

SPTH2002: Language, Literacy and Hearing

Callaghan

Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description	This course addresses school-aged language and literacy (children and adolescents) at an advanced level, including typical development, assessment, analysis, diagnosis and intervention within the World Health Organization's International Classification of Functioning, Disability and Health (ICF) and evidence-based practice (EBP). Speech Pathology assessment, intervention and technology for hearing across the lifespan. Also considers the impact of hearing on Australian Indigenous peoples.
Academic Progress Requirements	Nil
Requisites	This course is only available to students enrolled in the Bachelor of Speech Pathology (Honours) [12318].
Assumed Knowledge	Students are expected to have the following Assumed Knowledge: SPTH2101, SPTH2102, SPTH1080, LING1111
Contact Hours	Callaghan Lecture Face to face on campus 3 hour(s) per week(s) for 12 week(s) starting Week 1 Workshop Face to face on campus 4 hour(s) per term for 2 term starting Week 3 Students attend 2 x 2hr workshops across the term. Students allocate into one of two groups for workshop attendance.
Unit Weighting Workload	10 Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

CONTACTS

Course Coordinator	Callaghan Dr Ben Bailey Ben.Bailey@newcastle.edu.au (02) 4921 5868 Consultation: Available working hours Monday to Friday. Email for appointment.
Teaching Staff	Dr Megan Barr Megan.Barr@newcastle.edu.au Consultation: Available working hours Monday and Tuesday. Email for appointment.
School Office	School of Health Sciences Room 302, ICT Building Callaghan SchoolHealthSciences@newcastle.edu.au +61 2 4921 7053

SYLLABUS

Course Content	<ul style="list-style-type: none">• Developmental Language Disorder (DLD)• Language assessment and intervention• Literacy assessment and intervention• Hearing assessment and intervention• Hearing technology• Hearing anatomy and physiology• Australian Indigenous hearing and communication
Course Learning Outcomes	<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none">1. Describe etiological factors involved in literacy and language disability in school-aged children, and in hearing loss.2. Analyse and interpret comprehensive language, literacy and hearing assessments.3. Report findings from comprehensive language, literacy and hearing assessments.4. Identify gaps in comprehensive language, literacy and hearing assessments.5. Develop comprehensive and detailed plans for language and literacy intervention.6. Identify and discuss hearing habilitation and rehabilitation issues and methods.
Course Materials	<p>Paul, R., Norbury, C.F. & Gosse, C. (2018). Language disorders from infancy through adolescence. Listening, speaking, reading, writing and communicating (5 edition). St Louis, Missouri: Elsevier.</p> <p>McLeod, S. & McCormack, J. (2016). Introduction to speech, language and literacy. Melbourne: Oxford.</p> <p>Other readings as advised on Canvas.</p>

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Language and literacy assessment and intervention	Part A (assessment): Friday 12th April (Wk 7) Part B (intervention): Friday 24th May (Wk 11)	Individual	50%	2, 3, 4, 5
2	On-line quiz	Quiz 1: Friday 15th March (Wk 3) Quiz 2: Friday 5th April (Wk 6) Quiz 3: Friday 10th May (Wk 9) Quiz 4: Friday 31 st May (Wk 12)	Individual	20%	1, 2, 3
3	Formal Examination - Closed book examination	University examination period. Date to be confirmed.	Individual	30%	1, 2, 3, 4, 6

Late Submissions The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Language and literacy assessment and intervention

Assessment Type	Written Assignment
Purpose	Interpret and report on formal language and literacy assessments and develop an intervention plan
Description	This assignment includes a component on language and literacy assessment (Part A) and a component on language and literacy intervention (Part B). In Part A, students will score, interpret and report on the results of language and literacy assessments as they relate to a presented case study. In Part B, students will develop an evidence-based intervention plan for the same case study presented in Part A.
Weighting	50%
Due Date	Part A (assessment): Friday 12th April (Week 7) Part B (intervention): Friday 24th May (Week 11)
Submission Method	Online
Assessment Criteria	See Canvas for details
Return Method	Online
Feedback Provided	Online
Opportunity to Reattempt	Students WILL NOT be given the opportunity to reattempt this assessment.

Assessment 2 - On-line quiz

Assessment Type	Quiz
Purpose	To assess knowledge of hearing assessment and intervention.
Description	Four online quizzes (each weighted 5%)
Weighting	20%
Due Date	Quiz 1: Friday 15th March (Week 3) Quiz 2: Friday 5th April (Week 6) Quiz 3: Friday 10th May (Week 9) Quiz 4: Friday 31st May (Week 12)
Submission Method	Online
Assessment Criteria	See Canvas for details
Return Method	Online
Feedback Provided	Online

Opportunity to Reattempt Students WILL NOT be given the opportunity to reattempt this assessment.

Assessment 3 - Formal Examination - Closed book examination

Assessment Type Formal Examination
Description Short answer and multiple-choice questions relating to all course content
Weighting 30%
Due Date University examination period. Date to be confirmed.
Submission Method Formal exam
Assessment Criteria See Canvas for details
Return Method Not returned
Feedback Provided Online
Opportunity to Reattempt Students WILL NOT be given the opportunity to reattempt this assessment.

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

Adverse Circumstances The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:
<https://policies.newcastle.edu.au/document/view-current.php?id=236>

Important Policy Information The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/respect-at-uni/policies-and-procedures> that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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RELATIONSHIP OF COURSE OBJECTIVES TO: COURSE ASSESSMENT ITEMS, UON GRADUATE ATTRIBUTES AND LEARNING OUTCOMES¹, AND SPEECH PATHOLOGY AUSTRALIA'S PROFESSIONAL STANDARDS²

Course Learning Outcomes	University of Newcastle Graduate Attributes and Learning Outcomes				
	Attributes	Life Ready Graduates: 'Work Ready' ~ 'Healthy and Well' ~ Community Minded'			
	Learning Outcomes	SPA Professional Standards: Domains (standards, elements)			
	Assessments	Practice area (Communication/swallowing)	Domain 1: Professional Conduct	Domain 2: Reflective Practice & Life-long Learning	Domain 3: Speech Pathology Practice
1. Describe etiological factors	Quizzes Formal Examination	Communication	1.1. c, f, 1.2. b	2.5. a, b	3.1. a 3.2. a, c 3.3. b 3.5.
2. Analyse/interpret assessments	Written assignment Quizzes Formal Examination	Communication	1.1. a, b, c, e, f 1.2. b, c 1.3. d 1.4. b, c	2.5. a, b	3.2. a, c, d 3.3. a, b, c 3.5.
3. Report assessment findings	Written assignment Quizzes Exam	Communication	1.1. a, b, c, d, e, f 1.2. b, c 1.3. d, g 1.4. a, b, c	2.5. a, b	3.2. b, c, d 3.3. a, b, c 3.5.

			1.5. a, d, e		
4. Identify required information and referrals	Written assignment Exam	Communication	1.1. a, b, c, d, e, f 1.2. b, c 1.3. d 1.4. a, b, c 1.5. a, c, e 1.6. b	2.1. b 2.2. a 2.5. a, b	3.2. a, b, c, d 3.3. a, b, c
5. Develop intervention plans	Written assignment	Communication	1.1. a, b, c, d, e, f 1.2. b, c 1.3. b, c, d 1.4. a, b, c 1.5. a, e	2.2. a 2.5. a, b	3.2. a 3.4. a, b 3.5. a
6. Identify hearing issues and rehabilitation	Formal examination	Communication	1.1. a, b, c, d, e, f 1.2. b, c 1.3. b, c, d 1.4. a, b, c 1.5. c	2.1. b 2.2. a, c 2.5. a, b	3.1. a, c, d 3.2. c, d 3.3. a, b, c 3.4. a, b 3.5. a

1. University of Newcastle's strategic plan 2020-2025: Looking Ahead (<https://www.newcastle.edu.au/our-uni/strategic-plan/life-ready-graduates>)

2. Speech Pathology Australia (2020). Professional standards for speech pathologists in Australia (https://www.speechpathologyaustralia.org.au/SPAweb/Resources_For_Speech_Pathologists/Professional_Standards/Professional_Standards/SPAweb/Resources_for_Speech_Pathologists/CBOS/Professional_Standards.aspx?hkey=583a56af-74e0-4111-95fa-656502269967)