics

Contents

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General Information

Unit convenor and teaching staff
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Credit points
10

Prerequisites
SPTH8836 and SPTH8837

Corequisites

Co-badged status

Unit description
In this unit, students will explore advanced issues for discourse and literacy in speech pathology practice, with a particular emphasis on employing relevant theories and research findings to support speech pathology practice. Assessment and intervention for school-aged children with language disorders will be addressed in detail, as well as communication sampling and its role in designing client-centred and evidence-based speech pathology practice.

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: Employ theories and research evidence relevant for reading and writing to support speech pathology assessment and intervention

ULO2: Employ theories and research evidence relevant for language-in-use to support speech pathology assessment and intervention

ULO3: Describe and analyse the relationship between spoken language and written language, with particular reference to school-aged children with language disorders

ULO4: Select and justify appropriate, evidence-based speech pathology assessment

and intervention for school-aged children with language disorders.

ULO5: Synthesise information generated from communication/discourse sampling with other sources of client information to inform evidence-based, client-centred speech pathology practice

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
Case-based assessment: school-aged language	60%	Yes	Week 8
Case presentation and communication sample analysis	40%	No	Week 14

Case-based assessment: school-aged language

Assessment Type [1]: Case study/analysis
Indicative Time on Task [2]: 46 hours
Due: **Week 8**
Weighting: **60%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

In this assessment task, students will be provided with case information relating to school-aged children who have language disorders. They will also be provided with clinical scenarios, and asked to develop plans relating to speech pathology assessment and intervetion for these children. The assessment task will require them to integrate and synthesise case information, case data, theory, research evidence, and routine speech pathology practices in order to formulate plans.

On successful completion you will be able to:

- Employ theories and research evidence relevant for reading and writing to support speech pathology assessment and intervention
- Employ theories and research evidence relevant for language-in-use to support speech pathology assessment and intervention
- Describe and analyse the relationship between spoken language and written language, with particular reference to school-aged children with language disorders
- Select and justify appropriate, evidence-based speech pathology assessment and intervention for school-aged children with language disorders.

Case presentation and communication sample analysis

Assessment Type [1]: Case study/analysis
Indicative Time on Task [2]: 31 hours
Due: **Week 14**
Weighting: **40%**

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 plans for speech pathology management.

On successful completion you will be able to:

- Employ theories and research evidence relevant for language-in-use to support speech pathology assessment and intervention
- Synthesise information generated from communication/discourse sampling with other sources of client information to inform evidence-based, client-centred speech pathology practice

[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 lectorial 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 scheduled learning activities will occur over the standard 13 weeks of the session.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (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

- Assessment Procedure
- Complaints Resolution 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). 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) 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

Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
- Access StudyWISE
- Upload an assignment to Studiosity
- Complete the 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

Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual assault
- Social support including information about finances, tenancy and legal issues

Student Enquiries

Got a question? Ask us via AskMQ, or contact Service Connect.

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.