



# SPCH12006 *Linguistics*

## Term 2 - 2021

Profile information current as at 13/12/2025 03:55 pm

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 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 - 2021

- Online
- 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. **Online Quiz(zes)**

Weighting: 50%

#### 2. **Written Assessment**

Weighting: 50%

#### 3. **Electronic Focused Interactive Learning (eFIL)**

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 2019 Have Your Say

##### Feedback

Students reported that there was too much contact time each week for this unit and that the assessment tasks were too large, with some instructions being vague and needing clarification in tutorials.

##### Recommendation

It is recommended that the assessment tasks in this unit be reviewed and length reduced where possible.

#### Feedback from Informal Discussion.

##### Feedback

Students weren't consistently accessing the recorded lectures for this unit. Comments provided in discussion suggest it was due to their length and density.

##### Recommendation

It is recommended that the recorded lectures be reviewed and posted in smaller segments where possible.

## 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.

The learning outcomes in this unit contribute to the development of clinical and professional competencies as outlined by Speech Pathology Australia's Professional standards.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Online Quiz(zes) - 50%	•	•	•	
2 - Written Assessment - 50%				•
3 - Electronic Focused Interactive Learning (eFIL) - 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				

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Online Quiz(zes) - 50%	•	•	•	•				•		
2 - Written Assessment - 50%	•	•	•	•		•	•	•		
3 - Electronic Focused Interactive Learning (eFIL) - 0%	•	•	•			•				

## Textbooks and Resources

### Textbooks

SPCH12006

#### Prescribed

#### **Introductory Linguistics for Speech and Language Therapy Practice**

(2013)

Authors: McAllister & Miller

Wiley-Blackwell

Hoboken , NJ , USA

ISBN: 9780470671108

Binding: Paperback

#### **Additional Textbook Information**

If you prefer to study with a paper text, you can purchase one at the CQUni Bookshop here:

<http://bookshop.cqu.edu.au> (search on the Unit code).

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom (both microphone and webcam capability)

## 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

**Barbra Zupan** Unit Coordinator

[b.zupan@cqu.edu.au](mailto:b.zupan@cqu.edu.au)

## Schedule

### Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>About Languages</b> Linguistic impacts on SLP resources and practices Language Structures Introduction to word classes Language and Meaning Words and non-words	McAllister, J., & Miller, J. (2013). <i>ler, J. (2013). Introductory linguistics for speech and language therapy practice.</i> John Wiley & Sons, Ltd. <ul style="list-style-type: none"><li>• Chapter 1</li><li>• Chapter 2</li><li>• Chapter 5</li></ul>	

### Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

About Languages  
 Language relatedness and diversity  
 Language Structures  
 Word structure and formation and MLU  
 Language and Meaning  
 Word meaning: lexemes and concepts and techniques for analysing their meaning

McAllister, J. & Miller, J. (2013).  
*Introductory linguistics for speech and language therapy practice*. John Wiley & Sons, Ltd.  
 • Chapter 3  
 • Chapter 6

### Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
About Languages Languages commonly spoken in Australia Language Structures A closer look at characteristics of some word classes Language and Meaning Sentence meaning	McAllister, J. & Miller, J. (2013). <i>Introductory linguistics for speech and language therapy practice</i> . John Wiley & Sons, Ltd. • Chapter 4 • Chapter 5 (Review from Week 1 reading)	

### Week 4 - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
About Languages English dialects spoken in Australia Language Structures Introduction to phrases and clauses Language and Meaning An introduction to deixis and reference/anaphora	McAllister, J. & Miller, J. (2013). <i>Introductory linguistics for speech and language therapy practice</i> . John Wiley & Sons, Ltd. • Chapter 7 • Chapter 11	

### Week 5 - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
About Languages Traditional Australian Indigenous languages Language Structures Verb variables: tense and aspect; active and passive voice, modals Language and Meaning More on deixis and reference	McAllister, J. & Miller, J. (2013). <i>Introductory linguistics for speech and language therapy practice</i> . John Wiley & Sons, Ltd. • Chapter 8.4 • Chapter 11 (Review from Week 4 reading)	

### Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

### Week 6 - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
About Languages Contact languages in Australia and elsewhere Language Structures Basic sentence types: simple sentences Declarative, imperative, interrogative clauses Language and Meaning Frames and scripts	McAllister, J. & Miller, J. (2013). <i>Introductory linguistics for speech and language therapy practice</i> . John Wiley & Sons, Ltd. • Chapter 8 • Chapter 12.3	

### Week 7 - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

About Languages  
Bilingualism, second language acquisition, learning other languages  
Language Structures  
Subordinate clauses  
Language and Meaning  
Metaphor, irony and humour

McAllister, J. & Miller, J. (2013).  
*Introductory linguistics for speech and language therapy practice*. John Wiley & Sons, Ltd.  
• Chapter 9  
• Chapter 12.4

### Week 8 - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
About Languages Multimodal communication and sign languages, AUSLAN Language Structures Untensed (non-finite) clauses Language and Meaning Implicature, explicature, presupposition	McAllister, J. & Miller, J. (2013). <i>Introductory linguistics for speech and language therapy practice</i> . John Wiley & Sons, Ltd. • Chapter 10 • Chapter 12.5-7	

### Week 9 - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/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	McAllister, J. & Miller, J. (2013). <i>Introductory linguistics for speech and language therapy practice</i> . John Wiley & Sons, Ltd. • Chapter 14	

### Week 10 - 20 Sep 2021

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 and conversation	McAllister, J. & Miller, J. (2013). <i>Introductory linguistics for speech and language therapy practice</i> . John Wiley & Sons, Ltd. • Chapter 13 • Chapter 15	

### Week 11 - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
About Languages Other language-based professionals Language Structures Syntax and narrative text organisation Language and Meaning More on speech acts and conversation	McAllister, J. & Miller, J. (2013). <i>Introductory linguistics for speech and language therapy practice</i> . John Wiley & Sons, Ltd. • Chapter 13 (Review from Week 10 reading) • Chapter 16	<b>Exploring Languages</b> Due: Week 11 Friday (1 Oct 2021) 5:00 pm AEST

### Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
This week we will review a range of topics covered throughout the term with a specific focus on how they apply to speech pathology.		

### Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

**Exam Week - 18 Oct 2021**

Module/Topic

Chapter

Events and Submissions/Topic

## Term Specific Information

This unit will be taught using a combination of weekly recorded lectures supported by interactive online learning activities, and a weekly face-to-face tutorial. Your recorded lectures have been sectioned into manageable 'chunks' of content so each week you will have a number of short lectures to view. To assist you with your learning, interactive learning activities will be interspersed between these lecture sections. It is expected that you will have watched the lecture recordings and completed the associated activities prior to your scheduled face-to-face tutorial each week. Your tutorials will be interactive and are designed to provide you the opportunity to apply the concepts learned in the recorded lectures.

Your lecture recordings were developed by Denise Angelo, a researcher who is currently completing her PhD in Linguistics at the Australian National University in Canberra. Your face-to-face tutorials will be with Dr. Caroline Henderson-Brooks who is a Linguist who teaches writing in the STEPS program at CQUniversity. Caroline will be conducting your tutorials online via Zoom. Your unit coordinator for this unit is Associate Professor Barbara Zupan who is the Head of Course for Speech Pathology at CQUniversity.

## Assessment Tasks

### 1 Online Tests

#### Assessment Type

Online Quiz(zes)

#### Task Description

You will have five online tests across the term. Each test is worth 10% of your final grade. Each test will be made available from Monday at 8:00am and will close on Wednesday at 11:59am. Each test is timed. That is, once you begin your test, you will have a maximum amount of time to complete it. The time allotted to each test may vary but this information will be available to you via Moodle at least one week prior to the test start.

The schedule for your tests is as follows:

- Week 3 (Test will open at 8:00am on 26 July, 2021 and close at 11:59am on 28 July, 2021)
- Week 5 (Test will open at 8:00am on 9 August, 2021 and close at 11:59am on 11 August, 2021)
- Week 8 (Test will open at 8:00am on 6 September, 2021 and close at 11:59am on 8 September, 2021)
- Week 10 (Test will open at 8:00am on 20 September, 2021 and close at 11:59am on 22 September, 2021)
- Week 13 (Test will open at 8:00am on 11 October, 2021 and close at 11:59am on 13 October, 2021)

Your tests will include content from readings, recorded lectures, interactive activities, and tutorials. More specific details regarding the range of content included in each test will be made available to you via Moodle at least one week prior to the test.

The total number of questions may vary for each test, but your total score for each test will be converted to a score out of 10 to ensure that each test is equally weighted toward your final grade. Each test will include a range of question types (e.g., multiple choice, short answer). Following each test you will be provided with a brief feedback sheet on your performance which is aimed to help you identify content that you are understanding well, and content that you may need to review further.

This is a **must-pass** assessment task. You are not required to pass each test, but must attain a minimum grade of 25/50 (50%) across all five tests.

#### Number of Quizzes

5

#### Frequency of Quizzes

Other



## Assessment Due Date

You will have a test in Weeks 3, 5, 8, 10, and 13. For each of these weeks, your will be available to you beginning 8:00am on Monday and will close at 11:59am on Wednesday of the same week.

## Return Date to Students

Results will be returned within two weeks after the completion of each test.

## Weighting

50%

## Minimum mark or grade

A minimum grade of 25/50 (50%) is required across the five tests in order to pass this assessment task and the unit.

## Assessment Criteria

Your online test will consist of a range of question types (e.g., multiple choice, true/false, short answer).

## Referencing Style

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

## Submission

Online

## Submission Instructions

All online tests must be completed via Moodle.

## 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
- Analyse communication skills with regard to language content, comprehension, processing and use

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Ethical practice

# 2 Exploring Languages

## Assessment Type

Written Assessment

## Task Description

This written assessment task constitutes 50% of your final grade. This is a **must-pass assessment** task. You must attain a minimum grade of 25/50 (50%) in order to pass this assessment task and the unit. The task contains two parts which are each briefly described below.

### Part 1

The context for this part of the assessment task will be provided to you via a video posted on Moodle. After watching that video, you will need to apply what you've learned throughout the unit about contemporary Indigenous language ecologies and contact languages to answer four questions:

- Explain what contact languages are and why they have developed in some parts of Australia.
- Sensitively discuss some of the issues that affect the status of contact languages (e.g., unfavourable comparisons to Standard Australian English or traditional First Nations languages).
- Clarify the notion of bilingualism/bidialectalism in the context of the witnessed scenario (i.e., in the **What's The Time?** video). You should consider the success of the adult participants' communication in their own language as well as the success of the switch to English by one participant when required.
- Discuss the likely English language learning context when the contact language in the video is the community-wide vernacular (i.e., the everyday language used for communication). For example, you could refer to foreign language contexts, English proficiency levels, misapprehensions due to partial lexical overlap, etc.

### Part 2

For this part of the assessment task, you need to respond to three questions focused on the consideration of language differences and language ecologies for health professionals. These questions are:

- Why health professionals, including speech pathologists, need to be aware of and should always consider language differences and local language ecologies. You must include information about the issues related to using English-only assessments, and also discuss other considerations (e.g., caution that needs to be taken due to variable outcomes of L2 acquisition, and so on).
- How language contact and shift have linguistic results that might not be readily accessible in 'official' data sources (e.g., languages may lack standardised names, English-lexified languages are often thought to be poor English, etc.).
- 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. This may include ways in which the team could make accommodations/modifications to assessment and/or therapy procedures in order to respond to clients' prospective language needs. For example, one accommodation might be made through the use of interpreters/local health personnel/family members, etc.

You have a maximum of 1500 words to answer the questions listed for both both Part 1 and Part 2 of this task.

**Assessment Due Date**

Week 11 Friday (1 Oct 2021) 5:00 pm AEST

To be submitted via Moodle

**Return Date to Students**

Review/Exam Week Friday (15 Oct 2021)

You will receive feedback on your assessment task via Moodle within two weeks of the due date.

**Weighting**

50%

**Minimum mark or grade**

A minimum grade of 25/50 (50%) is required in order to pass this assessment task and the unit.

**Assessment Criteria**

Detailed task instructions, including a comprehensive marking rubric, are available on Moodle. As outlined in that document, you will be graded against two criteria:

- Criterion 1 (35 points): Assesses the accuracy and completeness of your answers, your ability to conduct research into the relevant areas, and your demonstrated understanding of the assessed areas of knowledge.
- Criterion 2 (15 points): Assesses your ability to use appropriate writing style (e.g., syntax, spelling, punctuation) and your use of APA referencing.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Assessment tasks are to be submitted via Moodle.

**Learning Outcomes Assessed**

- 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

### 3 Interactive Learning Activities (eFIL)

#### Assessment Type

Electronic Focused Interactive Learning (eFIL)

#### Task Description

As part of this unit, you are required to engage with interactive, online content to support your learning. This content is referred to as eFIL. eFIL refers to any activities included on your Moodle page in relation to course content. This may include (but is not limited to):

- Recorded lectures
- H5P interactive learning activities
- Discussion forums
- Tasks set by your lecturer requiring you to email or upload content including work samples or videos
- Surveys
- Formative (i.e., non-graded) Moodle Quizzes

#### Assessment Due Date

Review/Exam Week Monday (11 Oct 2021) 8:00 am AEST

It is recommended that you complete activities on a weekly basis, but the lecturer will grade this task for completion on Monday, 11 October 2021.

#### Return Date to Students

Exam Week Friday (22 Oct 2021)

Some online activities provide immediate feedback. For other eFIL activities (e.g., discussion forums), you will be provided feedback in the form of 1-2 comments by your lecturer, provided the activities are completed by 11:59pm on Sunday of the week the activity was set. For example, if an activity is set for Week 3, the activity needs to be completed by Sunday 11:59pm of Week 3 in order for you to receive feedback.

#### Weighting

Pass/Fail

#### Minimum mark or grade

Students must complete 80% of all eFIL activities by 8:00am 11 October, 2021 to pass this assessment task and the unit.

#### Assessment Criteria

You must complete a minimum of 80% of the eFIL activities. An activity will be considered 'complete', when it has met the task requirements set for the individual activity (e.g., completion of an H5P activity, meeting activity instructions and guidelines such as posting a reflection in the discussion forum).

This is a **must pass** assessment task (i.e., you must pass each of these two requirements to pass this assessment task and therefore the unit).

#### Referencing Style

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

#### Submission

Online

#### Submission Instructions

Students are encouraged to complete these tasks on a weekly basis.

#### 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
- Analyse communication skills with regard to language content, comprehension, processing and use

#### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking

## 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