



**UNSW**  
SYDNEY

Australia's  
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University



## **EDST5128**

Communication Disorders and Assistive Technology

Semester One // 2018

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Dr Therese M Cumming	t.cumming@unsw.edu.au		Room 129 Goodsell Building School of Education	9385 1944

#### Lecturers

Name	Email	Availability	Location	Phone
Catherine Healey	catherine.healey@unsw.edu.au	via email		

### School Contact Information

School of Education  
Arts and Social Sciences  
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### Attendance Requirements

#### Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

### Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## Course Details

### Credit Points 6

### Summary of the Course

The course provides an overview of communication disorders, and augmentative and alternative (AAC) communication approaches for individuals with severe communication impairments. Emphasis is on developmental considerations, ecological needs, educational considerations, clinical assessments, selection and implementation of augmentative systems, and research-based practices.

Note: This course is taught in intensive mode.

### At the conclusion of this course the student will be able to

1. Design age appropriate instruction based on the adaptive and communication skills of students with moderate and severe disabilities.
2. Recognise and describe research-based instructional and communication strategies and practices, including task analysis multisensory, and concrete/manipulative techniques.
3. Define assistive technology (AT), both low and high tech and their theoretical underpinnings.
4. Assess student abilities and educational environments to plan both communication and AT interventions for students with communication disorders, intellectual disabilities, and autism.

### Teaching Strategies

In order to participate fully in inclusive environments in school and the community, individuals with communication disorders frequently require augmentative and/or alternative systems of communication. The content of this course is focused on communication disorders, assessment of students' needs, and strategies that teachers can use to successfully implement augmentative practices. Teachers will have the opportunity to experience these alternative forms of communication first hand, in order to be fully equipped to assist students with special needs in this area. The following teaching strategies will be employed:

- explicit teaching including online lectures using a range of teaching strategies to foster interest and support learning;
- structured occasions for reflection on learning through the online discussion tool to allow students to reflect critically on issues discussed;
- extensive opportunities for online small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate, to question and to problem solve

These activities will occur in a climate that is supportive and inclusive of all learners.



## Assessment

### Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Annotated bibliography	20%	2,3	n/a	16/03/2018 11:00 PM
Research paper	35%	2,4	n/a	13/04/2018 11:00 PM
Case study	45%	1,2,4	n/a	04/06/2018 11:00 PM

Please refer to *Australian Professional Standards for Teachers* on the previous page

### Assessment Details

#### Assessment 1: Annotated bibliography

**Start date:** Not Applicable

**Details:** Task 1 - Annotated bibliography - 1000 words Students will receive written feedback within three weeks of submission.

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

#### Assessment 2: Research paper

**Start date:** Not Applicable

**Details:** Task 2 - Essay - 2500 words Students will receive written feedback within three weeks of submission.

#### Assessment 3: Case study

**Start date:** Not Applicable

**Details:** Task 3 - Case study - 2500 words Students will receive written feedback within three weeks of submission. This is the final assessment.

## Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

## Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au). Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

## Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

## Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- \* Prevent you from completing a course requirement,
- \* Keep you from attending an assessable activity,
- \* Stop you submitting assessable work for a course,

\* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose



- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

## **Resources**

### **Prescribed Resources**

- Book – Assistive technology in the classroom: Enhancing the school experience (2012)
- Book – Teaching students with language and communication disorders (2009)

### **Recommended Resources**

- Book – Augmentative and alternative communication: Supporting children and adults with complex communication needs (2013)
- Book – Introduction to speech, language and literacy (2015)

## **Course Evaluation and Development**

### **Image Credit**

Synergies in Sound 2016

### **CRICOS**

CRICOS Provider Code: 00098G