EDUC371

Reading Acquisition in the Primary Classroom

S1 Day 2014

Education

Contents

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General Information

Unit convenor and teaching staff
Unit Convenor
Leisa Morton-Standish
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Credit points
3

Prerequisites
39cp including EDUC260

Corequisites
EDUC262 or EDUC264 or admission to BEd(Prim)

Co-badged status

Unit description
This unit offers a systematic, research-based guide to teaching literacy in the first three years of school. Its aim is to ensure that teachers can work with at-risk or reluctant readers in the classroom as effectively as with children for whom reading seems to come naturally. Taking an analytic approach to reading, the unit helps teachers to move children through the key stages of early reading acquisition. It takes a balanced view of reading instruction, stressing the importance of phonological processes at the beginning of literacy instruction as well as semantic and syntactic ones.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

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

Examine different theoretical perspectives & current research on how children learn to read

Demonstrate knowledge of material covered in lectures, readings and tutorials

Critically review and apply current practices in teaching reading comprehension

Develop classroom strategies that enhance literacy learning for all students especially those at-risk of failure; including the use of visual displays and cooperative learning

Explore ways of assessing, developing and implementing intervention programs for at-risk readers

Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching

Apply critical and creative thinking to organising and disseminating information

Assessment Tasks

Name	Weighting	Due
Essay	30%	week 9
Online Quiz	10%	week 4
Exam	30%	Exam week
Critical Analysis	30%	week 6

Essay

Due: **week 9**
Weighting: **30%**

Review the literature on reading comprehension and discuss one

strategy in detail

On successful completion you will be able to:

- Examine different theoretical perspectives & current research on how children learn to read
- Demonstrate knowledge of material covered in lectures, readings and tutorials
- Critically review and apply current practices in teaching reading comprehension

Online Quiz

Due: **week 4**
Weighting: **10%**

Demonstrateknowledgeofcourse material coveredin weeks 1-4

(Modules 1-3) 30 minutes online multiple choice quiz.

On successful completion you will be able to:

- Demonstrate knowledge of material covered in lectures, readings and tutorials

Exam

Due: **Exam week**
Weighting: **30%**

Final exam on course content and analysis

On successful completion you will be able to:
• Develop classroom strategies that enhance literacy learning for all students especially those at-risk of failure; including the use of visual displays and cooperative learning
• Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching

Critical Analysis

Due: **week 6**
Weighting: **30%**

Critical Analysis of peer reviewed journal article on an early reading strategy. Activity based classroom application and presentedto

peers.

On successful completion you will be able to:
• Apply critical and creative thinking to organising and disseminating information

Delivery and Resources

Internal and External options

Online lectures

2 hour weekly tutorials

Unit Schedule

 INTERNAL STUDENTS

Weekly Tutorial Schedule

1Cooperative Learning

2Listening Comprehension

3Phonological Awareness

4Phonemic AwarenessOnline Quiz

5Emergent Reading

6Reciprocal TeachingCritical Review

Mid-term break

7Professional Experience

8Professional Experience

9ComprehensionEssay

10Vocabulary/Grammar/Spelling

11Assessment

12Assesment

13Literacy Block

Exam

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Critically review and apply current practices in teaching reading comprehension
- Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Examine different theoretical perspectives & current research on how children learn to read
- Demonstrate knowledge of material covered in lectures, readings and tutorials
- Critically review and apply current practices in teaching reading comprehension
- Develop classroom strategies that enhance literacy learning for all students especially those at-risk of failure; including the use of visual displays and cooperative learning
- Explore ways of assessing, developing and implementing intervention programs for at-risk readers
- Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching
- Apply critical and creative thinking to organising and disseminating information

Assessment tasks

- Essay
- Online Quiz
- Exam

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Examine different theoretical perspectives & current research on how children learn to read

- Critically review and apply current practices in teaching reading comprehension
- Develop classroom strategies that enhance literacy learning for all students especially those at-risk of failure; including the use of visual displays and cooperative learning
- Explore ways of assessing, developing and implementing intervention programs for at-risk readers
- Apply critical and creative thinking to organising and disseminating information

Assessment tasks

- Essay
- Exam
- Critical Analysis

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Examine different theoretical perspectives & current research on how children learn to read
- Critically review and apply current practices in teaching reading comprehension
- Develop classroom strategies that enhance literacy learning for all students especially those at-risk of failure; including the use of visual displays and cooperative learning
- Explore ways of assessing, developing and implementing intervention programs for at-risk readers

Assessment task

- Essay

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Explore ways of assessing, developing and implementing intervention programs for at-risk readers
- Apply critical and creative thinking to organising and disseminating information

Assessment task

- Critical Analysis

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Demonstrate knowledge of material covered in lectures, readings and tutorials
- Explore ways of assessing, developing and implementing intervention programs for at-risk readers
- Apply critical and creative thinking to organising and disseminating information

Assessment tasks

- Essay
- Critical Analysis