LING927

Reading Development and Disorders

S2 External 2016

Dept of Linguistics

Contents

Disclaimer

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General Information

Unit convenor and teaching staff
Unit Convenor, Lecturer and Tutor
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By appointment

Unit Convenor
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Australian Hearing Hub Level 3 North Room 517

Margaret Wood
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Credit points
4

Prerequisites
Admission to MSpchLangPath

Corequisites

Co-badged status

Unit description
This unit provides an introduction to theoretical perspectives and empirical data in the area of
normal reading acquisition before moving on to consider developmental disorders of reading
in greater detail.

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:

> Understand and evaluate theories and research related to reading development and
> disorders.
>
> Identify a range of reading assessment and intervention practices

Interpret clinical data in the fields of reading assessment and intervention

Interpret clinical (reading assessment) data in relation to published literature

Critically analyse empirical research in relation to differing theories of reading development and disorders.

Identify and evaluate reading assessment and intervention practices for children with a range of developmental disorders

General Assessment Information

General Assessment Information

Students' marked assignments will in general, be returned to them within 3 to 5 weeks of submission. **Please note that assignments cannot be accepted after the return of marked materials. Assignments can only be submitted via the appropriate links on the ilearn site.**

- All assignments submitted must be accompanied by a completed and signed coversheet from http://www.ling.mq.edu.au/support/coversheet.htm

- Note that you must keep a copy of your assignment as proof that it was completed and submitted, just in case the submitted assignment is deleted.

- Lateness penalty will be applied as 5% of the total mark for that assignment for every day late, therefore an assignment worth 30% of the total mark for the unit will incur a 1.5 mark deduction every day until the assignment is submitted.

- Requests for extensions for assignments are submitted online via Ask (http://ask.mq.edu.au) and granted by the Unit Convenor.

Ordinarily, no extensions of time for submission of written work will be granted since ample time for its preparation will have been given. If an extension is required for medical or other extenuating circumstances, an application must be made in accordance with the Macquarie University Disruptions to Study Policy (see http://www.mq.edu.au/policy/docs/disruption_studies/policy.html). In particular, all applications for special consideration need to be made online via Ask (http://ask.mq.edu.au). The Professional Authority Form (PAF) is the officially required documentation, which must be completed by a registered health professional or professional within Macquarie University Campus Wellbeing and Support Services. A copy of the PAF is available online: http://www.mq.edu.au/policy/docs/disruption_studies/Form_Disruption to Studies_PAF.pdf. All requests for extensions should be made prior to the due date for the assignment. If an extension is granted the authorisation section of the form must be collected and attached to the assignment. Failure to do so will result in a late penalty being applied as the marker will not know that an extension has been granted.

Assessment Tasks

Name	Weighting	Due
Review questions	20%	15/08/2016
Synopsis and critique	30%	03/10/2016
Critical review	40%	07/11/2016
Online participation	10%	Throughout semester

Review questions

Due: **15/08/2016**
Weighting: **20%**

Students will provide written answers in the form of short paragraphs to the set of **seven (7)** review questions included in **Part 1 Activity 1** that relate to the readings by Coltheart (2006) and Harley (2014). Answers should be clear and concise, but they must provide sufficient information to demonstrate a high level of understanding. This assessment is due at the beginning of week 3.

On successful completion you will be able to:

- Understand and evaluate theories and research related to reading development and disorders.
- Critically analyse empirical research in relation to differing theories of reading development and disorders.

Synopsis and critique

Due: **03/10/2016**
Weighting: **30%**

Students will provide a written synopsis and critical evaluation, in point form or essay format, of a prescribed reading related to **Part 3** of the unit content, **Intervention Strategies**. The assessment should be a maximum of 1000 words and is due for submission at the beginning of week 8 (the first week after the mid-semester break).

On successful completion you will be able to:

- Understand and evaluate theories and research related to reading development and disorders.
- Identify a range of reading assessment and intervention practices
- Critically analyse empirical research in relation to differing theories of reading

development and disorders.

Critical review

Due: **07/11/2016**
Weighting: **40%**

Students will review recent literature on some aspect of reading development, assessment, or intervention relating to one of the five developmental disorders covered in **Part 4** of the unit content; namely, ADHD, autism, Down syndrome, hearing loss, or SLI. A specific question or questions should be addressed, and the review should cover the most recent literature and include a summary table highlighting relevant aspects. An example review paper on a non-reading-related topic will be provided on the LING927 iLearn website as an example for students to follow. The review should be a maximum of 2500 to 3000 words (***including*** all text, tables, figures, and appendices, but ***excluding*** the reference list). This assessment is due at the beginning of week 13.

On successful completion you will be able to:
- Understand and evaluate theories and research related to reading development and disorders.
- Identify a range of reading assessment and intervention practices
- Critically analyse empirical research in relation to differing theories of reading development and disorders.
- Identify and evaluate reading assessment and intervention practices for children with a range of developmental disorders

Online participation

Due: **Throughout semester**
Weighting: **10%**

Students will be expected to take part in online discussions regarding unit content throughout semester. Specific guidance will be provided in the "discussion" component of the LING927 iLearn website.

On successful completion you will be able to:
- Identify a range of reading assessment and intervention practices
- Interpret clinical data in the fields of reading assessment and intervention
- Interpret clinical (reading assessment) data in relation to published literature
- Identify and evaluate reading assessment and intervention practices for children with a range of developmental disorders

Delivery and Resources

Classes

This unit is taught in external mode only (although consultations with the convenor can be made by appointment).

The unit tasks are activity- and discussion-based. Students will be expected to have read prescribed articles/book chapters listed in "Objectives and Readings" and to have considered their answers to pre-set questions, and to participate in online discussions via the unit's iLlearn site.

Required and recommended texts and/or materials

There is no prescribed text for this unit but readings can be accessed via links embedded in the "Objectives and Readings" documents for each study part. The only reading unavailable via a direct link is the chapter by Harley (2014) listed in study part 1. It can be accessed through the Macquarie Library's e-reserve site at www.library.mq.edu.au/reserve/

Unit web page

The unit web page can be found at: https://ilearn.mq.edu.au

Technologies used and required

Word processing technologies are required for completing all assignments.

Internet access is required for access to study materials, online unit discussions and submission of assignments.

Changes since last offering

No substantive changes have been made since the last offering. Topics covered are similar to those included in the previous version of the unit, and assessments are of the same type.

Unit Schedule

Part 1 - Skilled reading and reading development: Theoretical perspectives, assessment techniques, and types of reading disability (2 weeks).

Part 2 - Cognitive and linguistic processes and reading: Cognitive and linguistic processing in pre-readers and developing readers (3 weeks).

Part 3 - Intervention strategies: Evidence-based strategies for providing effective intervention to children with reading difficulties (2 weeks).

Part 4 - Reading in special populations: Reading development and intervention for children with developmental disorders (5 weeks).

Learning and Teaching Activities

Prescribed reading

A careful selection of journal articles and book chapters will provide students with relevant background in theoretical approaches and empirical findings.

Review questions

Questions designed to enhance students' understanding of the prescribed reading.

Case study

Engagement with empirical data relevant to the field of reading development and disorders

Critical evaluation of research

Critical evaluation of research designed to enhance students' understanding of the literature and promote lifelong learning

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/grading/policy.html

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources 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

- Understand and evaluate theories and research related to reading development and disorders.
- Identify a range of reading assessment and intervention practices
- Interpret clinical data in the fields of reading assessment and intervention
- Interpret clinical (reading assessment) data in relation to published literature
- Critically analyse empirical research in relation to differing theories of reading development and disorders.
- Identify and evaluate reading assessment and intervention practices for children with a range of developmental disorders

Assessment tasks

- Synopsis and critique
- Critical review
- Online participation

Learning and teaching activities

- Engagement with empirical data relevant to the field of reading development and disorders
- Critical evaluation of research designed to enhance students' understanding of the literature and promote lifelong learning

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

- Understand and evaluate theories and research related to reading development and disorders.
- Identify a range of reading assessment and intervention practices
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development and disorders.

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Assessment tasks

- Review questions
- Synopsis and critique
- Critical review
- Online participation

Learning and teaching activities

- A careful selection of journal articles and book chapters will provide students with relevant background in theoretical approaches and empirical findings.
- Questions designed to enhance students' understanding of the prescribed reading.
- Engagement with empirical data relevant to the field of reading development and disorders
- Critical evaluation of research designed to enhance students' understanding of the literature and promote lifelong learning

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

- Understand and evaluate theories and research related to reading development and disorders.
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Assessment tasks

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Learning and teaching activities

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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 outcomes

- Understand and evaluate theories and research related to reading development and disorders.
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Assessment tasks

- Review questions
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- Critical evaluation of research designed to enhance students' understanding of the literature and promote lifelong learning

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 outcomes

- Interpret clinical data in the fields of reading assessment and intervention
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Assessment tasks

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Learning and teaching activities

- Questions designed to enhance students' understanding of the prescribed reading.
- Critical evaluation of research designed to enhance students' understanding of the literature and promote lifelong learning

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

- Identify a range of reading assessment and intervention practices
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Assessment tasks

- Synopsis and critique
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- Online participation

Learning and teaching activities

- Engagement with empirical data relevant to the field of reading development and disorders