



SPCH13005 *Linguistics and Phonetics 2*

Term 2 - 2017

Profile information current as at 05/05/2024 01:36 pm

All details in this unit profile for SPCH13005 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 focus on acoustic phonetics, syntactic analysis of English and phonetic transcription of connected speech. Students will learn 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. They will then be able to use this knowledge to understand the differences found in people with communication disorders and those from culturally and linguistically diverse communities. Students will also form an understanding of the relationship between vocal tract shape and gestures and the sounds produced, as this is essential in the assessment, diagnosis and treatment of speech disorders.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisite: SPCH12006 - Linguistics and Phonetics 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 2 - 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. **On-campus Activity**

Weighting: Pass/Fail

2. **Online Quiz(zes)**

Weighting: 20%

3. **Written Assessment**

Weighting: 40%

4. **Practical and Written Assessment**

Weighting: 40%

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' student satisfaction survey

Feedback

Feedback on assessments was helpful and assisted students to learn.

Recommendation

The unit coordinator will continue to provide timely, detailed and constructive feedback on assessment tasks, to ensure that the students' learning is maximised.

Feedback from 'Have Your Say' student satisfaction survey

Feedback

Having the lectures and tutorials recorded for later reference was useful.

Recommendation

Lectures will continue to be recorded and made available online. Whilst students are required to attend tutorials in person, these tutorials may still be recorded where possible and feasible, to enable students to re-visit the tutorial content at a later date if required.

Feedback from 'Have Your Say' student satisfaction survey

Feedback

Students liked the way that the online lectures covered three separate topics rather than one topic for the entire hour, but felt that sometimes there was a bit too much content or that it was too fast-paced.

Recommendation

The lecturer will continue to provide variety in the online lectures, with a focus on a number of different topics being covered within each lecture. Students will continue to be encouraged to pace themselves when listening to the recorded lectures and to take breaks when needed, to avoid information-overload.

Feedback from 'Have Your Say' student satisfaction survey

Feedback

The online quiz contained too many questions and/or not enough time was provided to complete the quiz.

Recommendation

Online quizzes will continue to be used as an assessment task for this unit, and students will continue to be advised of the importance of revising the content of each relevant lecture (as identified by the unit coordinator) when studying for these quizzes. It will be explained to students that this year, the majority of students completed the 30 minute online quiz in anywhere between 17-26 minutes, with an average time of 21 minutes. Those students who took the least amount of time to complete the quiz obtained the highest marks, whilst the students who took the entire thirty minutes scored the lowest. This suggests that the students who obtained the highest marks, most likely had a solid understanding of the content and could answer each question quickly and accurately, and therefore did not require the full thirty minutes. Next year, practice quizzes will be provided to students during the term, to ensure that they understand how quizzes operate and to try to alleviate anxiety that is related to quiz completion.

Feedback from 'Have Your Say' student satisfaction survey

Feedback

Not having tutorials in some weeks was disruptive to the students' learning, and the tutorials should not have been 'jammed in' at the end of the term.

Recommendation

Tutorials should be offered on a weekly basis and, in the event that this is not possible due to unexpected circumstances, appropriate steps should be taken to ensure that any missed tutorials are made up for in a timely manner. This may involve alternatives to face-to-face tutorials, such as the provision of additional lectures and/or learning materials that can be accessed online, or it may require a different staff member to run the tutorials. In any case, communication with students and preparation for assessment tasks will remain paramount, in an effort to ease any anxieties related to missed tutorial time.

Feedback from 'Have Your Say' student satisfaction survey and informal student feedback

Feedback

Students enjoyed the face-to-face tutorials, as they provided an opportunity to ask questions and have their understanding of different topics clarified. Having two separate, shorter tutorials during the week was also preferable to having one longer tutorial.

Recommendation

Face-to-face tutorials should continue to be provided to students on a weekly basis, with the tutorials being no longer than two hours. If additional tutorial time is needed during the week, this may be provided on a different day if the

timetable allows.

Feedback from 'Have Your Say' student satisfaction survey

Feedback

Students felt that they were given little support and poor guidance for their assessment tasks and that marking rubrics and information regarding the assessment tasks were made available too late. They also felt that lectures did not provide enough information about the assessment tasks and that they were not given enough time to complete them. In addition, students felt that the first assignment was too overwhelming and should be decreased in size in the future.

Recommendation

Students will be given practice assessment tasks during tutorials to ensure that they are explicitly taught the skills and knowledge that is required to complete each assessment item. All assessment instructions and rubrics will be uploaded to Moodle prior to the commencement of the term, to ensure that students have ample time to understand, prepare for, and complete the tasks.

Feedback from 'Have Your Say' student satisfaction survey

Feedback

Some students felt that the unit as whole was very disorganised and poorly run, whilst others reported that the unit was 'a fantastic, practical application of linguistics and phonetics' that allowed students to learn a great deal.

Recommendation

Students will be involved in a class discussion in the first week of term, to identify their expectations, to discuss the plan for the term, and to establish any specific needs that the students have in relation to this unit. Where possible, tutorials will be designed to cater for a wide range of learning needs, and will therefore include a combination of hands-on practical activities with information that is presented in both written and verbal form, as well as through visual-spatial means.

Unit Learning Outcomes

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

1. Analyse simple and complex English sentences using basic syntactic analysis skills across culturally and linguistically diverse samples.
2. Transcribe Australian English connected speech as it is spoken, using both the appropriate International Phonetic Association symbols and Australian vowel symbols.
3. Describe how speech sounds are produced utilising both acoustic analysis techniques and anatomical knowledge of the shape and formation of the vocal tract.
4. Analyse examples of language use with regard to encoding meaning and processing language within the brain.

Competency in linguistic analysis of speech and language samples is a foundation skill, necessary for success as a practising speech pathologist.

Speech Pathology Australia Range of Practice:

Adult - Speech, Language and Voice

Child - Speech, Language and Voice

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 and 2.4 to Novice standard

Unit 3 Planning evidence based speech pathology practices - Elements 3.1 to Novice standard

Unit 7 Lifelong learning and reflective practice - Elements 7.1, 7.2 and 7.4 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

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	4
1 - On-campus Activity - 0%	•	•	•	•
2 - Online Quiz(zes) - 20%	•	•	•	•
3 - Written Assessment - 40%	•	•	•	•
4 - Practical and Written Assessment - 40%	•	•	•	•

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 - On-campus Activity - 0%	•	•	•	•	•	•	•	•		
2 - Online Quiz(zes) - 20%	•	•	•	•		•	•	•		
3 - Written Assessment - 40%	•	•	•	•		•	•	•		
4 - Practical and Written Assessment - 40%	•	•	•	•		•	•	•		

Textbooks and Resources

Textbooks

SPCH13005

Prescribed

Australian English Pronunciation and Transcription

(2012)

Authors: Felicity Cox

Cambridge University Press

Melbourne , Victoria , Australia

ISBN: 9780521145893

Binding: Paperback

SPCH13005

Prescribed

Longman Student Grammar of Spoken and Written English

(2002)

Authors: Douglas Biber, Susan Conrad & Geoffrey Leech

Pearson Education Limited

Harlow , Essex , England

Binding: Paperback

Additional Textbook Information

These texts are the same as your current texts for SPCH12006 - Linguistics and Phonetics 1.

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 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Structures: Review of language Sounds and Processing: Viewing sounds on a computer Meaning: Speech acts	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. Harlow: Essex, England.	

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Structures: Sentence types Sounds and Processing: Australian vowels Meaning: Propositions	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. Harlow: Essex, England.	

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Structures: Passive sentences Sounds and Processing: Revisiting phonemic transcription Meaning: Anaphora and deixis	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. Harlow: Essex, England.	

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Structures: Untensed clause adjuncts Sounds and Processing: Revisiting phonetic transcription Meaning: Other referring expressions	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. Harlow: Essex, England.	

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Structures: Relative clauses Sounds and Processing: Diacritics Meaning: Semantics of tense	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. Harlow: Essex, England.	

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
No lectures or tutorials during recess week	No readings this week	

Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Structures: Nominalised clauses Sounds and Processing: Comprehensibility and intelligibility, speech goals, generalising speech development data Meaning: Mapping semantic roles	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. Harlow: Essex, England.	

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Structures: Extras on verbs

Language in Society: What's the difference between language and culture?

Meaning: Conversation structure

Note that in our tutorial we will also be reviewing previous content regarding sounds and processing, including 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. Harlow: Essex, England.

Week 8 - 04 Sep 2017

Module/Topic

Chapter

Events and Submissions/Topic

Structures: Existential there clauses

Language in Society: Did you know that everyone speaks a dialect?

Meaning: Gricean maxims

Note that in our tutorial we will also be reviewing previous content regarding sounds and processing, including 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. Harlow: Essex, England.

(40%) Written Assessment Due:
Week 8 Friday (8 Sept 2017) 5:00 pm AEST

Week 9 - 11 Sep 2017

Module/Topic

Chapter

Events and Submissions/Topic

Structures: Grammatical development

Language in Society: What's a standard language?

Meaning: Lexical semantics

Note that in our tutorial we will also be reviewing previous content regarding sounds and processing, including 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. Harlow: Essex, England.

Week 10 - 18 Sep 2017

Module/Topic

Chapter

Events and Submissions/Topic

Structures: Measuring development, including Mean Length of Utterance (MLU)

Language in Society: Why maintain languages other than English?

Meaning: Lexical relations and lexical definitions

Note that in our tutorial we will also be reviewing previous content regarding sounds and processing, including 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. Harlow: Essex, England.

Week 11 - 25 Sep 2017

Module/Topic

Chapter

Events and Submissions/Topic

Structures: School-age development

Language in Society: Why is language data difficult to locate? How do we manage this?

Meaning: Similes, metaphors and idioms

Note that in our tutorial we will also be reviewing previous content regarding sounds and processing, including 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. Harlow: Essex, England.

Week 12 - 02 Oct 2017

Module/Topic

Chapter

Events and Submissions/Topic

Structures: Review of linguistics
Language in Society: Bilingual development, assessing and servicing bilingual clients
Meaning: Thinking about meaning
Note that in our tutorial we will also be reviewing previous content regarding sounds and processing, including 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. Harlow: Essex, England.

(20%) Online Quizzes Due: Week 12 Friday (6 Oct 2017) 5:00 pm AEST
(40%) Practical and Written Assessment Due: Week 12 Friday (6 Oct 2017) 5:00 pm AEST

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
No classes		

Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
No classes		

Assessment Tasks

1 (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. 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

This is a Must Pass assessment requirement. The Pass criteria (tutorial attendance) must be achieved in order to pass the SPCH13005 course.

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 unit, 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

- Analyse simple and complex English sentences using basic syntactic analysis skills across culturally and linguistically diverse samples.
- Transcribe Australian English connected speech as it is spoken, using both the appropriate International Phonetic Association symbols and Australian vowel symbols.
- Describe how speech sounds are produced utilising both acoustic analysis techniques and anatomical knowledge of the shape and formation of the vocal tract.
- Analyse examples of language use with regard to encoding meaning and processing language within the brain.

Graduate Attributes

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

2 (20%) Online Quizzes

Assessment Type

Online Quiz(zes)

Task Description

You will be required to complete two online quizzes throughout Term 2, one in Week 5 and the other in Week 12. These quizzes will include a combination of multiple-choice and short-answer questions that will be based on a variety of topics covered in the recorded lectures provided in the weeks prior to each quiz. Questions will be related to each of the main themes that are discussed in the weekly lectures and tutorials: Structures, Sounds and Processing, Language in Society, and Meaning.

The quizzes will be available for you to complete in your own time during Weeks 5 and 12. However you will only be able to have one attempt at each quiz and there will be a set amount of time (30 minutes) for you to complete them.

Therefore, once you commence each quiz then you must finish within 30 minutes. Further information regarding the logistics of the quizzes will be provided on the unit Moodle site and will also be discussed in tutorials.

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Week 12 Friday (6 Oct 2017) 5:00 pm AEST

The quizzes will be conducted in Weeks 5 and 12, therefore both quizzes will need to be completed by Friday of Week 12.

Return Date to Students

Exam Week Friday (20 Oct 2017)

Weighting

20%

Minimum mark or grade

A minimum mark of 50% is required to pass this assessment task. This comprises of the total score combined from each of the two quizzes.

Assessment Criteria

The online quizzes will contain a range of multiple-choice and short-answer questions, each of which will be worth a number of marks that will be specified on each quiz. Marks will therefore be awarded accordingly, based on the accuracy of your responses.

The questions will be based on a variety of topics covered in the recorded lectures provided in the weeks prior to each quiz. Questions will be related to each of the main themes that are discussed in the weekly lectures and tutorials: Structures, Sounds and Processing, Language in Society, and Meaning.

The results of both quizzes will be combined to form a total mark. In order to pass this assessment item, a minimum total mark of 50% is required.

Referencing Style

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

Submission

Online

Submission Instructions

The online quizzes will be available via Moodle in Weeks 5 and 12. The quizzes must be completed by 5:00pm on Friday of Weeks 5 and 12.

Learning Outcomes Assessed

- Analyse simple and complex English sentences using basic syntactic analysis skills across culturally and linguistically diverse samples.
- Transcribe Australian English connected speech as it is spoken, using both the appropriate International Phonetic Association symbols and Australian vowel symbols.
- Describe how speech sounds are produced utilising both acoustic analysis techniques and anatomical knowledge of the shape and formation of the vocal tract.
- Analyse examples of language use with regard to encoding meaning and processing language within the brain.

Graduate Attributes

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

3 (40%) Written Assessment

Assessment Type

Written Assessment

Task Description

For this assessment task you will be provided with a written transcription of a speech and language sample and required to analyse and report on the various features of the client's communication, including those related to syntax, morphology, semantics, pragmatics and speech sound production. Further information regarding this assessment item will be made available through the unit Moodle site and will also be discussed during tutorials. The assignment will be due in Week 8.

Assessment Due Date

Week 8 Friday (8 Sept 2017) 5:00 pm AEST

Return Date to Students

Week 10 Friday (22 Sept 2017)

Weighting

40%

Minimum mark or grade

A minimum mark of 50% is required to pass this assessment task.

Assessment Criteria

A marking rubric containing specific assessment criteria for this task will be made available on the unit Moodle site during term. These criteria will be based on the following:

- your ability to analyse a range of features of a written transcription of a speech and language sample
- your ability to report on your findings in a professional format
- your ability to interpret your findings and to provide appropriate recommendations based on your understanding of typical speech and language development
- your use of appropriate writing conventions, including accurate spelling, grammar, punctuation, cohesion, clarity, and organisation, as well as referencing

Referencing Style

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

Submission

Online

Submission Instructions

Assignments should be submitted through Moodle

Learning Outcomes Assessed

- Analyse simple and complex English sentences using basic syntactic analysis skills across culturally and linguistically diverse samples.
- Transcribe Australian English connected speech as it is spoken, using both the appropriate International Phonetic Association symbols and Australian vowel symbols.
- Describe how speech sounds are produced utilising both acoustic analysis techniques and anatomical knowledge of the shape and formation of the vocal tract.
- Analyse examples of language use with regard to encoding meaning and processing language within the brain.

Graduate Attributes

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

4 (40%) Practical and Written Assessment

Assessment Type

Practical and Written Assessment

Task Description

For this assessment task you will be required to transcribe and analyse both a speech and language sample. Your analysis must be provided in a written report and should include a description of a range of features of the client's speech and language. The specific details will be provided during tutorials and a marking rubric will be available via the unit Moodle site. This assignment will be due in Week 12.

Assessment Due Date

Week 12 Friday (6 Oct 2017) 5:00 pm AEST

Return Date to Students

Exam Week Friday (20 Oct 2017)

It is anticipated that the assessments will be returned within 10 working days of the assignment being handed in.

Weighting

40%

Minimum mark or grade

A minimum mark of 50% is required to pass this assessment task.

Assessment Criteria

A marking rubric containing specific assessment criteria for this task will be made available on the unit Moodle site during term. These criteria will be based on the following:

- your ability to transcribe a speech sample phonetically
- your ability to transcribe a language sample
- your analysis of the speech and language samples and transcriptions
- your ability to report on your findings in a professional format
- your interpretation of your findings
- your use of appropriate writing conventions, including accurate spelling, grammar, punctuation, cohesion, clarity, and organisation, as well as referencing

Referencing Style

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

Submission

Online

Submission Instructions

This assignment must be submitted via the unit Moodle site

Learning Outcomes Assessed

- Analyse simple and complex English sentences using basic syntactic analysis skills across culturally and linguistically diverse samples.
- Transcribe Australian English connected speech as it is spoken, using both the appropriate International Phonetic Association symbols and Australian vowel symbols.
- Describe how speech sounds are produced utilising both acoustic analysis techniques and anatomical knowledge of the shape and formation of the vocal tract.
- Analyse examples of language use with regard to encoding meaning and processing language within the brain.

Graduate Attributes

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