LING3388

PACE: Accessible and Inclusive Communication

Session 2, In person-scheduled-infrequent, North Ryde 2023

Department of Linguistics

Contents

General Information

Unit convenor and teaching staff
Convenor
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Contact via iLearn

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Credit points
10

Prerequisites
(Admission to BLingLangSc or admission to BSpHSc) AND 50cp at 2000 level or above

Corequisites

Co-badged status

Unit description
This unit examines the impact of complex communication needs on a person's participation and inclusion in society. It explores theoretical models of multilingualism, disability, and inclusive workplace communication to improve the communication outcomes of people with complex communication needs and the facilitative role of communication partners. Students will engage in a work-integrated learning experience placement which may be undertaken across a range of sectors (e.g., government, not-for-profit, community-based organisations) and settings (e.g., disability policy, service planning or development, health promotion, advocacy, education, research). Students will complete a minimum of 50 hours during their placement. They will also engage with lecture and tutorial materials, which will provide information relevant to linguistic diversity, disadvantage and social justice, and workplace communication and inclusion. This unit will foster an understanding of the theoretical and practical considerations related to accessible and inclusive communication, highlighting strategies that facilitate successful communication for people of diverse linguistic background or with complex needs in a variety of real-world situations.

Visit Employability Connect for important information on this unit.

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: Communicate an understanding of how theoretical aspects of multilingualism, communication disorders, or inclusive workplace communication relate to people with complex communication needs.

ULO2: Describe the impact of linguistic diversity or lifelong disability on communication for the individual, family, and society.

ULO3: Give examples of multimodal communication approaches for people of diverse linguistic background or with complex communication needs.

ULO4: Analyse an organisation's responsibilities towards multilingual speakers or individuals with complex communication needs.

ULO5: Reflect on, discover, and examine issues pertaining to disadvantage and social justice, inclusion, and other social challenges within the context of the partner organisation.

General Assessment Information

Grade descriptors and other information concerning grading are contained in the Macquarie University Assessment Policy.

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade and a mark which must correspond to the grade descriptors specified in the Assessment Procedure (clause 128).

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a final mark of 50 or better.

Further details for each assessment task will be available on iLearn.

Late Submissions

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of '0' will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For example:

Number of days (hours) late	Total Possible Marks	Deduction	Raw mark	Final mark
1 day (1-24 hours)	100	5	75	70

2 days (24-48 hours)	100	10	75	65
3 days (48-72 hours)	100	15	75	60
7 days (144-168 hours)	100	35	75	40
>7 days (>168 hours)	100	-	75	0

Late submission of time sensitive tasks, such as timetabled tests/exams, scheduled performance assessments/presentations, scheduled practical assessments/labs, will be addressed by the unit convenor in a Special consideration application.

Special Consideration

If you are unable to complete an assessment task on or by the specified date due circumstances that are unexpected, unavoidable, significantly disruptive and beyond your control, you may apply for special consideration in accordance with the special consideration policy. Applications for special consideration must be supported by .appropriate evidence and submitted via ask.mq.edu.au.

Use of Generative AI

Please refer to instructions from your lecturer on the use and acknowledgement of use of Generative AI in your submitted assignments.

Assessment Tasks

Name	Weighting	Hurdle	Due
Understanding key concepts	30%	No	Weeks 3, 5, and 6
Presentation	20%	No	Week 7 (Sunday, 10th September)
Placement-based report	50%	No	Week 14 (Sunday 12th November)

Understanding key concepts

Assessment Type [1]: Quiz/Test
Indicative Time on Task [2]: 24 hours
Due: **Weeks 3, 5, and 6**
Weighting: **30%**

There will be three quizzes in this unit. Each is designed to for you to show your understanding of the key concepts covered: multilingualism, communication disorder, and accessible and inclusive workplace communication.

On successful completion you will be able to:
- Communicate an understanding of how theoretical aspects of multilingualism, communication disorders, or inclusive workplace communication relate to people with complex communication needs.
- Describe the impact of linguistic diversity or lifelong disability on communication for the individual, family, and society.
- Give examples of multimodal communication approaches for people of diverse linguistic background or with complex communication needs.
- Reflect on, discover, and examine issues pertaining to disadvantage and social justice, inclusion, and other social challenges within the context of the partner organisation.

Presentation

Assessment Type [1]: Presentation
Indicative Time on Task [2]: 10 hours
Due: **Week 7 (Sunday, 10th September)**
Weighting: **20%**

A reflection and analysis of one's PACE placement

On successful completion you will be able to:
- Communicate an understanding of how theoretical aspects of multilingualism, communication disorders, or inclusive workplace communication relate to people with complex communication needs.
- Describe the impact of linguistic diversity or lifelong disability on communication for the individual, family, and society.
- Give examples of multimodal communication approaches for people of diverse linguistic background or with complex communication needs.
- Analyse an organisation's responsibilities towards multilingual speakers or individuals with complex communication needs.
- Reflect on, discover, and examine issues pertaining to disadvantage and social justice, inclusion, and other social challenges within the context of the partner organisation.

Placement-based report

Assessment Type [1]: Report

Indicative Time on Task [2]: 30 hours
Due: **Week 14 (Sunday 12th November)**
Weighting: **50%**

Reflection and analysis of the organization where the student undertook their PACE placement. Within the context of their PACE placement, students will apply the theoretical framework of multilingualism, communication disorder, or accessible and inclusive communicaton to the needs of people with communication challenges.

On successful completion you will be able to:
- Communicate an understanding of how theoretical aspects of multilingualism, communication disorders, or inclusive workplace communication relate to people with complex communication needs.
- Describe the impact of linguistic diversity or lifelong disability on communication for the individual, family, and society.
- Give examples of multimodal communication approaches for people of diverse linguistic background or with complex communication needs.
- Analyse an organisation's responsibilities towards multilingual speakers or individuals with complex communication needs.
- Reflect on, discover, and examine issues pertaining to disadvantage and social justice, inclusion, and other social challenges within the context of the partner organisation.

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[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

Enrolment in this unit entails engagement in a range of face-to-face and online learning activities, including seminars and tutorials, readings, pre-seminar activities, and workplace placement. Details can be found on the iLearn site for this unit.

Recommended Readings

There is not set textbook for this unit, but there are specific readings you are required to read

prior to the lecture and tutorial. These are all listed in the designated iLearn site for this unit.

Unit Schedule

This unit involves the following learning activies:

- A two-hour seminar in Weeks 1-6 and 13 on a Tuesday, 11 to 1.
- A one-hour tutorial in Weeks 1-6, 8-9, and 11 and 12.
- A 50-hour workplace placement.

The unit follows a schedule of six weeks of seminars and tutorials which cover the following topics.

Weeks	Topics
1	Introduction to the Unit & Multilingualism
2	Understanding language ideologies
3	Understanding linguistic diversity & social inclusion
4	Introduction to communication disorders
5	Understanding approaches to inclusive communication
6	Understanding accessible & inclusive workplace communication

The tutorials in weeks 8, 9, 11, and 12 are scheduled for Assessment 2 presentations, discussion of Assessment 3, and follow-up on students' placement experience.

The seminar in Week 13 is to provide space to celebrate and give feedback on students' host organisations.

The 50-hour placement is expected to be done by end of Week 12.

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 Advocacy provides independent advice on MQ policies, procedures, and processes

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.

Inclusion and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g.,

face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.

Unit information based on version 2023.04 of the Handbook