



SPCH12006 *Linguistics and Phonetics 1*

Term 1 - 2017

Profile information current as at 04/05/2024 02:58 am

All details in this unit profile for SPCH12006 have been officially approved by CQUniversity 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

This unit will introduce students to the core linguistic components of English speakers' communication, including phonology, morphology, syntax, pragmatics and supra-segmentals. Students will be able to understand and use this linguistic terminology when describing communication within a speech pathology context. Students will also learn how to phonetically transcribe written and spoken words using the International Phonetic Association (IPA) and Australian-English vowel symbols, as this is a fundamental skill that is required when working with people with communication disorders.

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: SPCH11001 Introduction to Speech Pathology. Co-requisites: SPCH12002 Communication Development and Disorders in Early Childhood SPCH12004 Speech Pathology Skills and Practice 1

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 - 2017

- 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. **Practical Assessment**

Weighting: 20%

2. **Written Assessment**

Weighting: 40%

3. **Written Assessment**

Weighting: 40%

4. **On-campus Activity**

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 Moodle course student feedback - Have Your Say survey

Feedback

Students reported that the tutorials were not long enough and that some tutorials were also missed, without being made up at a different time.

Recommendation

Increase weekly tutorial time from 2 to 3 hours, to ensure that students have enough time to consolidate what they have learnt through the online recorded lectures. Also ensure that make-up tutorials are provided in the instance of any scheduled classes being missed due to the tutor's absence.

Action

Weekly tutorials provided to students were increased in length from two to three hours. The term schedule was made clear to students from the outset, so that they were aware of any weeks where a tutorial was not scheduled. Make-up tutorials were also provided to students when a tutorial unexpectedly needed to be cancelled by the Unit Coordinator. In addition, extra tutorials were scheduled later in the term upon the students' request.

Feedback from Moodle course student feedback - Have Your Say survey

Feedback

Students were complimentary of the interactive nature of the tutorials and the effort that was put in by the tutor to make these classes engaging and fun.

Recommendation

Continue to provide interactive face-to-face tutorials that encourage students to be engaged in an enjoyable learning experience.

Action

The Unit Coordinator continued to provide tutorials which were as interactive and engaging as possible.

Feedback from Moodle course student feedback - Have Your Say survey

Feedback

Students were also complimentary of the opportunities that the tutorials gave them to ask questions, to practise their skills and to apply their knowledge gained through the online recorded lectures.

Recommendation

Continue to provide tutorials that allow students to ask questions and to consolidate what they have learnt through the online recorded lectures.

Action

Tutorials continued to provide students with the opportunity to ask questions and consolidate what they had learned through the recorded online lectures.

Feedback from Moodle course student feedback - Have Your Say survey

Feedback

Students wanted more time in the tutorials to cover certain topics, including aspects of the assessment tasks as well as specific topics covered in the online lectures.

Recommendation

Increase the weekly tutorial time to ensure that the content of each lecture and the assessment tasks are addressed by the tutor in detail.

Action

Weekly tutorials provided to students were increased in length from two to three hours, enabling more content to be covered during these classes.

Feedback from Moodle course student feedback - Have Your Say survey

Feedback

Students reported that the assessment tasks matched the course material well.

Recommendation

Continue to ensure that the assessment tasks match the course content and that they are relevant to Speech Pathology students.

Action

Assessment tasks and unit content were carefully designed to complement and support one another, and the relevance of these assessment tasks to speech pathologists was made clear to students throughout lectures and tutorials..

Feedback from Moodle course student feedback - Have Your Say survey

Feedback

Students felt that the online lectures should have been posted earlier in the week rather than the day before the scheduled tutorials.

Recommendation

Ensure that lectures are uploaded to Moodle well in advance of the weekly tutorials, either early in the week or prior to the commencement of each week.

Action

The lecturer ensured that recorded lectures were uploaded to Moodle by the beginning of each week, and in many cases earlier, to ensure that students had an opportunity to view the lecture before attending the scheduled weekly tutorial.

Unit Learning Outcomes

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

1. Use basic phonetic transcription skills to transcribe written and spoken words using the International Phonetic Association (IPA) and Australian-English vowel symbols.
2. Analyse the core linguistic components of phonology, morphology, syntax, semantics, pragmatics and supra-segmentals.
3. Apply an introductory level of linguistic knowledge about communication using linguistic terminology within a speech pathology context.

Speech Pathology Range of Practice:

This is a foundation unit which will be particularly important for the Range of Practice areas of:

Child - Speech and Language

Adult - Speech and Language

The learning outcomes for this unit provide foundation knowledge required for the evaluation of the individual's functional ability in communication and as such relates to the below standards:

Competency-based Occupational Standards for Speech Pathology (CBOS 2011):

Unit 1 Assessment - Elements 1.1 and 1.2 to Novice standard

Unit 2 Analysis and interpretation - Elements 2.1, 2.4 and 2.5 to Novice standard

Unit 7 Lifelong learning and reflective practice - Elements 7.1, 7.2, 7.3, 7.4 to Novice standard

Competency Assessment in Speech Pathology (COMPASS®) Generic Professional Competencies:

Unit 1 Reasoning - Elements 1.1 and 1.2 to Novice standard

Unit 2 Communication - Elements 2.1, 2.2 and 2.3 to Novice standard

Unit 3 Learning - Elements 3.1, 3.2, 3.3 and 3.4 to Novice standard

Unit 4 Professionalism - Elements 4.1, 4.2, 4.4 and 4.5 to Novice standard

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Practical Assessment - 20%	•	•	•
2 - Written Assessment - 40%	•	•	•
3 - Written Assessment - 40%	•	•	•

Textbooks and Resources

Textbooks

SPCH12006

Prescribed

Australian English Pronunciation and Transcription

(2012)

Authors: Cox, F

Cambridge University Press

Melbourne , Vic , Australia

ISBN: 9780521145893

Binding: Paperback

SPCH12006

Prescribed

Longman Student Grammar of Spoken and Written English

(2002)

Authors: Douglas Biber, Susan Conrad & Geoffrey Leech

Pearson Education Limited

Harlow , Essex , England

ISBN: 9780582539426

Binding: Hardcover

[View textbooks at the CQUniversity Bookshop](#)

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 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Leisa Skinner Unit Coordinator

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Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
About language: Discourse perspective on grammar Structures: Introduction to words, lexical classes and function word classes Sounds: Vowels and consonants	Cox, F. (2012). Australian English: Pronunciation and Transcription. Cambridge University Press: New York. Biber, D., Conrad, S. & Leech, G. (2002). Longman Student Grammar of Spoken and Written English. Pearson Education: Harlow, UK. (Chapters 1 and 2)	

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
About language: Nature of language, World languages Structures: Introduction to phrases and clauses Sounds: Consonants: Manner and Place	Cox, F. (2012). Australian English: Pronunciation and Transcription. Cambridge University Press: New York. Biber, D., Conrad, S. & Leech, G. (2002). Longman Student Grammar of Spoken and Written English. Pearson Education: Harlow, UK. (Chapter 3)	

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
About language: Language contact and shift Structures: Nouns and determiners Sounds: Vowels	Cox, F. (2012). Australian English: Pronunciation and Transcription. Cambridge University Press: New York. Biber, D., Conrad, S. & Leech, G. (2002). Longman Student Grammar of Spoken and Written English. Pearson Education: Harlow, UK. (Chapter 4.1 - 4.7)	

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
About language: Variation in languages Structures: More on nouns and pronouns Sounds: Study of sounds, phonemes	Cox, F. (2012). Australian English: Pronunciation and Transcription. Cambridge University Press: New York. Biber, D., Conrad, S. & Leech, G. (2002). Longman Student Grammar of Spoken and Written English. Pearson Education: Harlow, UK. (Chapter 4.8 - 4.16)	

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
About language: L2 learning and multilingualism Structures: Verb functions, single word lexical verbs and structures Sounds: Broad and narrow transcription	Cox, F. (2012). Australian English: Pronunciation and Transcription. Cambridge University Press: New York. Biber, D., Conrad, S. & Leech, G. (2002). Longman Student Grammar of Spoken and Written English. Pearson Education: Harlow, UK. (Chapter 5.1 - 5.7)	

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
No classes this week	No readings	

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
About language: Language and identity Structures: Multi-word verbs: structures and meanings Sounds: Syllable structure	Cox, F. (2012). Australian English: Pronunciation and Transcription. Cambridge University Press: New York. Biber, D., Conrad, S. & Leech, G. (2002). Longman Student Grammar of Spoken and Written English. Pearson Education: Harlow, UK. (Chapter 5.8 - 5.17)	

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic

About language: Languages in Australia
 Structures: Verb variables: tense and aspect
 Sounds: Stress and intonation

Cox, F. (2012). Australian English: Pronunciation and Transcription. Cambridge University Press: New York.
 Biber, D., Conrad, S. & Leech, G. (2002). Longman Student Grammar of Spoken and Written English. Pearson Education: Harlow, UK. (Chapter 6.1 - 6.5)

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
About language: Indigenous Australian languages Structures: Verb variables: active and passive voice Sounds: Phonotactics, voicing and voice onset time	Cox, F. (2012). Australian English: Pronunciation and Transcription. Cambridge University Press: New York. Biber, D., Conrad, S. & Leech, G. (2002). Longman Student Grammar of Spoken and Written English. Pearson Education: Harlow, UK. (Chapter 6.6 - 6.8)	(20%) Test of Practical Skills Due: Week 8 Friday (5 May 2017) 1:00 pm AEST

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
About language: Indigenous contact languages Structures: Verb variables: modals Sounds: Allophones	Cox, F. (2012). Australian English: Pronunciation and Transcription. Cambridge University Press: New York. Biber, D., Conrad, S. & Leech, G. (2002). Longman Student Grammar of Spoken and Written English. Pearson Education: Harlow, UK. (Chapter 6.9 - 6.13)	

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
About language: Dialects in Australia Structures: Adjectives and adverbs Sounds: Airstream mechanisms, phonation	Cox, F. (2012). Australian English: Pronunciation and Transcription. Cambridge University Press: New York. Biber, D., Conrad, S. & Leech, G. (2002). Longman Student Grammar of Spoken and Written English. Pearson Education: Harlow, UK. (Chapter 7.1 - 7.9)	

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
About language: Multimodal communication and sign languages Structures: More on adverbs: comparative and superlative Sounds: Using transcriptions	Cox, F. (2012). Australian English: Pronunciation and Transcription. Cambridge University Press: New York. Biber, D., Conrad, S. & Leech, G. (2002). Longman Student Grammar of Spoken and Written English. Pearson Education: Harlow, UK. (Chapter 7.10 - 7.14)	

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
About language: Review Structures: Review Sounds: Review	Cox, F. (2012). Australian English: Pronunciation and Transcription. Cambridge University Press: New York. Biber, D., Conrad, S. & Leech, G. (2002). Longman Student Grammar of Spoken and Written English. Pearson Education: Harlow, UK.	(40%) Written project Due: Week 12 Monday (29 May 2017) 5:00 pm AEST (40%) Test of Linguistics & Phonetics Knowledge Due: Week 12 Friday (2 June 2017) 1:00 pm AEST

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic

No classes

No readings

Exam Week - 12 Jun 2017

Module/Topic

Chapter

Events and Submissions/Topic

No classes

No readings

Assessment Tasks

1 (20%) Test of Practical Skills

Assessment Type

Practical Assessment

Task Description

You will be tested in real time on two of the primary skills taught in the unit - transcription and grammatical analysis.

Part 1: Transcription - you will be asked to transcribe a short passage in English *phonemically*, and then transcribe ten nonsense words *phonetically*.

Part 2: Grammatical Analysis - you will be expected to assign the correct word classes on each word in a short passage, and to identify specific syntactic phenomena (e.g. noun phrases) in the text. You will also be asked to provide reasoning for your choices when identifying some items.

Assessment Due Date

Week 8 Friday (5 May 2017) 1:00 pm AEST

This assessment will be taken in class on Friday in Week 8.

Return Date to Students

Week 10 Thursday (18 May 2017)

All assessment tasks will normally be returned within 10 working days of submission.

Weighting

20%

Minimum mark or grade

Students must achieve a minimum mark of 50% to pass this assessment, and must pass all pieces of assessment to successfully complete this unit.

Assessment Criteria

You will be marked for each part according to a rubric, which will be available on Moodle before the test.

For transcription, you will be assessed on the accuracy of vowel, consonant and stress transcription, accuracy of nonsense word transcription, the influence of spelling, and symbol accuracy.

For grammatical analysis, you will be assessed on the accuracy of your identification of word classes, your ability to identify syntactic phenomena, and the reasoning for your choices.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Offline

Submission Instructions

Submit in class after the test is completed.

Learning Outcomes Assessed

- Use basic phonetic transcription skills to transcribe written and spoken words using the International Phonetic Association (IPA) and Australian-English vowel symbols.
- Analyse the core linguistic components of phonology, morphology, syntax, semantics, pragmatics and suprasegmentals.
- Apply an introductory level of linguistic knowledge about communication using linguistic terminology within a speech pathology context.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking

- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 (40%) Written project

Assessment Type

Written Assessment

Task Description

The purpose of this project is to provide you with the opportunity to demonstrate a variety of skills that you will need as practising Speech Pathologists. You will be required to answer a range of questions about the structures and sounds of the English language and to also explore the use of language within different communities. These tasks will be set out in three different sections:

Part One - this section will focus on speech sound production. This will include making a recording of a short piece of spoken English and then transcribing parts of it using phonemic and phonetic transcription. You will also need to provide a narrative description of the articulation of a given word within the passage, paying close attention to the way that each sound is made and the events that occur during the transition between each speech sound.

Part Two - using the same written passage, you will be required to analyse the structure of language. This will include identifying the word classes that different words belong to and providing a rationale for your choices. You will also be required to identify individual morphemes within the passage, and to produce sentences containing different syntactic structures, such as noun and verb phrases. In addition, you will need to demonstrate an understanding of certain elements within a sentence, such as subjects, verbs and objects.

Part Three - you will be asked to conduct research into the languages spoken in two different Queensland locations. You will need to document your findings, analyse the quality of the data you have found, and identify any gaps or contradictions in this data. You will be asked to explain why health professionals, including speech pathologists, need to be aware of local 'language ecologies', and to describe the kinds of adjustments that can be made by health professionals in order to work more effectively with communities and clients from non-English speaking backgrounds. You will need to submit all three parts in a single document and also submit the recording that you make for Part 1. Both must be submitted through Moodle.

Assessment Due Date

Week 12 Monday (29 May 2017) 5:00 pm AEST

Return Date to Students

Monday (12 June 2017)

All assessment tasks will normally be returned within 10 working days of submission

Weighting

40%

Minimum mark or grade

Students must achieve a minimum mark of 50% to pass this assessment, and must pass all pieces of assessment to successfully complete this unit.

Assessment Criteria

Specific instructions for this project will be posted on Moodle, including a detailed breakdown of the marks that may be awarded for each component of this assessment task. The following however provides a general guideline as to how the different parts of this assessment task are weighted:

- Part 1 - 'The Sounds of Language' (30 points)
- Part 2 - 'The Structure of Language' (30 points)
- Part 3 - 'The Use of Language' (30 points)
- Overall - The standard of writing (including spelling and syntax), use of APA referencing and overall presentation (10 points)

Within each of the three main parts of this assessment task, you will be awarded marks based upon the accuracy of your answers, your ability to conduct appropriate research, and your demonstrated understanding of the assessed concepts.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

The assignment is to be submitted online through Moodle

Learning Outcomes Assessed

- Use basic phonetic transcription skills to transcribe written and spoken words using the International Phonetic Association (IPA) and Australian-English vowel symbols.
- Analyse the core linguistic components of phonology, morphology, syntax, semantics, pragmatics and supra-segmentals.
- Apply an introductory level of linguistic knowledge about communication using linguistic terminology within a speech pathology context.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 (40%) Test of Linguistics & Phonetics Knowledge

Assessment Type

Written Assessment

Task Description

This written assessment will be conducted in the form of an in-class written test during the Week 12 tutorial timeslot. It will assess your knowledge of the content that is covered in both the lectures and the tutorials provided throughout the term, including topics related to both linguistics and phonetics. There will be three types of questions included in this test:

1. Linguistic and/or phonetic exercises similar to those completed during the tutorials
2. Questions that require you to discuss and reason around a linguistic topic discussed in class
3. Factual questions about the topics covered during the lectures

Assessment Due Date

Week 12 Friday (2 June 2017) 1:00 pm AEST

This assessment will be completed during the usual tutorial timeslot in week 12 of the term.

Return Date to Students

Exam Week Friday (16 June 2017)

Test papers will be available for students to review 10 working days after completion.

Weighting

40%

Minimum mark or grade

Students must achieve a minimum mark of 50% to pass this assessment, and must pass all pieces of assessment to successfully complete this unit.

Assessment Criteria

You will be assessed on your ability to reproduce the skills and knowledge learned in class.

The assessment paper will include a weighting for each question, so that you can decide how much time to dedicate to each question.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Offline

Submission Instructions

Students must submit their test papers in person at the end of the time allotted.

Learning Outcomes Assessed

- Use basic phonetic transcription skills to transcribe written and spoken words using the International Phonetic Association (IPA) and Australian-English vowel symbols.
- Analyse the core linguistic components of phonology, morphology, syntax, semantics, pragmatics and supra-segmentals.

- Apply an introductory level of linguistic knowledge about communication using linguistic terminology within a speech pathology context.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

4 (P/F) On-campus Activity

Assessment Type

On-campus Activity

Task Description

As the tutorials for this unit are designed to be highly interactive and practical in nature, you will be required to attend these tutorials, contribute to class discussions and participate in the exercises that occur as part of these classes, including in-class quizzes. The tutorials will provide you with the opportunity to clarify your understanding of the lecture content each week and to apply theory to practice in a classroom setting.

Assessment Due Date

There is no due date for this assessment requirement, as it refers to regular class attendance and participation as required.

Return Date to Students

There are no items for return, as this assessment task refers to regular class attendance and participation as required.

Weighting

Pass/Fail

Minimum mark or grade

Pass

Assessment Criteria

You will be required to attend 80% of the weekly tutorials. The Unit Coordinator must be informed as early as possible of any anticipated absences and a medical certificate may be requested. This is a pass/fail requirement task, as a high level of class attendance and participation is considered to be a key requirement of this course, particularly as the lectures will be delivered on-line.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Offline

Submission Instructions

No specific documents need to be submitted for this assessment piece, although students will be required to complete a sign-in sheet for each class they attend.

Learning Outcomes Assessed

- Use basic phonetic transcription skills to transcribe written and spoken words using the International Phonetic Association (IPA) and Australian-English vowel symbols.
- Analyse the core linguistic components of phonology, morphology, syntax, semantics, pragmatics and suprasegmentals.
- Apply an introductory level of linguistic knowledge about communication using linguistic terminology within a speech pathology context.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

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