SPTH4120 - Special Topics
Course Outline

Course Coordinator
Julie Thomson
Room GPG-25, General Purpose Building
Phone: 4921 7348
Email: Julie.Thomson@newcastle.edu.au

Semester
Semester 2 - 2005

Unit Weighting
10

Teaching Methods
Field Study
Lecture
Tutorial

Brief Course Description
Designed to allow for advanced level study in areas of recent theoretical and empirical research in the field of speech pathology. Students may elect to study through the lecture/tutorial program in a particular topic area (determined annually and advised to students prior to enrolment for the following year), or to undertake an individualised learning program (ILP) arranged in consultation with the Speech Pathology Program Co-ordinator. This course is an elective within the Bachelor of Speech Pathology.

Contact Hours
2 hours per week

Learning Materials/Texts
TBA

Course Objectives
Upon successful completion of this course, students will demonstrate the ability to:

1. Evaluate current theoretical approaches to discourse analysis and their relevance/applicability for speech pathology.
2. Evaluate the extent to which empirical research supports/does not support theoretical or clinical contentions.
3. Critique the theoretical and clinical formulations/hypotheses in terms of internal logic and external validity.
4. Propose and justify their own theoretical position with regard to the issues.

Course Content
Varies each semester of offer, depending on topic area (advised to students prior to enrolment).

Assessment Items
1. Written assignment(s)  Totalling maximum of 2,500 words  max. 50%  Mid- and/or end-semester

2. Verbal presentation  Workshop or seminar format - to maximum of 50 minutes  max. 50%  Mid- and/or end semester

Assumed Knowledge
SPTH1110, SPTH1120, SPTH2080, SPTH2210, SPTH2220, SPTH3110, SPTH3120, SPTH3020, SPTH3080

Distributed to students week commencing: 18th July, 2005
Assessment Items

<table>
<thead>
<tr>
<th>Examination: Class</th>
<th>Examination: Class 3 class tests each of 10%, 30% total, in semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination: Oral</td>
<td>Examination: Oral 2 oral tests each of 10%, 20% total, in semester</td>
</tr>
<tr>
<td>Examination: Formal</td>
<td>Examination: Formal End of semester examination - 50%</td>
</tr>
</tbody>
</table>

Callaghan Campus Timetable

SPTH4120

SPECIAL TOPICS

Enquiries: School of Language and Media
Semester 2 - 2005
Lecture: Friday 11:00 - 13:00 [GP1-32]

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 - http://www.newcastle.edu.au/policy/academic/general/academic_integrity_policy_new.html

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:

http://www.newcastle.edu.au/policy/academic/adm_prog/special_consid.htm

Changing your Enrolment

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 1 courses: 31 March 2005
For semester 2 courses: 31 August 2005
For Trimester 1 courses: 18 February 2005
For Trimester 2 courses: 10 June 2005
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 School Office.

To change your enrolment online, please refer to

http://www.newcastle.edu.au/study/enrolment/change-enrol.html

Contact Details

Faculty Student Service Offices
Faculty of Science and Information Technology
Room V19 (Mathematics Building)
Phone: 0249 215 562

The Faculty of Education and Arts
Room: GP1-22 (General Purpose Building)
Phone: 0249 215 314

The Faculty of Engineering and Built Environment
Room: EF101 (EF Building)
Phone: 0249 216 065

Architecture and Built Environment
Room: A106 (Architecture Building)
Phone: 0249 215 782

The Faculty of Health
Level 1 (Bowman Building)
Phone: 0249 215 682

The Faculty of Business and Law
Room: SRS130 (Social Sciences Building)
Phone: 0249 215 983

The Dean of Students
Professor Anne Graham;
phone 492 15806;
fax: 492 17151;
Dean-of-Students@newcastle.edu.au

Deputy Dean of Students
phone 492 16723;
fax: 492 16895;
Jennifer.Archer@newcastle.edu.au

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

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 49 21 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
The assessment of this subject relates to the learning objectives as outlined below:

<table>
<thead>
<tr>
<th>Item</th>
<th>Obj 1 Weigh significance</th>
<th>Obj 2 Eval. evidence</th>
<th>Obj 3 Critique</th>
<th>Obj 4 Justify</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar paper 1</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Exam</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Course content for Semester 2**

**Discourse analysis for school-age populations**

*(Lecturer: Julie Thomson)*

**Timetable**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic and readings</th>
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<tbody>
<tr>
<td>1</td>
<td>Overview of course – Introduction to methods of discourse analysis (incl Speech Act Theory, Pragmatics, conversational principles etc)</td>
</tr>
<tr>
<td></td>
<td>Reading: Ch 1, 2 &amp; 3 in Paltridge</td>
</tr>
<tr>
<td>2, 3</td>
<td>Weeks 2 &amp; 3: Conversational analysis</td>
</tr>
<tr>
<td></td>
<td>Reading: Paltridge Ch5</td>
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<tr>
<td>4</td>
<td>Introduction to Systemic Functional Linguistics</td>
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<tr>
<td></td>
<td>Reading: Thomson (2003)</td>
</tr>
<tr>
<td>5, 6</td>
<td>Cohesion and Thematic Progression, Conjunction – applied to both oral and written discourse</td>
</tr>
<tr>
<td></td>
<td>Reading: Paltridge, 7, Martin &amp; Rose Chs 4, 5, and 7</td>
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<tr>
<td>7</td>
<td>Introduction to SALT</td>
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<tr>
<td></td>
<td>Reading: SALT Guide</td>
</tr>
<tr>
<td>8, 9</td>
<td>Workshopping SALT</td>
</tr>
<tr>
<td>10, 11</td>
<td>Perspectives on narrative analysis</td>
</tr>
<tr>
<td></td>
<td>Reading: Hedberg &amp; Westby, 1993.</td>
</tr>
<tr>
<td>12</td>
<td>Implications for assessment and intervention</td>
</tr>
<tr>
<td>13, 14</td>
<td>Presentations</td>
</tr>
</tbody>
</table>

**Required text**


**Readings**


Further details about assessment tasks:

1. SPTH4120 Special Topics Semester 2 – Take-home assignment (50%) – Word limit – 2,500 words – Due Friday of Week 8. Submit in the first instance electronically through turnitin (see information at end of this course outline), and attach the turnitin ‘receipt’ to the hard copy of the assignment, which should be submitted in the Speech Pathology Assignment Box, with School of Language & Media coversheet, at School office, 1st floor, McMullen Building.

The take-home assignment requires the student to locate an oral and/or written discourse transcript of either a school-aged child or adolescent and apply a model of discourse analysis to the sample, summarise findings and draw implications for therapy.

**Marking Criteria**

- Appropriate selection and justification of model: 8
- Accuracy and soundness of data analysis: 20
- Synthesis of information into summary statement: 8
- Soundness of conclusions/implications: 8
- Overall coherence, conciseness and appropriate referencing: 6

**Total** /50

2. SPTH4120 Special Topics Semester 1 – Verbal presentation – (50%). Maximum 50 minutes – Week 13 or 14 as scheduled

The student will be required to present a theoretical overview of appropriate discourse analysis models for a specific age group. The presenter will then be required to demonstrate one of these types of analysis through a worked example to illustrate to the audience how to undertake this analysis. This analysis can be computer-based.

**Marking Criteria**

- Demonstrates understanding of the theoretical material: 10
- Critically evaluates the relevance of the theoretical approach to the speech pathology population selected: 8
- Shows evidence of independent reading & research: 8
- Demonstrates thorough understanding of the application of the model: 12
- Overall clarity, organisation and conciseness in presentation (including appropriate use of audiovisual supports): 12

**Total** /50
Turnitin

Submit Assignment 1 to the turnitin site for this course.  
For further information:  

- Go to www.turnitin.com
- Register as a user for turnitin
- Log on into the course (identified by the Class ID to be advised, the Class Name, SPTH 4120, with password SPTH 4120)
- Submit your assignment directly to this site. (If you want to check the originality of your work prior to final submission, submit it to the section marked ‘revision’, then check the originality report. Once you are happy with the assignment, submit it to the final assignment section.
- Make sure your file is named so that both you and the assignment is clearly identifiable, e.g. Bloggsassignment 1.doc
Individualised Learning Program

**Time**  As arranged.

**Co-ordinator** Semester 2 - Julie Thomson, ph: (02) 4921 7348  
Email julie.thomson@newcastle.edu.au

**Specific Content**
Students are able to study alternative topics to those on offer, through an individualised learning program (ILP) arranged in consultation with the Speech Pathology Program Co-ordinator, and the ILP co-ordinator for the semester of enrolment. The ILP may involve the student attending/participating in professional development activities recognised by The Speech Pathology Association of Australia, and subsequently undertaking independent study and assessment. The professional development activities can be attended at any time during the four years of the course (i.e. not necessarily in the semester of enrolment in SPTH4120), but agreement must be reached with the Speech Pathology Program Co-ordinator for the use of the activity in the ILP, prior to attending.

**Assessment**

<table>
<thead>
<tr>
<th>Activity</th>
<th>How Assessed</th>
</tr>
</thead>
</table>
| Lectures/Seminars/Workshops/Conference Presentations | Confirmation of registration  
(Costs incurred are students’ responsibility) |
| Total hours = 26 hrs minimum | |

**SPTH4120 - Special Topics - ILP: Written paper (50%):**

Semester 1 OR 2, Friday of Week 14, 5pm in Speech Pathology Assignment Box, 1st floor McMullin Building, outside School of Language & Media office.

Written paper further exploring one particular area arising from professional development activity (2,000 words)

<table>
<thead>
<tr>
<th>Criteria</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Justification for area selection</td>
<td>3</td>
</tr>
<tr>
<td>Theoretical depth</td>
<td>3</td>
</tr>
<tr>
<td>Professional relevance</td>
<td>3</td>
</tr>
<tr>
<td>Reading breadth</td>
<td>3</td>
</tr>
<tr>
<td>Coherence/Presentation</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>/15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>/15</strong></td>
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</tbody>
</table>

**SPTH4120 - Special Topics - ILP: Verbal presentation (50%):**

Semester 1 OR 2, Week 13 or14, as arranged during SPTH4120 class time.

Verbal presentation of learning highlights from professional development activity (15 minutes)

<table>
<thead>
<tr>
<th>Criteria</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Appropriate selection</td>
<td>3</td>
</tr>
<tr>
<td>Interest generated</td>
<td>4</td>
</tr>
<tr>
<td>Overall coherence</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>/10</strong></td>
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</tbody>
</table>

1 Students should contact the ILP co-ordinator in Week 1 of the Semester of enrolment to confirm assessment requirements.