



SPCH12006 *Linguistics*

Term 2 - 2018

Profile information current as at 10/04/2024 05:45 pm

All details in this unit profile for SPCH12006 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

This unit will introduce you to the core linguistic components of English speakers' communication, including morphology, syntax, phonology, semantics and pragmatics. You will learn about the basic units and normal grammatical patterns of English speakers, including how people process language, encode meaning and communicate on a day to day basis. You will develop an understanding of the acquisition of language, its role in communication, and how the social or cultural environment interacts with language. You will then apply this knowledge to identify people with communication disorders versus people with culturally and linguistically diverse backgrounds.

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

There are no requisites for this unit.

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 2 - 2018

- 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. **In-class Test(s)**

Weighting: 30%

2. **Written Assessment**

Weighting: 35%

3. **Written Assessment**

Weighting: 35%

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 'Have Your Say' unit evaluation survey

Feedback

Students reported that tutorials were extremely beneficial, fun, engaging and interactive, and that they provided the students with an opportunity to ask questions and practise certain tasks.

Recommendation

Tutorials will continue to be provided to students, with the aim of assisting them to understand the lecture content, to seek clarification regarding any specific areas they are unsure of, and to practise a range of relevant tasks in a fun and interactive way.

Feedback from 'Have Your Say' unit evaluation survey

Feedback

Students provided varying feedback regarding the scheduling of the tutorials. Whilst some really appreciated that the Unit Coordinator scheduled extra tutorial time to make up for a missed tutorial and also provided extra classes to assist students to prepare for their assessment tasks, others felt that the schedule was disruptive to their learning and that more tutorials were needed.

Recommendation

The Unit Coordinator will continue to communicate clearly to students regarding the schedule for tutorials throughout the term. Tutorials will generally be offered on a weekly basis, however if there are any exceptions to this, they will be communicated to students at the beginning of term. Any tutorials that are unexpectedly cancelled will be made up during the term, following negotiations between the students and the Unit Coordinator. If students feel that they require additional tutorial time to cover specific topics, this may be negotiated between the students and the Unit Coordinator.

Feedback from 'Have Your Say' unit evaluation survey

Feedback

Feedback provided by the Unit Coordinator regarding the assessment tasks was useful, and the assessment tasks complemented the learning material. For one particular assessment item, more timely feedback would have been helpful when completing an assessment task for another unit.

Recommendation

The Unit Coordinator will continue to provide timely, thorough and useful feedback following the completion of each assessment item. These assessment tasks will continue to be designed to complement the learning material.

Feedback from 'Have Your Say' unit evaluation survey

Feedback

The written assignment was not as clearly understood by students as the tests were, and the instructions regarding the written assignment could have been more thorough.

Recommendation

The Unit Coordinator will ensure that clear and thorough instructions regarding all assessment tasks are provided to students and they have ample opportunities to seek clarification if they are unsure of the requirements.

Unit Learning Outcomes

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

1. Describe and analyse the core linguistic components of morphology, syntax, phonology, semantics, and pragmatics within a speech pathology context
2. Identify and analyse simple and complex English words and sentences using basic syntactic and morphological analysis skills
3. Analyse communication skills with regard to language content, comprehension, processing and use
4. Apply an introductory level of linguistic knowledge to describe communication across culturally and linguistically diverse settings.

Competency in linguistic analysis of communication samples is a foundation skill that is necessary for success as a practising speech pathologist. The following information describes the range of practice areas and competencies that are linked to this unit's learning outcomes, content and/or and assessments:

Speech Pathology Range of Practice Areas:

Language and Multi-Modal Communication (Child and Adult)

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

Unit 1 Assessment - Elements 1.1, 1.2, 1.3 and 1.4 to Novice standard

Unit 2 Analysis and interpretation - Elements 2.1, 2.2, 2.3 and 2.4 to Novice standard

Unit 3 Planning evidence based speech pathology practices - Elements 3.2, 3.3 and 3.4 to Novice standard

Unit 5 Planning, providing and managing speech pathology services - Element 5.7 to Novice standard

Unit 6 Professional and supervisory practice - Element 6.1 to Novice standard

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

Unit 1 Reasoning - Elements 1.1, 1.2 and 1.3 to Novice standard

Unit 2 Communication - Elements 2.1, 2.2 and 2.3 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	4
1 - Written Assessment - 35%	•	•		
2 - In-class Test(s) - 30%	•	•		
3 - Written Assessment - 35%			•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 35%	•	•	•	•			•	•		
2 - In-class Test(s) - 30%	•	•	•	•			•	•		
3 - Written Assessment - 35%	•	•	•	•		•	•	•	•	

Textbooks and Resources

Textbooks

SPCH12006

Prescribed

Introductory Linguistics for Speech and Language Therapy Practice

Edition: First (2013)

Authors: Jan McAllister and Jim Miller

John Wiley and Sons Ltd

Malden , MA , USA

ISBN: 978-0-470-67110-8

Binding: Paperback

[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

l.skinner@cqu.edu.au

Schedule

Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
About languages Linguistic impacts on SLP resources and practices	McAllister, J. & Miller, J. (2013). Introductory Linguistics for Speech and Language Therapy Practice. West Sussex, UK: John Wiley & Sons, Ltd. • Chapters 1, 2 & 5	
Language structures Introduction to word classes		
Language and meaning Words and non-words		

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
About languages Language relatedness and diversity	McAllister, J. & Miller, J. (2013). Introductory Linguistics for Speech and Language Therapy Practice. West Sussex, UK: John Wiley & Sons, Ltd. • Chapters 3 & 6	
Language structures Word structure and formation and MLU		
Language and meaning Word meaning: lexemes and concepts and techniques for analysing their meaning		

Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
About languages Languages commonly spoken in Australia	McAllister, J. & Miller, J. (2013). Introductory Linguistics for Speech and Language Therapy Practice. West Sussex, UK: John Wiley & Sons, Ltd. • Chapters 4 & 5	
Language structures A closer look at characteristics of some word classes		
Language and meaning Sentence meaning		

Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
About languages English dialects spoken in Australia	McAllister, J. & Miller, J. (2013). Introductory Linguistics for Speech and Language Therapy Practice. West Sussex, UK: John Wiley & Sons, Ltd. • Chapters 7 & 11 - 11.3.3	
Language structures Introduction to phrases and clauses		
Language and meaning Deixis and reference/anaphora: personal pronouns and demonstratives		

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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About languages

Traditional Australian Indigenous languages

Language structures

Verb variables: tense and aspect; active and passive voice, modals

Language and meaning

Deixis and reference: spatial expressions, verbs of movement, temporal expressions, tense

McAllister, J. & Miller, J. (2013).

Introductory Linguistics for Speech and Language Therapy Practice. West Sussex, UK: John Wiley & Sons, Ltd.

- Chapter 8.4 & 11.3.4-8

Grammatical Analysis In-Class

Test Due: Week 5 Thursday (9 Aug 2018) 10:00 am AEST

Vacation Week - 13 Aug 2018**Module/Topic**

No classes this week

Chapter

No readings

Events and Submissions/Topic**Week 6 - 20 Aug 2018****Module/Topic****About languages**

Contact languages in Australia and elsewhere

Language structures

Basic sentence types: simple sentences

Declarative, imperative, interrogative clauses

Language and meaning

Frames & scripts

Chapter

McAllister, J. & Miller, J. (2013).

Introductory Linguistics for Speech and Language Therapy Practice. West Sussex, UK: John Wiley & Sons, Ltd.

- Chapters 8 & 12.3

Events and Submissions/Topic**Week 7 - 27 Aug 2018****Module/Topic****About languages**

Bilingualism, second language acquisition, learning other languages

Language structures

Subordinate clauses, relative, adverbial, complement clauses

Language and meaning

Metaphor, irony and humour

Chapter

McAllister, J. & Miller, J. (2013).

Introductory Linguistics for Speech and Language Therapy Practice. West Sussex, UK: John Wiley & Sons, Ltd.

- Chapters 9 & 12.3

Events and Submissions/Topic**Week 8 - 03 Sep 2018****Module/Topic****About languages**

Multimodal communication and sign languages, AUSLAN

Language structures

Untensed (non-finite) clauses

Language and meaning

Implicature, Explicature, Presupposition

Chapter

McAllister, J. & Miller, J. (2013).

Introductory Linguistics for Speech and Language Therapy Practice. West Sussex, UK: John Wiley & Sons, Ltd.

- Chapters 10 & 12.5-7

Events and Submissions/Topic**Week 9 - 10 Sep 2018****Module/Topic****About languages**

Language data: demographic data sources, client questionnaires

Language structures

Coherence and cohesion

Language and meaning

Language choices: registers/styles versus other language codes; translanguaging, code-switching; language and identity

Chapter

McAllister, J. & Miller, J. (2013).

Introductory Linguistics for Speech and Language Therapy Practice. West Sussex, UK: John Wiley & Sons, Ltd.

- Chapter 14

Events and Submissions/Topic**Week 10 - 17 Sep 2018****Module/Topic****Chapter****Events and Submissions/Topic**

About languages

Untangling natural L2 trajectories, cultural differences and special needs in speech language

Language structures

Information structure: given and new, theme and focus

Language and meaning

Speech acts: frames, scripts and norms; conversation turn taking, adjacency pairs and expansions

McAllister, J. & Miller, J. (2013). Introductory Linguistics for Speech and Language Therapy Practice. West Sussex, UK: John Wiley & Sons, Ltd.
• Chapters 13-13.5.3 & 15

Analysis of a Language Sample

Due: Week 10 Monday (17 Sept 2018) 9:00 pm AEST

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
About languages Other language-based professionals	McAllister, J. & Miller, J. (2013). Introductory Linguistics for Speech and Language Therapy Practice. West Sussex, UK: John Wiley & Sons, Ltd. • Chapters 13.5.4-8 & 16	
Language structures Syntax and narrative text organisation		
Language and meaning Speech acts: Preference organisation, openers, politeness topic management and repair		

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
This week we will review all topics covered throughout the term	There are no specific readings for this week	

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
No classes	No readings	Exploring Languages Due: Review/Exam Week Monday (8 Oct 2018) 9:00 pm AEST

Exam Week - 15 Oct 2018

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

Term Specific Information

Welcome to Term 2 and your study in SPCH12006 Linguistics (previously known as Linguistics and Phonetics 1).

This is the first year that the topics of linguistics and phonetics will be taught in separate terms as part of two different units. You will therefore have the opportunity to focus solely on linguistics, rather than having it intermingled with the additional topic of acoustics and phonetics during this unit.

The required textbook for this unit is Jan McAllister and Jim Miller's book, Introductory Linguistics for Speech and Language Therapy Practice, and this will be an invaluable source of information throughout the term and beyond. Hard copies of this book will be available through the CQU bookshop, however electronic copies are also available for purchase online (i.e. through a range of different supplier's websites)

The unit coordinator for this term is Leisa Skinner, and she can be contacted via email: l.skinner@cqu.edu.au. Your lecturer however will be Denise Angelo, a linguist from the Australian National University (ANU), Canberra. Denise is currently completing her PhD and is engaged in language contact research in Indigenous Australian contexts, describing contact language varieties and their language ecologies. She is also engaged in analysing the practical ramifications of language contact for policy and service deliverers, particularly in education, and in developing community, curriculum, training and policy responses.

Each week, Denise will record and upload a lecture to the SPCH12006 Moodle site, enabling you to view it in your own time and at your own pace. You will also attend weekly tutorials that are offered by the unit coordinator Leisa Skinner, with some input from Dr Barbra Zupan, Head of the Speech Pathology course. The intention of these tutorials is to support your learning and provide you with additional opportunities to ask questions and clarify the content of the recorded lectures.

We are all very much looking forward to working with you this term!

Leisa, Barbra and Denise

Assessment Tasks

1 Grammatical Analysis In-Class Test

Assessment Type

In-class Test(s)

Task Description

This assessment task will involve testing your ability to complete grammatical analyses in real time during an in-class test. You will be expected to complete a range of tasks addressing the areas of knowledge that have been taught in the lectures prior to the test. This may include (but is not limited to) tasks such as reading through individual sentences and/or passages that are provided to you and:

- identifying the word classes that specific words belong to
- identifying specific syntactic phenomena, such as different types of phrases and clauses
- identifying examples of anaphoric and deictic expressions
- identifying morphemes
- providing clear rationales for your responses to the different tasks

The test will be held during the regular tutorial time in Week 5. You will have 60 minutes to complete the test.

Assessment Due Date

Week 5 Thursday (9 Aug 2018) 10:00 am AEST

The in-class test will commence at 10:00 am on Thursday the 9th of August. You should therefore arrive to the class 5-10 minutes early, to ensure that you are ready to start on time. This is a closed book test - this means that any study notes, books or other reference material cannot be used and must remain at the front of the classroom for the duration of the test.

Return Date to Students

Week 6 Thursday (23 Aug 2018)

Weighting

30%

Minimum mark or grade

In order to pass this test, a minimum mark of 50% must be achieved. This test must also be passed in order to pass the SPCH12006 unit.

Assessment Criteria

Each question included on the test will be allocated a set number of marks, which will be clearly indicated on the test. The number of marks allocated to each question will be based on the complexity of the task and the amount of information required to answer it accurately and completely. Full marks will be awarded for complete and accurate answers. Partial marks may be awarded in instances where responses are somewhat accurate however require minor clarification. Nil marks will be awarded for any responses that are inaccurate and/or incomplete.

In order to pass this test, a minimum mark of 50% must be achieved. This test must also be passed in order to pass the SPCH12006 unit.

Referencing Style

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

Submission

Offline

Submission Instructions

Students must complete the test in class and hand the test paper directly to the unit coordinator at its completion (after 60 minutes from the time that it commenced).

Learning Outcomes Assessed

- Describe and analyse the core linguistic components of morphology, syntax, phonology, semantics, and pragmatics within a speech pathology context
- Identify and analyse simple and complex English words and sentences using basic syntactic and morphological analysis skills

Graduate Attributes

- Communication
- Problem Solving

- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

2 Analysis of a Language Sample

Assessment Type

Written Assessment

Task Description

This assessment task will require you to view a video recording of an individual speaking, transcribe this orthographically, then analyse the language sample and interpret your findings. Your analysis will focus on four of the core aspects of language - morphology, syntax, semantics and pragmatics. For example, this may include completing tasks such as identifying word classes, morphemes, basic sentence attributes, such as grammatical and semantic roles (e.g. subject/object, agent-patient), semantic relationships, reference and deixis, and complex verb groups. Some of the tasks you will be required to complete will be similar to that which was covered in the in-class test, however in this assessment piece, these tasks will require a greater depth of analysis and interpretation and will be based on a 'real-life' person's communication sample rather than individual sentences or passages. You will also be required to reflect upon your experiences when completing this assessment task, exploring the specific challenges and the learning that occurred.

Assessment Due Date

Week 10 Monday (17 Sept 2018) 9:00 pm AEST

Return Date to Students

Week 12 Monday (1 Oct 2018)

Weighting

35%

Minimum mark or grade

A minimum mark of 50% must be achieved in order to pass this assessment task. This assessment task must be passed in order to pass the SPCH12006 unit.

Assessment Criteria

Specific instructions for this assessment task will be posted on Moodle, including a comprehensive marking rubric. The following is a list of the range of different areas you will be assessed on:

- Orthographic transcription of a language sample
- Analysis of the speaker's use and/or understanding of morphology (this will include your ability to accurately complete a number of set tasks, such as identifying different morpheme types and calculating the speaker's Mean Length of Utterance (MLU))
- Analysis of the speaker's use and/or understanding of syntax (this will include your ability to accurately complete a number of set tasks, such as identifying different sentence types, complex verb groups, and elaborated noun phrases)
- Analysis of the speaker's use and/or understanding of semantics (this will include your ability to accurately complete a number of set tasks, such as describing the speaker's use of anaphoric and/or deictic references and semantic relationships)
- Analysis of the speaker's use and/or understanding of pragmatic skills (this will include your ability to accurately complete a number of set tasks, such as analysing the speaker's use of non-verbal cues and different speech acts)
- Interpretation of results from each analysis
- Reflection on the experience of completing the different components of the assessment task, including a discussion regarding any challenges you faced, the learning that occurred, and the potential impact that your learning may have on you in the future as a student clinician
- The standard of writing (including spelling, syntax, punctuation and overall readability), organisation and presentation
- The accurate use of APA referencing

Within each section of this assessment task, you will be awarded marks based upon the accuracy and completeness of your answers, your ability to use referencing appropriately, and your demonstrated understanding of the assessed concepts. The weighting for each section (i.e. the number of marks allocated to each part of the assessment task) will be specified in the marking rubric.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Describe and analyse the core linguistic components of morphology, syntax, phonology, semantics, and pragmatics within a speech pathology context
- Identify and analyse simple and complex English words and sentences using basic syntactic and morphological analysis skills

Graduate Attributes

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

3 Exploring Languages

Assessment Type

Written Assessment

Task Description

This assessment task will require you to explore and analyse data that is available regarding languages spoken in different locations within Queensland. You will need to document your research findings, critically 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 language differences and local 'language ecologies', and to describe the kinds of considerations and adjustments that may/can/should/should not be made by health professionals in order to work more effectively with communities and clients who speak a different language/variety.

Assessment Due Date

Review/Exam Week Monday (8 Oct 2018) 9:00 pm AEST

Return Date to Students

Exam Week Friday (19 Oct 2018)

Weighting

35%

Minimum mark or grade

A minimum mark of 50% must be achieved in order to pass this assessment task. This assessment task must be passed in order to pass the SPCH12006 unit.

Assessment Criteria

Specific instructions for this assessment task will be posted on Moodle, including a comprehensive marking rubric. You will be assessed on your ability to:

- conduct thorough, appropriate research and locate available data on specific languages/varieties spoken in areas within Queensland (these areas will be allocated to you during the term)
- document and critically analyse your research findings, including the quality of the data and any gaps and/or contradictions you have identified
- explore and demonstrate an understanding of why health professionals, including speech pathologists, need to be aware of language differences and local 'language ecologies'
- describe and demonstrate an understanding of the kinds of considerations and adjustments that may/can/should/should not be made by health professionals in order to work more effectively with communities and clients who speak a different language/variety
- reflect on your learning experiences that occurred as a result of completing this assignment
- present your assignment in a professional manner - this will include the standard of writing (including spelling, syntax, punctuation and overall readability), organisation and overall presentation
- accurately use APA referencing

Within each section of this assessment task, you will be awarded marks based upon the accuracy and completeness of your answers, your ability to conduct research into the relevant areas, your use of APA referencing, and your overall demonstrated understanding of the assessed areas. The weighting for each section (i.e. the number of marks allocated to each part of the assessment task) will be specified in the marking rubric.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Analyse communication skills with regard to language content, comprehension, processing and use
- Apply an introductory level of linguistic knowledge to describe communication across culturally and linguistically diverse settings.

Graduate Attributes

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

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