



# Course Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Course Title:</b>	LANGUAGE DEVELOPMENT AND IMPAIRMENT
<b>Course ID:</b>	EDBSP2026
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(EDBSP1013 or EDMST6010)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	061707

**Description of the Course:**

This course explores language development and impairment across the life span. For many children, receptive and expressive language capabilities develop in early childhood but for other children, the delayed development of speech, language and communication can have long lasting impacts on behaviour, academic performance, and social life. The course will examine specific speech disorders in children, acquired communication disorders in children and adults, and cognitive communication disorders across the lifespan. Theories of language development, developmental benchmarks and communicative milestones will be applied to the examination of case studies.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

**Work Experience:**

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

**Program Level:**

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Advanced	■	■	■	■	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Recognise that language development and communication across the lifespan can be affected by language disorders that affect children and adults.
- K2.** Identify receptive and expressive language disorders and the educational implications for children.
- K3.** Explore how acquired communication disorders can impact people across the lifespan.
- K4.** Examine practices that facilitate language development and communication.

#### Skills:

- S1.** Analyse case studies to identify language and communication disorders.
- S2.** Identify the impacts of language and communication disorders for children and adults.
- S3.** Examine theoretical perspectives of language impairment and connect to relevant research.
- S4.** Incorporate practices that support language and communication.

#### Application of knowledge and skills:

- A1.** Apply developing knowledge and understandings to answer questions about content of the course.
- A2.** Draw on knowledge to communicate understandings of receptive or expressive language disorders in children.
- A3.** Analyse a case study of an acquired communication disorder. Discuss the impact on the person and practices that could support the person.

#### Course Content:

- Language development and communication across the lifespan
- Relationship between spoken and written language development
- The impact of oral language development on literacy success
- Language disorders in receptive, expressive, oral, and written language
- Language expression (speaking and writing) and language comprehension (listening and reading) disorders
- Speech disorders in children, including apraxia, aphasia, stuttering, selective mutism.
- Acquired communication disorders of neurological origin across the lifespan.
- Cognitive communication disorders.
- Hearing loss and its impact on speech and language across the lifespan.
- Implications for language delay in educational contexts and across the lifespan.
- Practices to facilitate communication and language development.

#### Values:

- V1.** Appreciate that language and communication is complex and impairments will have wide ranging characteristics and impact.

- V2.** Value difference in language development and work to facilitate communication with children and adults.

### Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, K4, S2, S4,	A1, A2, A3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K4, S2, S4	A1, A3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K2, K3, K4, S1, S2, S3, S4, A1, A3	A1, A3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A3	A1, A2, A3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K1, K2, K3, K4, S1, S2, S3, S4, A3	A3

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S2, S3, A1	Written contribution to weekly forum questions	Written response	10 - 20%
K2, S2, S3, A2	Present an oral report that focuses on one receptive or expressive language disorder in children and the educational impacts for the child.	Oral Report	30 - 40%
K1, K2, K3, K4, S1, S2, S3, S4, A3	Examine a case study of an acquired communication disorder and draw on research to discuss the disorder and the impact on the child or adult.	Written report	40 - 50%

### Adopted Reference Style:

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)