



COGS741

Advanced Topics in Reading and its Disorders

S2 Day 2015

Department of Cognitive Science

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General Information

Unit convenor and teaching staff

Convener & Lecturer

Eva Marinus

eva.marinus@mq.edu.au

Contact via Email

Lecturer

Anne Castles

anne.castles@mq.edu.au

Contact via Email

Lecturer

Lyndsey Nickels

lyndsey.nickels@mq.edu.au

Contact via Email

Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

Unit description

This unit examines reading and how it can go wrong. More specifically, it considers the cognitive processes involved in reading, how these processes develop with practice, and what occurs if these processes fail to develop or are damaged (eg, developmental dyslexia and acquired dyslexia). This unit covers models and theories of the mature and developing reading systems; different types of developmental and acquired dyslexia; proximal (immediate) and distal (distant) causes of the dyslexia; the effects of different types of training on dyslexia; the assessment of reading skills; and the diagnosis of different types of dyslexia.

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:

- Advanced knowledge about theories of spoken language production, reading and reading development
- Ability to read an empirical paper and identify its theoretical strengths, weaknesses and relevance
- Ability to critically evaluate scientific methods, data and claims
- Ability to identify and discuss relevant content of scientific papers and book chapters in own words
- Ability to formulate a clear research question that follows up/builds upon a published study
- Ability to present research to a variety of audiences in a clear and engaging way

General Assessment Information

We expect 100% attendance but if there are any issues, please send us an email in advance of the class to let us know. Students need to read the literature thoroughly to enable a useful discussion.

Requirement to pass the unit

A passing grade is contingent on completion and submission of **all** assessments. ***Failure to submit any assessments [Reading literature report, Presentation of RQ, Language Literature Report] will automatically result in a fail grade and any subsequent pieces of work will not be assessed.***

Late Penalties

Late submission of an assignment will attract a penalty of 10% of the maximum mark for every day that the assignment is late (including weekend days). For example, if the assignment is worth 40 marks and your assignment is submitted 2 days late, a penalty of $2 \times 10\% \times 40 = 8$ marks will be applied and subtracted from the awarded mark for the assignment. Work submitted more than 7 days after the submission deadline will not be marked and will receive a mark of 0. Please note that it is the student's responsibility to notify the University of a disruption to their studies and that requests for extensions for assignments must be made via the University's Ask MQ System (as outlined in the [Disruption to Studies Policy](#)).

Final Grade

Your final grade is determined by your performance in meeting the learning outcomes for the

unit. The Standard Numerical Grade (SNG) reflects the extent to which your performance matches the grade descriptors, as outlined in the [Macquarie University Grading Policy](#). Please note that your final mark may be scaled and therefore may not necessarily be a raw sum of the marks received for the individual assessment tasks.

Assessment Tasks

Name	Weighting	Due
Reading Literature Report	33%	September 3, 2015
Presentation of RQ	34%	October 22, 2015
Language Literature Report	33%	November 12, 2015

Reading Literature Report

Due: **September 3, 2015**

Weighting: **33%**

A short highly structured summary and evaluation of two or three research papers (or chapters) that are part of the literature for Module 1.

1250-1500 words.

On successful completion you will be able to:

- Advanced knowledge about theories of spoken language production, reading and reading development
- Ability to read an empirical paper and identify its theoretical strengths, weaknesses and relevance
- Ability to critically evaluate scientific methods, data and claims
- Ability to identify and discuss relevant content of scientific papers and book chapters in own words

Presentation of RQ

Due: **October 22, 2015**

Weighting: **34%**

A spoken presentation (10 minutes) in which the student has to

1. Summarise two or three research papers (or chapters) from Module 2 leading to:
2. The formulation of a relevant Research Question (RQ)

3. And how this could be investigated (description of the study design)
4. There will be 5 minutes of question time after each presentation

On successful completion you will be able to:

- Advanced knowledge about theories of spoken language production, reading and reading development
- Ability to read an empirical paper and identify its theoretical strengths, weaknesses and relevance
- Ability to critically evaluate scientific methods, data and claims
- Ability to identify and discuss relevant content of scientific papers and book chapters in own words
- Ability to formulate a clear research question that follows up/builds upon a published study
- Ability to present research to a variety of audiences in a clear and engaging way

Language Literature Report

Due: **November 12, 2015**

Weighting: **33%**

A short highly structured summary and evaluation of two or three research papers (or chapters) that are part of the literature for Module 3.

1250-1500 words.

On successful completion you will be able to:

- Advanced knowledge about theories of spoken language production, reading and reading development
- Ability to read an empirical paper and identify its theoretical strengths, weaknesses and relevance
- Ability to critically evaluate scientific methods, data and claims
- Ability to identify and discuss relevant content of scientific papers and book chapters in own words

Delivery and Resources

For each Lecture, references to the literature (typically up to three papers and/ or chapters) will be provided at least two weeks in advance.

Unit Schedule

Location: AHH 3.610

Time: 12-2pm

Deadlines Assessments: 5pm on days listed below

Week	Date Thursday 2015	Module	Lecturer	Assessment
1	30 July	1 - Unit intro & Basics on reading and reading development	Dr. Eva Marinus	
2	6 August	1 - Reading fluency: Treatment and text presentation	Dr. Eva Marinus	
3	13 August	1 - Reading and learning to read in different languages	Dr. Eva Marinus	
4	20 August	1 - Learning to code and computational thinking	Dr. Eva Marinus	
5	27 August	2 - Acquired vs. developmental reading disorders	Prof. Anne Castles	
6	3 September	2 - Computational models of reading	Prof. Anne Castles	Report 1. on Reading topic
7	10 September	2 - Precursors of learning to read	Prof. Anne Castles	
	14-28 September	MID-SEMESTER BREAK		
8	1 October	2 - Early visual letter processing and letter position dyslexia	Prof. Anne Castles	
9	8 October	3 - Introduction to information processing models of language and to language impairments	Prof. Lyndsey Nickels	
10	15 October	3 - Semantic representation, processing and impairment	Prof. Lyndsey Nickels	
11	22 October	Student presentations	Marinus, Castles & Nickels	Presentation Research Question and Design on Reading topic
12	29 October	3 - Lexical representation, processing and impairment	Prof. Lyndsey Nickels	
13	5 November	3 - Phonological representation, processing and impairment	Prof. Lyndsey Nickels	
14	12 November	No class		Report 2. on Spoken language production topic

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

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Ability to read an empirical paper and identify its theoretical strengths, weaknesses and relevance
- Ability to critically evaluate scientific methods, data and claims
- Ability to identify and discuss relevant content of scientific papers and book chapters in own words
- Ability to formulate a clear research question that follows up/builds upon a published study
- Ability to present research to a variety of audiences in a clear and engaging way

Assessment tasks

- Reading Literature Report
- Presentation of RQ
- Language Literature Report

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Advanced knowledge about theories of spoken language production, reading and reading development
- Ability to formulate a clear research question that follows up/builds upon a published study

Assessment tasks

- Reading Literature Report
- Presentation of RQ
- Language Literature Report

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Ability to read an empirical paper and identify its theoretical strengths, weaknesses and relevance
- Ability to critically evaluate scientific methods, data and claims
- Ability to identify and discuss relevant content of scientific papers and book chapters in own words
- Ability to formulate a clear research question that follows up/builds upon a published study

Assessment tasks

- Reading Literature Report
- Presentation of RQ
- Language Literature Report

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcome

- Ability to identify and discuss relevant content of scientific papers and book chapters in own words

Assessment tasks

- Reading Literature Report
- Presentation of RQ
- Language Literature Report

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcome

- Ability to present research to a variety of audiences in a clear and engaging way

Assessment tasks

- Reading Literature Report
- Presentation of RQ
- Language Literature Report

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Ability to identify and discuss relevant content of scientific papers and book chapters in own words
- Ability to present research to a variety of audiences in a clear and engaging way

Assessment tasks

- Reading Literature Report

- Presentation of RQ
- Language Literature Report

General overview

This unit forms part of a four-unit core sequence covering a range of foundational and cutting-edge research topics in cognitive science, with an emphasis on active research programs at MQ. This team-taught unit is made up of a selection of three topic modules, led by experts specialising in these fields. The first two modules focus on reading, covering topics such as development, remediation and learning to read in different languages. The first module will also give a brief introduction to the novel discipline of learning to code. The last module focusses on acquired spoken language problems and its remediation. Throughout all units we discuss how cognitive scientists approach research questions and design experiments in these domains.

Changes since First Published

Date	Description
30/07/2015	Amendment: submission dates for Assessment Tasks 2 and 3 are now the same in the Assessment Tasks and Unit Schedule sections.
27/07/2015	General Assessment Information updated