LING3200 Speech & Language Disorders

Course Co-ordinator: Dr Sue Sherratt
Room: GP1.16
Ph: 4921 7350
Fax: 4921 7386
Email: Sue.Sherratt@newcastle.edu.au
Consultation hours: By appointment

Semester: Semester 2 - 2006
Unit Weighting: 10
Teaching Methods: Lecture

Brief Course Description
Aims to provide students with an overview of speech and language disorders, with particular emphasis on linguistic theories, description and methodology which underpin current knowledge and research in the area. The course is designed for students with backgrounds in linguistics, psychology, or education. Specific topic areas include: acquired and developmental language impairment, dyslexia, phonological disorders, voice disorders and stuttering.

Contact Hours
Lecture for 2 Hours per Week for 13 Weeks

Learning Materials/Texts


Course Objectives
Upon successful completion of this course, students will be able to:
1. Access and comprehend current theoretical literature and empirical research in the area of speech and language disorders.
2. Apply their new learning in the area of speech and language disorders to their prior knowledge or concurrent studies (for example, in linguistics, psychology or education).

Course Outline Issued and Correct as at: Week 1 Semester 2 2006

CTS Download Date: 30 June 2006
Course Content
1. Physiology of communication
2. Taxonomies of communication & communication disorders
3. Developmental speech disorder
4. Developmental language delay/disorder
5. Developmental dyslexia
6. Acquired adult speech disorder (dysarthria)
7. Acquired adult cognitive communication disability
8. Acquired adult language disorder (aphasia)
9. Stuttering
10. Voice disorders
11. Social perspectives on communication & communication disorders

Assessment Items

| Essays / Written Assignments | Take-home assignment (2000 words) - 50% |
| Examination: Formal          | Formal examination during exam period - 50% |

Assumed Knowledge
LING1110

Callaghan Campus Timetable
LING3200
SPEECH & LANGUAGE DISORDERS
Enquiries: School of Humanities and Social Science
Semester 2 - 2006
Lecture Friday 15:00 - 17:00 [MC132]

Plagiarism
University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one’s own. Without limiting the generality of this definition, it may include:
- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs. Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -

The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -
- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

Written Assessment Items
Students may be required to provide written assessment items in electronic form as well as hard copy.
Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:
1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.

Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at:


Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the date of submission or examination.
- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.
- **Requests for Rescheduling Exams** must be lodged no later than 5 working days before the date of the examination.

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

Changing your Enrolment

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are: For semester 2 courses: **31 August 2006**

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the Student Enquiry Centre.

To change your enrolment online, please refer to

http://www.newcastle.edu.au/study/enrolment/changingenrolment.html

Contact Details

Faculty Student Service Offices

The Faculty of Education and Arts
Room: GP1-22 (General Purpose Building)
Phone: 02 4921 5314

Various services are offered by the University Student Support Unit:


Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards

Web Address for Rules Governing Postgraduate Academic Awards

Web Address for Rules Governing Professional Doctorate Awards

School of Humanities and Social Science
STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS
The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

Online Tutorial Registration:
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:
β http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm
Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: www.blackboard.newcastle.edu.au/
This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Written Assignment Presentation and Submission Details
Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:
β Type your assignments: All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
β Word length: The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
β Proof read your work because spelling, grammatical and referencing mistakes will be penalised.
β Staple the pages of your assignment together (do not use pins or paper clips).
β University coversheet: All assignments must be submitted with the University coversheet: http://www.newcastle.edu.au/school/hss/studentguide/index.html
β Assignments are to be deposited at any Student Focus. Focus are located at:
  o Level 3, Shortland Union, Callaghan
  o Level 2, Student Services Centre, Callaghan
  o Ground Floor, University House, City
  o Ground Floor, Administration Building, Ourimbah
Any changes to this procedure will be announced during the semester.
β Do not fax or email assignments: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse. Assignments mailed to Schools are accepted from the date posted.
Keep a copy of all assignments: All students must date stamp their own assignments using the machine provided. Mailed assignments to schools are date-stamped upon receipt. However, it is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in hard copy and on disk.

Online copy submission to Turnitin
In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:

| Essays / Written Assignments | Take-home assignment (2000 words) - 50% |

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing.

Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

Penalties for Late Assignments
Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.

Special Consideration/Extension of Time Applications
Students wishing to apply for Special Consideration or Extension of Time should obtain the appropriate form from the Student Focus.
http://www.newcastle.edu.au/study/forms/index.html

Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at:

Return of Assignments
Students can collect assignments from a nominated Student Focus during office hours. Students will be informed during class which Focus to go to and the earliest date assignments will be available for collection. Students must present their student identification card to collect their assignment.

Preferred Referencing Style
In this course, it is recommended that you use the APA system for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.


An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors’ last names (or by titles for works without authors). Further information on referencing and general study skills can be obtained from:
**Student Representatives**
We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

**Student Communication**
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

**Essential Online Information for Students**
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:

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**LING32000 Essay (50%) - 2,000 words - due Friday September 22nd September, W10, 5pm.**

Choose only ONE of the following essay topics.

**EITHER** The communication disorders associated with stroke and Alzheimer’s dementia have some features in common. Compare and contrast these two disorders in terms of their effects on all aspects of communication.

**OR** Select ONE of the paediatric communication disorders discussed in class. Describe this disorder with relation to its effects on communication. Discuss the implications of this for your own profession.

The Essay will be graded according to the following guide:-

<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Fail (FF)</th>
<th>Pass (P)</th>
<th>Credit (C)</th>
<th>Distinction (D)</th>
<th>High Distinction (HD)</th>
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<tbody>
<tr>
<td>49% or less</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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<td>Week</td>
<td>Week beginning</td>
<td>Lecture Topic &amp; Assessment at a Glance</td>
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<td>July 17</td>
<td>(Sherratt) - Overview</td>
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<td>2</td>
<td>July 24</td>
<td>(Mathisen) – Child Speech Disorders</td>
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<td>3</td>
<td>July 31</td>
<td>(Sherratt) – Child Language Disorders</td>
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<td>4</td>
<td>August 7</td>
<td>(Sherratt) – Acquired Adult Language Disorders</td>
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<td>August 14</td>
<td>(Sherratt) – Acquired Adult Speech Disorders</td>
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<td>6</td>
<td>August 21</td>
<td>(Sherratt) – Voice Disorders</td>
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<td>August 28</td>
<td>(Spencer) - Stuttering</td>
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<td>8</td>
<td>September 4</td>
<td>(Sherratt) – Developmental Disability (incl. Down S., Autism)</td>
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<td>9</td>
<td>September 11</td>
<td>(Sherratt) – Traumatic Brain Injury, Dementia</td>
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<td>September 18</td>
<td>(Sherratt) – R CVA</td>
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<td>11</td>
<td>September 25</td>
<td>(Mathisen) – Cleft palate, cerebral palsy</td>
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<td><strong>Mid-Semester Recess: Monday 2 October - Friday 14 October</strong></td>
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<td>12</td>
<td>October 16</td>
<td>(Sherratt) – Hearing impairment</td>
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<td>13</td>
<td>October 23</td>
<td>(Sherratt) – Reading/Writing – developmental problems</td>
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<td>14</td>
<td>October 30</td>
<td>(Sherratt) - Revision</td>
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**Examination period: Monday 6 November - Friday 24 November**