



LING3388

PACE: Accessible and Inclusive Communication

Session 2, In person-scheduled-infrequent, North Ryde 2024

Department of Linguistics

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	6
<u>Unit Schedule</u>	7
<u>Policies and Procedures</u>	7

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

Convenor

Loy Lising

loy.lising@mq.edu.au

Contact via Via iLearn

Undergraduate Course Director

Felicity Cox

felicity.cox@mq.edu.au

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

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
<u>Understanding key concepts</u>	30%	No	Scheduled in Weeks 2, 4, and 6.
<u>Presentation</u>	20%	No	Scheduled in Weeks 8, 9, 11, and 12.
<u>Placement-based report</u>	50%	No	Week 13

Understanding key concepts

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 24 hours

Due: **Scheduled in Weeks 2, 4, and 6.**

Weighting: **30%**

There will be three quizzes in this unit. Each is designed 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: **Scheduled in Weeks 8, 9, 11, and 12.**

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 13**

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 communication 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.
-

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

Delivery

This unit is taught through 1 x 2 hours seminar each week and 1 x 1 hour tutorial. Tutorials begin in Week 1.

All seminars and tutorials are delivered on campus. A recording of the seminar will be available later on the day of delivery.

Because of your 50-hour placement, which is an embedded requirement in this unit, our meetings are irregular. Seminars and tutorials will run from Weeks 1 to 6. Then tutorials will run again in Weeks 8, 9, 11, and 12. A final seminar will be held in Week 13.

Resources

There is no textbook for this unit. All readings are available through the Leganto reading list, accessible via the iLearn page.

Enrolment in this unit requires that you engage in a range of face-to-face and online learning activities, including seminars and tutorials, readings, and workplace placement. Details can be

found on the iLearn site for this unit.

Unit Schedule

In Weeks 1 to 6, during the seminars, the following topics will be covered:

- Introduction to the unit
- Multilingualism/ linguistic diversity
- Language policies and ideologies
- Communication disorders
- Inclusive communication in the workplace

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 connect.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 the [Service Connect Portal](#), 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.

Unit information based on version 2024.01R of the [Handbook](#)