



SPHL3312

Speech Perception and Hearing Science

Session 1, In person-scheduled-weekday, North Ryde 2023

Department of Linguistics

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Disclaimer

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General Information

Unit convenor and teaching staff

Convenor, Lecturer

Joshua Penney

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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 is a detailed examination of speech perception and hearing, and provides training in the scientific methods required to expand knowledge in both domains. This unit is based around interactive lectures that present the theoretical content, and practical workshops that support students in completing research projects and proposals. Essential topics in speech perception include the (categorical) perception of segments and the perception and processing of prosody. These are introduced from the perspective of monolingual adults, and further explored in a range of other populations, including bilinguals and listeners with hearing loss. The discussion of hearing covers the structure of the outer, middle and inner ear, the auditory nerve, the auditory brainstem and the auditory cortex, as well as the mechanisms of hearing and the physiology of the auditory system. A final focus of this unit is the psychoacoustics of hearing and speech perception.

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: Evaluate, make informed decisions regarding, and report on the methods, data, and results from speech perception experiments.

ULO2: Communicate on phenomena and theories of speech perception in a range of populations

ULO3: Demonstrate an understanding of the anatomy and physiology of the ear to the cortex as they relate to hearing

ULO4: Analyse, interpret and report on clinical auditory data to engage with theoretical issues relating to clinical assessment techniques.

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

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration.

Assessment Tasks

Name	Weighting	Hurdle	Due
Discrimination and Categorization Quiz	20%	No	Week 6
Hearing Science Exam	30%	No	TBA in exam period
DPOAE Practicum and Report	20%	No	Week 12
Experiment Proposal	30%	No	Week 2 of mid-semester break

Discrimination and Categorization Quiz

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 18 hours

Due: **Week 6**

Weighting: **20%**

Discrimination and Categorization of speech sounds are benchmark abilities and paradigms in the study of speech perception. This practicum will introduce you to the experimental procedures involved in measuring speech sound discrimination and categorization. You will also learn how to process and interpret raw datasets and use findings to answer research questions. These abilities are assessed in an online quiz. Submission of this assignment is compulsory.

On successful completion you will be able to:

- Evaluate, make informed decisions regarding, and report on the methods, data, and results from speech perception experiments.
- Communicate on phenomena and theories of speech perception in a range of populations

Hearing Science Exam

Assessment Type ¹: Examination

Indicative Time on Task ²: 20 hours

Due: **TBA in exam period**

Weighting: **30%**

The aim of the final exam is to assess the learning outcomes related to hearing science.

Duration: 2 hours _(+ 10 minutes reading time)

On successful completion you will be able to:

- Demonstrate an understanding of the anatomy and physiology of the ear to the cortex as they relate to hearing
- Analyse, interpret and report on clinical auditory data to engage with theoretical issues relating to clinical assessment techniques.

DPOAE Practicum and Report

Assessment Type **1**: Report

Indicative Time on Task **2**: 25 hours

Due: **Week 12**

Weighting: **20%**

In this practicum, you will develop an understanding of the clinical use of distortion product otoacoustic emissions (DPOAEs), the clinical equipment used to measure them and the procedure undertaken for this. You will also develop an appreciation for physiological and nonphysiological factors that could result in an absent evoked emission. Submission of this assignment is compulsory. Word count: 2500 words (excluding title page and references)

On successful completion you will be able to:

- Demonstrate an understanding of the anatomy and physiology of the ear to the cortex as they relate to hearing
- Analyse, interpret and report on clinical auditory data to engage with theoretical issues relating to clinical assessment techniques.

Experiment Proposal

Assessment Type **1**: Report

Indicative Time on Task **2**: 27.5 hours

Due: **Week 2 of mid-semester break**

Weighting: **30%**

Speech perception research, like all science, is an incremental process. This assessment invites you to formulate a follow-up experiment on a speech perception study published in an international scientific journal in recent years (to be specified each offering). You will be asked to write a concise experiment proposal, in which you 1) critically evaluate the original paper; 2)

formulate a question and hypothesis; 3) outline appropriate methods and predicted results; 4) discuss implications of predicted outcomes.

Speech perception research is also a collaborative process, which requires participants to critically reflect on the work of others and integrate feedback into their own work. In the process of writing the experiment proposal you will thus be asked to submit preliminary versions and review and provide constructive feedback to the preliminary versions from your peers.

Submission of this assignment as well as submission of preliminary versions and of constructive feedback to peers is compulsory. Word count: 2500 words (excluding title page and references).

On successful completion you will be able to:

- Evaluate, make informed decisions regarding, and report on the methods, data, and results from speech perception experiments.
- Communicate on phenomena and theories of speech perception in a range of populations

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

As a student enrolled in this unit, you will engage in a range of online and face-to-face learning activities, including weekly **lectures** and **tutorial sessions** (some weeks excepted), weekly required **readings**, 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.

Details can be found on the iLearn site for this unit.

Technology Used

Active participation in the learning activities throughout the unit will require students to have access to a tablet, laptop or similar device. Students who do not own their own laptop computer may borrow one from the university library.

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](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](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

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.