



# SPED8932

## Perception and Production of Speech in Deaf/Hard of Hearing Children

Session 2, Online-flexible 2024

*Macquarie School of Education*

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#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Unit Convenor

Inge Kaltenbrunn

[inge.kaltenbrunn@mq.edu.au](mailto:inge.kaltenbrunn@mq.edu.au)

Contact via [inge.kaltenbrunn@mq.edu.au](mailto:inge.kaltenbrunn@mq.edu.au)

NextSense Institute

Course Director

Susan Silveira

[susan.silveira@mq.edu.au](mailto:susan.silveira@mq.edu.au)

Contact via 0477202129

NextSense Institute

Monday to Friday 9-5pm

Graduate Studies Coordinator

Tanya Kysa

[tanya.kysa@mq.edu.au](mailto:tanya.kysa@mq.edu.au)

Contact via 0484913641

NextSense Institute

Monday, Tuesday, Thursday, Friday 9.30am-3pm

Administration

Celise Hill

[celise.hill@mq.edu.au](mailto:celise.hill@mq.edu.au)

Contact via [celise.morrison@nextsense.org.au](mailto:celise.morrison@nextsense.org.au)

NextSense Institute

Credit points

10

Prerequisites

SPED8931 or SPED931

Corequisites

Co-badged status

### Unit description

This unit presents an introduction to speech perception and speech production of children who are Deaf/Hard of Hearing. Students will be introduced to the anatomy and physiology of the systems related to speech production, psychoacoustics and the speech chain. Typical speech perception and the continuum of development supporting the emergence of mature speech production will be considered. Listening and speech production assessments used in deaf education will be outlined, and results reviewed to determine specific goals. Strategies to improve student outcomes and programming for Teachers of the Deaf to implement with their students will be explored.

## 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 knowledge of IPA symbols to transcribe (IPA to English and English to IPA) and then apply IPA to analysis of speech production.

**ULO2:** Analyse and explain the use of speech acoustics in speech production errors for children who are deaf or hard of hearing.

**ULO3:** Analyze and explain the typical course of vocal development leading to intelligible speech production.

**ULO4:** Describe and discuss the continuum of phonological and articulation development in young children.

**ULO5:** Demonstrate competence in interpreting and reporting assessment results and establishing speech and listening goals for children who are deaf/hard of hearing.

**ULO6:** Implement knowledge of a range of strategies and programs designed to facilitate/remediate speech development.

## General Assessment Information

### General Assessment Information

#### Academic honesty

- At all times, students should be aware of and apply the Macquarie University policy on academic honesty (<https://policies.mq.edu.au/document/view.php?id=3>)
- Information on the acceptable and permitted use of generative artificial intelligence tools (GAI) is outlined in the instructions for each unit assessment task

- In accordance with the Academic Integrity Policy a student must take responsibility, be proactive, take ownership and hold oneself responsible for ensuring all information and content, including citations and references in their assessment, have been generated and communicated in an ethical, honest and responsible manner. Failure to show responsibility by checking the accuracy and integrity of your own content, citations and references, or the submission of falsified content, is a breach of the Academic Integrity Policy.

### **Assessment preparation guidelines**

- Word limits (+/- 10%) should be adhered to.
- Allow a left and right-hand margin of at least 2cm in all assignments.
- All assignments should be types using a minimum of Arial, 12-point font and 1.5 spacing.
- Faculty assignment cover sheets are NOT required.
- The assignment title page should include the student's name, student number, unit code, title of the assessment and correct submitted word count.
- All assignments must be submitted electronically through Turnitin as a **Word document – do not submit as a pdf.**
- Students must use the Turnitin Similarity Report as a learning tool to improve their academic writing and, in consideration of the report outcome, attend to any potential academic integrity issues, prior to submission of the final version of the assignment.
- Students are strongly encouraged to upload a draft copy of each assignment to Turnitin at least one week prior to the due date to obtain a Turnitin Similarity Report. The Turnitin Similarity Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- **GAIT use is NOT permitted.** For all SPED8932 assessment tasks students are not permitted to use any content or ideas generated by third parties or artificial intelligence sources (i.e., Generative Artificial Intelligence Tools or GAITs) for **any purpose**, including summarising texts on the subject. Students may continue to use spelling/grammar checkers, e.g., Microsoft spell-check, Grammarly, and Turnitin Draft Coach; and referencing software, e.g., Endnote and Mendeley.
- Engaging with GAITs for all SPED8932 assessment tasks constitutes and will be treated as a breach of academic integrity.

## Assessment submission guidelines

- It is the responsibility of the student to ensure that all assignments are successfully submitted through Turnitin - students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.
- For written assignments, the Turnitin Similarity Report must also be submitted using the correct Turnitin submission point at the time of assignment submission.
- Online quizzes are an individual assessment task and **MUST BE COMPLETED by each student individually**. Similarities in responses between students will be checked and investigated for possible collusion.

## Online quizzes

In submitting responses to an online quiz, students agree that they:

- are aware of, and are acting in accordance with the Macquarie University Academic Integrity Policy and the standards set out in Schedule 2 (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/academic-integrity>)
- adhere to standard principles of ethical behaviour that apply to professionals such as themselves.
- complete the quiz with integrity and honesty and when they do otherwise, they risk causing personal reputational and academic harm.
- demonstrate an understanding of the impact of unethical behaviour on their chosen professional role in supporting people with sensory disability.
- will not participate in any unacceptable academic activities such as cheating, collusion, deception, fabrication, impersonation, obstruction, plagiarism and/or sabotage
- refrain from copying any or all aspects of the quiz using screenshots, photos or other methods.
- refrain from sharing any aspects of the quiz on social media or in other ways.
- not include content in their answer/s that have previously been submitted for academic credit in this or any other unit.
- submit answers which their your own work.
- acknowledge that they are not permitted to directly copy answers from this unit's learning content, or copy information from the Internet or from a Generated Artificial Intelligence source.

## **Application for Special Consideration – extensions**

Applications for Special Consideration - extensions must be made via AskMQ (<https://ask.mq.edu.au/>).

## **Late submission of assessments**

- Unless a Special Consideration (see: <https://students.mq.edu.au/study/assessment-exams/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 mark of, 0 (zero) 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 issue. This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc).
- Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special Consideration application.
- The Special Consideration outcome may result in a new question or topic.
- It is not the responsibility of unit staff to contact students who have failed to submit assessments. It is the student's responsibility to contact the unit convenor when assessments are missed.

## **Assessment marking**

- Word limits are strictly applied. Work 10% above the word limit will not be marked. Work below the word count may attract a penalty.
- All assessments are marked using a clear marking scheme or a rubric.
- Marking of all assessments is moderated by the Unit Convenor.
- Turnitin plagiarism detection software is used to check all written assessments.

## **University policy on grading**

### **Criteria for awarding grades for assessment tasks**

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. For Professional Experience units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is

marked as not meets, meets or exceeds. The following descriptive criteria are included for your information.

### Descriptive criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Grade	Descriptor
<b>HD</b> (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem-solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
<b>D</b> (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
<b>Cr</b> (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
<b>P</b> (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
<b>F</b> (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

*Note: If you fail a unit with a professional experience component, the fail grade will be on your transcript irrespective of the timing of the placement.*

### Withdrawing from this unit

If you are considering withdrawing from this unit, please contact the Graduate Studies Coordinator Tanya Kysa on 0484913641 or [student.enquiries@nextsense.org.au](mailto:student.enquiries@nextsense.org.au), prior to withdrawing, for advice related to your progression. You can also seek academic advice via <https://ask.mq.edu.au> before withdrawing as this unit may be a co-requisite or prerequisite for

units in the following sessions and may impact on your progression through the degree.

## Results

Results shown in iLearn, or released directly by the Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to the student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au)

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Application of International Phonetic Alphabet</a>	20%	No	Sunday 25 August 2024 by 11.55pm
<a href="#">Online Quiz</a>	30%	No	Sunday 15 September 2024 by 11.55pm
<a href="#">Case Study</a>	50%	No	Sunday 27 October 2024 by 11.55pm

### Application of International Phonetic Alphabet

Assessment Type <sup>1</sup>: Practice-based task

Indicative Time on Task <sup>2</sup>: 15 hours

Due: **Sunday 25 August 2024 by 11.55pm**

Weighting: **20%**

Demonstrate transcription and application of IPA.

On successful completion you will be able to:

- Demonstrate knowledge of IPA symbols to transcribe (IPA to English and English to IPA) and then apply IPA to analysis of speech production.
- Implement knowledge of a range of strategies and programs designed to facilitate/remediate speech development.

### Online Quiz

Assessment Type <sup>1</sup>: Quiz/Test

Indicative Time on Task <sup>2</sup>: 15 hours

Due: **Sunday 15 September 2024 by 11.55pm**



Weighting: **30%**

Quiz on knowledge of psychoacoustics, perception/production systems

On successful completion you will be able to:

- Demonstrate knowledge of IPA symbols to transcribe (IPA to English and English to IPA) and then apply IPA to analysis of speech production.
- Analyse and explain the use of speech acoustics in speech production errors for children who are deaf or hard of hearing.

## Case Study

Assessment Type <sup>1</sup>: Case study/analysis

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **Sunday 27 October 2024 by 11.55pm**

Weighting: **50%**

Case Study/Problem Based Learning task (2500 words)

On successful completion you will be able to:

- Analyze and explain the typical course of vocal development leading to intelligible speech production.
- Describe and discuss the continuum of phonological and articulation development in young children.
- Demonstrate competence in interpreting and reporting assessment results and establishing speech and listening goals for children who are deaf/hard of hearing.
- Implement knowledge of a range of strategies and programs designed to facilitate/remediate speech development.

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<sup>1</sup> 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.

<sup>2</sup> 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

### Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email Address*
- The *Dialogue* function on iLearn
- Other iLearn communication functions

### Information about the iLearn site

SPED8932 has a full web presence through iLearn. All requirements for this unit begin Session 2 Week 1, 2024. Students are expected to access the iLearn site and engage with unit materials regularly during session 1.

### Support resources

Macquarie University has a range of services for students. If you are struggling with any aspect of academic life or career trajectory and skills, please refer to the comprehensive list of support services [here](#).

### Access and technical assistance

Information for students about access to the online component of this unit is available at <https://students.mq.edu.au/support/study/tools-and-resources/ilearn>. You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding iLearn technical help. Assistance is available from IT Helpdesk ph: 02 98504357 and 1800 67 4357 or log a request at [help.mq.edu.au](http://help.mq.edu.au). OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- Internet access: The iLearn site contains materials for this unit; it is also required for the online submission of all assessment tasks, and for the use of Turnitin submission for ALL tasks.
- Word processing, visual representations, and document formatting: You are required to use an appropriate form of software to present your assignments.
- Uploading of assessment tasks to iLearn.

## Unit Schedule

<p><b>WEEK1</b></p> <p><b>22 July 2024</b></p>	<p>Topic 1 Introduction to Unit</p> <p>Topic 1A International Phonetic Alphabet – Vowels and Diphthongs</p> <p>Topic 1B International Phonetic Alphabet – Consonants</p>
<p><b>WEEK 2</b></p> <p><b>29 July 2024</b></p>	<p>Topic 2A International Phonetic Alphabet: The Basis of Spoken Language</p> <p>Topic 2B Manner Place and Voicing</p> <p>Topic 2C Minimal Pairs</p>
<p><b>WEEK 3</b></p> <p><b>5 August 2024</b></p>	<p>Topic 3A Anatomy and Physiology of the Vocal Mechanism</p> <p>Topic 3B The Speech Chain</p>
<p><b>WEEK 4</b></p> <p><b>12 August 2024</b></p>	<p>Topic 4A Introduction to Psychoacoustics, Speech Perception Topic 4B Introduction to Speech Science</p>
<p><b>WEEK 5</b></p> <p><b>19 August 2024</b></p>	<p><b>Assessment 1 Online Quiz: Application of Topics 1-4 Learning Content: Opens 9am Monday 19<sup>th</sup> of August and closes 11.55pm Sunday 25<sup>th</sup> of August 2024</b></p> <p>Topic 5A Speech Perception and Speech Production</p> <p>Topic 5B Speech Perception</p> <p>Topic 5C Speech Perception: Speech Acoustics</p>
<p><b>WEEK 6</b></p> <p><b>26 August 2024</b></p>	<p>Topic 6A: Phonological Development in Typically Developing Children Topic 6B: Phonological Development in Children with Hearing Loss</p>
<p><b>WEEK 7</b></p> <p><b>2 September 2024</b></p>	<p>Topic 7: Speech Perception Assessment</p>
<p><b>WEEK 8</b></p> <p><b>9 September 2024</b></p>	<p><b>Assessment 2 Online Quiz: Application of Topics 1-7 Learning Content: Opens 9am Monday 9<sup>th</sup> of September and closes 11.55pm Sunday 15<sup>th</sup> of September 2024</b></p> <p>Topic 8A: Speech Production Assessment</p>

16 September 2024	RECESS
23 September 2024	RECESS
WEEK 9  30 September 2024	Topic 9: Speech Production: Phonologic Assessment
WEEK 10  7 October 2024	Topic 10: Planning a Speech Perception Program
WEEK 11  14 October 2024	Topic 11A: Planning a Speech Production Program
WEEK 12  21 October 2024	Topic 12: Linking Speech Perception, Speech Production and Language  <b>Assessment 3 Case Study/Analysis due 11.55pm Sunday 27<sup>th</sup> of October 2024</b>
WEEK 13  28 October 2024	Topic 13: Speech Production Teaching Strategies

## 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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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/](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.

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Unit information based on version 2024.02 of the [Handbook](#)