



# SPCH12002 *Language and Literacy in Early Childhood*

## Term 1 - 2024

Profile information current as at 29/04/2024 08:04 pm

All details in this unit profile for SPCH12002 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

In this unit you will investigate language and literacy development, assessment and intervention for children in the first five years of life. You will develop knowledge in how to support language and literacy needs for children who are culturally or linguistically diverse, have hearing loss or a disability. The International Classification of Functioning, Disability and Health framework, and the principles of evidence-based, and interprofessional practice will be applied throughout the unit. In this unit you will engage in a work integrated learning experience to develop professional speech pathology skills.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Pre-requisites: ALLH11001 - Introduction to Allied Health Practice SPCH11001 - Introduction to Communication and Swallowing SPCH12006 - Linguistics PSYC11010 - Fundamentals of Psychology ALLH11006 - Life Course Development for Health Professionals SPCH12008 Phonetics

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2024

- Rockhampton

### Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Case Study**

Weighting: 50%

#### 2. **Oral Examination**

Weighting: 50%

#### 3. **Professional Practice Placement**

Weighting: Pass/Fail

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from SUTE comments

**Feedback**

Students would like more feedback on assessment task 1 to support their learning.

**Recommendation**

It is recommended that the unit coordinator ensure that specific and constructive feedback is provided to students for assessment task 1.

#### Feedback from SUTE comments

**Feedback**

Students enjoyed the use of real-life case studies to generalise their learning to the real world.

**Recommendation**

It is recommended that the unit coordinator continues to use real-life case studies as part of this unit.

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Discuss the development of children's language and literacy skills in the first five years of life
2. Examine children's language and literacy skills using informal and formal assessment measures and strategies
3. Describe the impact of language and literacy difficulties for children with diverse needs within the context of the International Classification of Functioning, Disability and Health framework using clear and concise language
4. Apply principles of evidence-based and interprofessional practice when planning prevention and management strategies for young children with various language and literacy needs at an individual, family and community level.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Case Study - 50%	•	•		
2 - Oral Examination - 50%		•	•	•
3 - Professional Practice Placement - 0%	•			

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving		•	•	•
3 - Critical Thinking	•	•	•	•
4 - Information Literacy	•	•	•	•
5 - Team Work				
6 - Information Technology Competence				
7 - Cross Cultural Competence	•	•		•
8 - Ethical practice		•		•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

## Textbooks and Resources

### Textbooks

SPCH12002

#### Supplementary

#### Language Disorders from Infancy through Adolescence (5th ed.)

Edition: 5th (2017)

Authors: Paul, R., Norbury, C & Gosse, C.

Elsevier

USA

ISBN: 9780323442343

Binding: Hardcover

### IT Resources

#### You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Clancy Conlon** Unit Coordinator

[c.conlon@cqu.edu.au](mailto:c.conlon@cqu.edu.au)

## Schedule

### Week 1 - 04 Mar 2024

#### Module/Topic

The online lectures and face to face tutorial will cover:

- Theories on language development.
- Language development for children 0-2 years.

#### Chapter

Readings will be outlined on Moodle.

#### Events and Submissions/Topic

### Week 2 - 11 Mar 2024

#### Module/Topic

The online lectures and face to face tutorial will cover:

- Language and literacy development for children 3-5 years.

#### Chapter

Readings will be outlined on Moodle.

#### Events and Submissions/Topic

### Week 3 - 18 Mar 2024

#### Module/Topic

The online lectures and face to face tutorial will cover:

- Play and cognition development in children 0-5 years.

#### Chapter

Readings will be outlined on Moodle.

#### Events and Submissions/Topic

**Week 4 - 25 Mar 2024**

Module/Topic	Chapter	Events and Submissions/Topic
The online lectures and face to face tutorial will cover: • Informal language assessments.	Readings will be outlined on Moodle.	

**Week 5 - 01 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
The online lectures and face to face tutorial will cover: • Formal language assessments.	Readings will be outlined on Moodle.	

**Vacation Week - 08 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 15 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
The online lectures and face to face tutorial will cover: • Formal language assessments.	Readings will be outlined on Moodle.	

**Week 7 - 22 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
The online lectures and face to face tutorial will cover: • Differential diagnosis.	Readings will be outlined on Moodle.	

**Week 8 - 29 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
The online lectures and face to face tutorial will cover: • Principles of language intervention.	Readings will be outlined on Moodle.	<b>Case Study</b> Due: Week 8 Friday (3 May 2024) 9:00 am AEST

**Week 9 - 06 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
The online lectures and face to face tutorial will cover: • Designing intervention with children and their families.	Readings will be outlined on Moodle.	

**Week 10 - 13 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
The online lectures and face to face tutorial will cover: • Creating evidence-based therapy plans - part 1.	Readings will be outlined on Moodle.	

**Week 11 - 20 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
The online lectures and face to face tutorial will cover: • Creating evidence-based therapy plans - part 2.	Readings will be outlined on Moodle.	

**Week 12 - 27 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
The online lectures and face to face tutorial will cover: • Problem solving and flexible thinking when working with children and their families.	Readings will be outlined on Moodle.	

## Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Viva Due:</b> Review/Exam Week Thursday (6 June 2024) 8:00 pm AEST

  

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

As part of this unit, you will engage in a work integrated learning (WIL) experience comprised of two, half day observations. Further information regarding this WIL experience will be outlined on your Moodle page.

## Assessment Tasks

### 1 Case Study

#### Assessment Type

Case Study

#### Task Description

You will be provided with a case history and the results of a formal assessment for a case study child. For this assessment task you will need to review the information provided and analyse the assessment results. To analyse the assessment results, you will need to refer to the assessment manual of the formal assessment which is located in the speech pathology assessment cupboard. A template for this task will be provided on your Moodle page.

#### Section 1: Assessment Interpretation

1. Outline the pertinent aspects of the case history with reference to the literature. Pertinent aspects of the case history are those that indicate the client may be experiencing communication difficulties or aspects which may impact the client's communication development (such as individual, family or community factors).
2. Analyse the formal assessment results and provide an interpretation of what these assessment results mean. Students are expected to analyse and interpret all aspects of the formal assessment provided including subtests. For results interpretation, students must adhere to the assessment manual.

#### Section 2: Differential Diagnosis

1. Outline a differential diagnosis for the client based on the information provided. This should be one sentence.
2. Justify your differential diagnosis for the client with reference to client information, the assessment results and high-quality literature. As part of the justification, students should refer to the diagnostic criteria for the diagnosis given.

#### Section 3: Recommendations for further assessment or information gathering

1. Provide two recommendations for further assessment or information gathering for the client. Each recommendation should be no more than two sentences.
2. Justify each recommendation (therefore you should have two justifications) with reference to high-quality literature.

#### Assessment Due Date

Week 8 Friday (3 May 2024) 9:00 am AEST

This assessment task must be uploaded to Moodle by the due date/time.

#### Return Date to Students

Week 10 Friday (17 May 2024)

Feedback will be uploaded to Moodle

#### Weighting

50%

#### Minimum mark or grade

This is a must pass assessment task. Students must receive a grade of 50% to pass this assessment task.

## Assessment Criteria

You will be marked against four criteria for this assessment task:

1. Your ability to analyse, interpret, and explain the assessment results in relation to a case. This section is worth 45%.
2. Your ability to integrate case information and assessment results to outline the client's communication profile including initial diagnostic decision making. This section is worth 15%.
3. Your ability to apply clinical reasoning skills to make appropriate recommendations for further assessment and your ability to justify these in reference to the case study information and the literature. This section is worth 30%.
4. Your ability to use appropriate formatting; academic writing conventions including grammar and use of APA 7th edition referencing. This section is worth 10%.

## Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

Online

## Submission Instructions

This assessment task must be uploaded to Moodle by the due date/time.

## Learning Outcomes Assessed

- Discuss the development of children's language and literacy skills in the first five years of life
- Examine children's language and literacy skills using informal and formal assessment measures and strategies

## 2 Viva

### Assessment Type

Oral Examination

### Task Description

For this assessment task, you will be required to complete a 25-minute viva (an oral assessment in the form of an interview) based on a paediatric clinical scenario. Your viva will occur on Thursday the 6th of June 2024 between 8:00am and 6:00pm. Your specific time allocation will be provided at least four weeks prior to the viva occurring via Moodle. Your viva will be video recorded for assessment marking purposes. Your viva commences at the time provided to you on Moodle. Therefore, you are expected to arrive and wait outside the room at least 10 minutes prior to your scheduled time. If you are late, you will be permitted to enter your viva, however the amount of time you were late, will be deducted from section 1 (and other sections sequentially as applicable). For example, if your viva was scheduled for 9:00am and you arrive at 9:02am, you will be given 3 minutes for section 1 instead of 5 minutes.

The steps of the viva process have been outlined below:

Step 1: One week prior to your viva you will be provided basic case history information and the assessment results of a paediatric client which will pertain to the developmental areas of speech and hearing. In preparation for your viva, you are expected to research your case, and prepare to answer questions in relation to the following areas.

Step 2: You will report to the allocated room 10 minutes prior to the time outlined on Moodle. You will wait on a chair at the front of the room, until you are asked to enter by the examiner.

Step 3: Your examiner will review all documents you have brought into the viva to ensure they align with the requirements outlined in the task description.

Step 4: Your examiner will ask 2 questions about differential diagnosis and impact. You will be given 5 minutes to answer these questions.

Step 5: Your examiner will ask 3 questions about goal setting. You will be given 8 minutes to answer these questions.

Step 6: Your examiner will ask 4 questions about evidence-based therapy planning. You will be given 10 minutes to answer these questions.

Step 7: Your examiner will ask 1 question about problem-solving for diverse populations. You will be given 2 minutes to answer this question.

### Assessment Due Date

Review/Exam Week Thursday (6 June 2024) 8:00 pm AEST

Students must attend and complete their viva at the time outline on Moodle.

### Return Date to Students

Exam Week Friday (14 June 2024)

Feedback will be uploaded to Moodle.

### Weighting

50%



**Minimum mark or grade**

This is a must pass assessment task. Students must receive a grade of 50% to pass this assessment task.

**Assessment Criteria**

You will be marked against five criteria for this assessment task:

1. Your ability to analyse and integrate assessment information to provide an accurate differential diagnosis. This section is worth 20%.
2. Your ability to analyse and interpret assessment information to inform the development of appropriate and effective goals that align with evidence-based practice and client needs. This section is worth 25%.
3. Your ability to create and justify a holistic client-centred therapy plan. This section is worth 40%.
4. Your ability to demonstrate problem solving skills by making adjustments to your therapy plan when presented with a change to a therapy case. This section is worth 10%.
5. Your professionalism and communication throughout the viva. This includes your use of appropriate, respectful and professionally acceptable language when discussing client's with communication difficulties. This section is worth 5%.

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

No submission method provided.

**Submission Instructions**

No documents are required to be uploaded to Moodle. Students must attend and complete their viva at the time outlined on Moodle.

**Learning Outcomes Assessed**

- Examine children's language and literacy skills using informal and formal assessment measures and strategies
- Describe the impact of language and literacy difficulties for children with diverse needs within the context of the International Classification of Functioning, Disability and Health framework using clear and concise language
- Apply principles of evidence-based and interprofessional practice when planning prevention and management strategies for young children with various language and literacy needs at an individual, family and community level.

## 3 Work Integrated Learning

**Assessment Type**

Professional Practice Placement

**Task Description**

You must complete two observation sessions at the CQUniversity Health Clinic. Your observation will occur between week 3 and week 11. Your observation date and time will be outlined on your Moodle page. As part of this placement, you will observe your practice educator complete speech pathology sessions with children.

As part of this assessment task you must:

1. Attend the placement site at the dates and times outlined on Moodle.
2. Abide by dress code and professional expectations outlined in the Practice Education Handbook (located on Moodle).
3. Complete one child observation per day using the template provided on Moodle. Therefore, you should have one completed observation for placement day one and one completed observation for placement day two (two observations in total).

You will be required to print the observation template to complete during each placement day. You will need to ensure your practice educator signs your observation sheet each day before you depart the placement site.

**Assessment Due Date**

Your completed (and signed) observation sheets must be submitted via the SPCH12002 Moodle page no later than one week after the completion of your second day of placement at 5:00pm. The due date for each student group will be outlined on Moodle.

**Return Date to Students**

Students will be advised if they have passed this assessment task via Moodle within one week of uploading their completed observation sheets.

**Weighting**

Pass/Fail

**Minimum mark or grade**

This is a must pass assessment task.

**Assessment Criteria**

To pass this assessment task you must:

- Submit one observation sheet for each day of placement (two observation sheets in total from two different placement days). This observation sheets must:
  - Be completed in their entirety i.e. all sections must be filled out.
  - Be signed by the student and the clinical educator.
  - Uploaded to Moodle no later than 5:00pm, one week after the final day of placement.

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

Your completed (and signed) observation sheets must be submitted via the SPCH12002 Moodle page no later than one week after the completion of your second day of placement at 5:00pm. The due date for each student group will be outlined on Moodle.

**Learning Outcomes Assessed**

- Discuss the development of children's language and literacy skills in the first five years of life

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem