EDUC371

Reading Acquisition in the Primary Classroom

S1 Day 2015

Dept of Education

Contents

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General Information

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Credit points
3

Prerequisites
39cp including EDUC260

Corequisites

Co-badged status
EDUC371 Reading Acquisition in the Primary Classroom S1 External

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:

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

2. Demonstrate knowledge of material covered in lectures, readings and tutorials.

3. Critically review and apply current practices in teaching reading comprehension

4. 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;

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

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

7. Apply critical and creative thinking to organising and disseminating information

Assessment Tasks

Name	Weighting	Due
Concepts of Reading in Primary	15%	Week 3 (Mar 13, 2015, 4pm)
Online Quiz	15%	Week 5 Friday (Mar 27, 7pm)
Major Task	35%	Week 9 (May 8, 4pm)
Exam	35%	Exam Week

Concepts of Reading in Primary

Due: **Week 3 (Mar 13, 2015, 4pm)**
Weighting: **15%**

At the end of Week 3 (**Mar 13, 2015, 4pm**), you will submit this assignment via iLearn.

There are two parts to this task, and you must respond to both parts. In this task, you will be asked to provide your own reflection upon reading two articles:

1. Jarvis, P. (Feb 10, 2015). "It's against human nature to send two-year-olds to school". *The Conversation*. Retrieved from http://theconversation.com/its-against-human-nature-to-send-two-year-olds-to-school-37180

2. NSW Syllabus (2012). "Rationale" (English K – 10 Syllabus, Volume 1, P. 13).

Part A (about 400 words): What are the key points mentioned in the two articles? Do you agree with these points? Why or why not?

Part B (about 400 words):

The two articles present different concepts of reading. Are these concepts aligned with contemporary theory of reading? You should use at least two academic references to support

your arguments. The academic work should be cited in your writing, and referenced in a separate list.

You will be assessed on how well you:

- Understand and summarize the key arguments;
- Understand and reflect upon the key concepts of reading;
- Demonstrate the current research on reading, and the implications of its classroom application; and
- Communicate your arguments.

On successful completion you will be able to:
- 1. Examine different theoretical perspectives & current research on how children learn to read;
- 2. Demonstrate knowledge of material covered in lectures, readings and tutorials.
- 6. Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching;
- 7. Apply critical and creative thinking to organising and disseminating information

Online Quiz

Due: **Week 5 Friday (Mar 27, 7pm)**
Weighting: **15%**

At the end of Week 5 From Friday (**Mar 27, 7pm**) until Monday Week 6 (**Mar 30, 7am**)

An online quiz of 15 multiple-choice questions will focus on your understanding of the content from Week 1 to Week 5. The questions will be generated randomly in our iLearn unit and will be available for your completion within a limited time period from Friday afternoon (Week 5) until Monday morning (Week 6). You have one opportunity to complete this quiz within the time limit. You will receive score at the end of Week 6. Further instructions will be posted in iLearn.

This quiz must be completed as an INDIVIDUAL task only. You can not confer with anyone else to complete this quiz. No extensions will be granted due to the time period allowed for this quiz.

On successful completion you will be able to:
- 1. Examine different theoretical perspectives & current research on how children learn to read;
- 2. Demonstrate knowledge of material covered in lectures, readings and tutorials.
- 6. Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching;
- 7. Apply critical and creative thinking to organising and disseminating information

Major Task

Due: **Week 9 (May 8, 4pm)**
Weighting: **35%**

Part A. Design a Literacy Block (15%)

In this section, you will present a Literacy Block with reference to the NSW English K – 10 syllabus

1. Choose a year group from (K – 2) and state students' abilities;
2. From "*Suggested Texts for the English K – 10 Syllabus*", choose a genre from the syllabus requirements (fiction / picture books and graphic novels / poetry / nonfiction / media, multimedia and digital texts; films are not included for this task);
3. Choose a text or a group of texts (this choice depends on your purpose, the genre and the length of the text, and the age group of your learners)
4. Design a Literacy Block (90 min each for 5 days) to teach reading;
5. Detail the learning and teaching activities involved in the literacy blocks; and
6. Suggest two additional learning and teaching strategies to cater for reluctant and at-risk learners.

Part B: Rationale for your design (20%)

With reference to current literature, introduce the research that informs your literacy block design, particularly on your choice of strategies for teaching reading. The essay should be between 750 and 1000 words long. You should cite at least five academic reading, and these are referenced in a separate list.

You will be assessed on how well you:

- Understand pedagogical approaches to the teaching of reading in early years;
- Engage with current research literature;
- Demonstrate your understanding of the relationship between texts and reading;
- Create effective learning and teaching activities to support students' learning;
- Align learning and teaching activities to curricular demands and expectations; and
- Use your language for specific purposes.

On successful completion you will be able to:
- 1. Examine different theoretical perspectives & current research on how children learn to read;
- 2. Demonstrate knowledge of material covered in lectures, readings and tutorials.
- 3. Critically review and apply current practices in teaching reading comprehension

- 4. 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;
- 5. Explore ways of assessing, developing and implementing intervention programs for at-risk readers
- 6. Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching;
- 7. Apply critical and creative thinking to organising and disseminating information

Exam

Due: **Exam Week**
Weighting: **35%**

The 2-hour exam will be held during the formal examination period.

The format will be advised through iLearn.

You will be examined on your knowledge and understanding of the material covered in the lectures and workshops. You will need to be familiar with the lecture material and slides and the key concepts of this unit and the material explored in your workshops. Revise your studies by focusing on, and thinking about, the core topics that have framed this unit.

The prescribed readings for each week will enhance and develop your understanding of the key issues and you should revise your knowledge of the main points. Review the lecture focus. Samples and guidelines will be provided on iLearn.

No materials may be taken into the examination room.

On successful completion you will be able to:
- 1. Examine different theoretical perspectives & current research on how children learn to read;
- 2. Demonstrate knowledge of material covered in lectures, readings and tutorials.
- 3. Critically review and apply current practices in teaching reading comprehension
- 4. 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;
- 5. Explore ways of assessing, developing and implementing intervention programs for at-risk readers
- 6. Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching;
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Delivery and Resources

Lectures and Tutorials

The lectures and tutorials are integrated and consecutive components of EDUC371. Students are assessed on materials covered in lectures and tutorials. An outline of the lecture and workshop programme is presented in the next section.

**Session 1 starts on Feb 23, 2015, lectures and tutorials will start in Week 1. There are no lectures/tutorials during Weeks 7 and 8 (Apr 20 – May 1, 2015). **

Tutorials

University regulations require that 100% of the tutorial sessions, either weekly for internal students and on-campus for external students, must be attended. Failure to complete this requirement may lead to exclusion from the unit. You must attend the tutorial to which you have been allocated.

Students should prepare for each lecture and tutorial by:

- Completing the *Required Readings* for each week;
- Completing any required learning activities;
- Being familiar with the relevant syllabus content; and
- Being familiar with the *Recommended Readings*.

Required Texts

Fellowes, J., & Oakley, G. (2014). *Language, Literacy and Early Childhood Education* (2nd Ed.). South Melbourne, Australia: Oxford University Press.

Syllabus documents

Board of Studies, NSW (2012). *English K – 10 Syllabus*.

Board of Studies. NSW (2012). *Suggested Texts: English K – 10 Syllabus*.

http://syllabus.bos.nsw.edu.au/english/english-k10/

Recommended texts

Apel, K., & J.J. Masterson (2012). *Beyond Baby Talk: From Speaking to Spelling: A Guide to Language and Literacy Development for Parents and Caregivers*. NY: Three Rivers.

Arthur, L., McArdle, F., & Papic, M. (2010). *Stars are Made of Glass: Children as Capable and Creative Communicators: Supporting the Early Years Learning Framework*. Deakin West, ACT: Early Childhood Australia.

Barratt-Pugh, C., & Rivalland, J. (2006). *Literacy Learning in Australia: Practical Ideas for Early Childhood Educators*. Melbourne: Cengage Learning Australia.

Carnine, D., Silbert, J., Kame'enui, E., & Tarver, S. (2010). *Direct Instruction Reading*. Upper Saddle River, NJ: Pearson Prentice Hall.

Doecke, B., Auld, G., & Wells, M. (2014). (Eds.) *Becoming a Teacher of Language and Literacy*.

Port Melbourne, Australia: Cambridge University Press.

Emmitt, M., Zbaracki, M., Komesaroff, L., & Pollock, J. (2015). *Language & Learning: An Introduction for Teaching* (6th Ed.). South Melbourne, Australia: Oxford University Press.

Israel, S.E., & Duffy, G.G. (2009). *Handbook of Research on Reading Comprehension*. NY: Routledge.

Larson, J., & Marsh, J. (2013). (Eds.). *The SAGE Handbook of Early Childhood Literacy* (2nd Ed.). London: Sage.

Marsh, J. & Hallet, E. (2008). (Eds.). *Desirable Literacies: Approaches to Language and Literacy in the Early Years*. London: Sage.

McLachlan, C., Nicholson, T., Fielding-Barnsley, R., Mercer, L., & Ohi, S. (2013). *Literacy in Early Childhood and Primary Education*. Port Melbourne, Australia: Cambridge University Press.

McLean, K. (2013). *Towards a Model for 21st Century Literacy Learning in the Early Years Classroom*. Marrickville, NSW: Primary English Teaching Association Australia.

Murphy, V.A. (2014). *Second Language Learning in the Early School Years: Trends and Contexts*. Oxford: Oxford University Press.

NSW Dept of Education and Training (2009). *Literacy teaching guide: Phonemics Awareness*. Retrieved from http://schooladvisers-studentservices.wikispaces.com/file/view/NSW+SET,+Literacy+teaching+guide,+phonemic+awareness.pdf

NSW Dept of Education and Training (2009). *Literacy teaching guide: Phonics*. Retrieved from https://my.vanderbilt.edu/specialeducationinduction/files/2011/09/1-Literacy-teaching-guide-phonics.pdf

Shamir, A., & Korat, O. (2013). *Technology as a Support for Literacy Achievements for Children at Risk*. Dordrecht: Springer.

Strickland, D.S. (1998). *Teaching phonics today: A primer for educators*. Newark, DE: International Reading Association.

Winch, G., Johnston, R.R., March, P., Ljungdahl, L., & Holliday, M. (2014). *Literacy: Reading, Writing and Children's Literature* (5th Ed.). South Melbourne, Australia: Oxford University Press.

Zeegers, M. (2013). *Grammar Matters*. South Melbourne, Victoria: Oxford University Press.

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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

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

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

- 4. 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;
- 5. Explore ways of assessing, developing and implementing intervention programs for at-risk readers
- 6. Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching;
- 7. Apply critical and creative thinking to organising and disseminating information

Assessment tasks

- Major Task
- Exam

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

- 1. Examine different theoretical perspectives & current research on how children learn to read;
- 2. Demonstrate knowledge of material covered in lectures, readings and tutorials.
- 3. Critically review and apply current practices in teaching reading comprehension
- 4. 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;
- 5. Explore ways of assessing, developing and implementing intervention programs for at-risk readers

- 6. Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching;
- 7. Apply critical and creative thinking to organising and disseminating information

Assessment tasks

- Concepts of Reading in Primary
- Major Task
- Exam

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- 1. Examine different theoretical perspectives & current research on how children learn to read;
- 2. Demonstrate knowledge of material covered in lectures, readings and tutorials.
- 3. Critically review and apply current practices in teaching reading comprehension
- 4. 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;
- 5. Explore ways of assessing, developing and implementing intervention programs for at-risk readers
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Assessment tasks

- Concepts of Reading in Primary
- Major Task
- Exam

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

- 1. Examine different theoretical perspectives & current research on how children learn to read;
- 2. Demonstrate knowledge of material covered in lectures, readings and tutorials.
- 3. Critically review and apply current practices in teaching reading comprehension
- 4. 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;
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- 6. Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching;
- 7. Apply critical and creative thinking to organising and disseminating information

Assessment tasks

- Concepts of Reading in Primary
- Online Quiz
- Major Task
- 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

- 1. Examine different theoretical perspectives & current research on how children learn to read;
- 2. Demonstrate knowledge of material covered in lectures, readings and tutorials.
- 3. Critically review and apply current practices in teaching reading comprehension
- 4. 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;

- 5. Explore ways of assessing, developing and implementing intervention programs for at-risk readers
- 6. Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching;
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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

- 2. Demonstrate knowledge of material covered in lectures, readings and tutorials.
- 3. Critically review and apply current practices in teaching reading comprehension
- 4. 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;
- 5. Explore ways of assessing, developing and implementing intervention programs for at-risk readers
- 6. Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching;
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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

- 3. Critically review and apply current practices in teaching reading comprehension
- 4. 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;
- 5. Explore ways of assessing, developing and implementing intervention programs for at-risk readers
- 6. Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching;
- 7. Apply critical and creative thinking to organising and disseminating information

Assessment tasks

- Concepts of Reading in Primary
- Major Task
- Exam

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- 4. 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;
- 5. Explore ways of assessing, developing and implementing intervention programs for at-risk readers
- 6. Reflect on course material and how it impacts on their understanding of reading

acquisition and classroom teaching;

- 7. Apply critical and creative thinking to organising and disseminating information

Assessment tasks

- Major Task
- Exam