EDUC371

Reading Acquisition in the Primary Classroom

S1 External 2016

Dept of Education

Contents

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General Information

Unit convenor and teaching staff
Alice Chik
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Credit points
3

Prerequisites
39cp including EDUC260

Corequisites

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:

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; and

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

Assessment Tasks

Name	Weighting	Due
Task 1 In class Quiz	10%	Week 5
Task 2 Major Task	45%	Week 9
Task 3 Examination	45%	Exam Period

Task 1 In class Quiz

Due: **Week 5**
Weighting: **10%**

The quiz will be held during the Week 5 tutorial. A quiz of 7 multiple-choice questions and 1 short answer question will focus on your understanding of the content from Week 1 to Week 4. You will receive your score at the end of Week 6. Further instructions will be posted in iLearn.

Substitute quiz will only be granted for a) illness or b) misadventure, and supporting documents are required.

External students will be given an online version in Week 6.

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;

Task 2 Major Task

Due: **Week 9**
Weighting: **45%**

At the end of Week 9 (**May 13, noon**), you will submit your assignment via Turnitin.

You should base your work on the case study provided to you on iLearn. There are two parts and you must respond to both parts.

Part A: Critical review of the case study (25%)

The case study was taken from a **2002** study of Australian children, have our understandings of reading acquisition in the primary classroom changed over the years? With reference to current

literature, compare and contrast three points in the case study about reading acquisition with current thinking. Use one child's case study to develop your arguments. Support your arguments with academic reading. Finally, give a concluding paragraph that demonstrates current concepts of reading acquisition.

The essay should be about 1000 words long. You should cite at least five academic reading, and these are referenced in a separate list.

Part B: Design a Reading Acquisition Programme (20%)

In this section, you will present a Reading Acquisition Programme with reference to the NSW English K – 10 Syllabus and your responses in Part A.

1. Choose a year group from K – 2 (Early Stage 1 to Stage 1);
2. Design a Reading Acquisition Programme (30 minutes each for 5 days) for the year group;
3. Choose relevant text(s) from "Suggested Texts for the English K – 10 Syllabus";
4. Detail the learning and teaching activities involved in the Programme;
5. Suggest two additional learning and teaching strategies to cater for reluctant and at-risk learners; and
6. Include an appendix of sample learning resources. You must reference all sources of materials.

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Task 3 Examination

Due: **Exam Period**
Weighting: **45%**

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.

The University Examination period in First Half Year commences during the week after classes finish.

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Delivery and Resources

LECTURES (1 hour/week)

You are strongly encouraged to attend all lectures. All lectures are recorded and can be accessed via iLearn. Students will be assessed on materials from both lectures and tutorials.

Please read the set text before attending your tutorials. Tutorials contain practical activities related to the lectures and set text.

Internal students: Tutorial classes commence in Week 1 (2 hours/week)

You must attend the tutorial in which you have enrolled. Attendance at tutorials is compulsory.

Students are required to satisfy the tutorial requirements specified by the Department of Education, which states that students must attend and participate in 100 percent of the scheduled time. When the student fails to meet this requirement, they may be asked to show cause why they should not fail or be excluded from the unit. In extenuating circumstances, makeup work may be set by the unit coordinator.

Where a student thinks their attendance may fall below the 100 per cent requirement, they should be prepared to substantiate their reasons by supplying the relevant documentation (e.g. medical certificates). Students should also consider lodging a 'special consideration' application through the University's Student Office.

External Students: On-Campus Session

Two on-campus sessions will be held. Attendance is mandatory for external students, and non-attendance will be deemed grounds for failing the unit. Special dispensation for non-attendance will only be granted in exceptional circumstances, and students will be required to complete additional work in lieu of non-attendance. If for some unforeseen circumstance students are unable to attend one or other of the on-campus sessions, they should contact the convenor as soon as possible.

On-campus sessions for external students will be held on: **Saturday 2nd April and Sunday 29th May from 9am – 5pm (C5A).**

Workload

Credit points indicate the approximate hours per week that a student is expected to spend studying in order to pass a unit. One credit point equals 3 hours; thus, students are expected to spend **approximately 9 hours per week** studying EDUC371. Study includes attending or listening to lectures weekly, attending tutorials, completing set and background readings, completing assignments punctually, and using the online system *iLearn*.

Disruption to Studies

The University recognises that students may experience disruptions that adversely affect their academic performance in assessment activities. Support services are provided by the University to assist students through their studies. Whilst advice and recommendations may be made to a student, it is ultimately the student's responsibility to access these services as appropriate.

http://www.students.mq.edu.au/student_admin/manage_your_study_program/disruption_to_studies/

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/assessm ent/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/ne w_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.a u/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.m q.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://stu dents.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

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

- 1. Examine different theoretical perspectives & current research on how children learn to read;
- 2. Demonstrate knowledge of material covered in lectures, readings and tutorials;
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- 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; and
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Assessment tasks

- Task 1 In class Quiz
- Task 2 Major Task
- Task 3 Examination

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;
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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:

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

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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:

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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.

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Learning outcomes

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