EDUC373

Literacy in a Multicultural Society

S2 Day 2017

Department of Educational Studies

Contents

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General Information

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Credit points
3

Prerequisites
(39cp at 100 level or above) or admission to BEd(Sec)

Corequisites

Co-badged status

Unit description
The aim of this unit is to extend knowledge of current theories, research and practice relevant to the teaching of literacy in multicultural contexts. The emphasis is on learners of all ages from diverse social and cultural backgrounds, including those who are experiencing reading and writing difficulties. It is therefore relevant to the teaching of students using English as a second language.

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:

To understand the nature of second language acquisition

To understand the cultural and social context of language learning

To understand Australian literacy contexts

Be able to use some key terms used in literacy in a multicultural society

Understand the nature of reading and writing difficulties in students from both ESL and English speaking backgrounds

Demonstrate strategies to support all learners in literacy success

Appreciate issues of responsibility for equity in literacy teaching

General Assessment Information

When preparing your assignments, it is essential that:

- Students regularly save a copy of all assignments before submission,
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- If an assessment is considered to be below passing standard, another staff member on the unit will provide a second opinion. No failed assessment may be re-submitted.

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format for submission.
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are <u>NOT</u> required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the Unit.

Final Submissions

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.
- **Do not contact staff asking them to check your submission.**
- Late submissions due to last minute technical difficulties may incur a lateness penalty.
- Your assignment will be marked based on what is received – any omissions will not be accepted after your submission. Please check very carefully.

Please note:

GRADES for TASKS will be released through Grade Mark online in *iLearn. An* announcement will be made when your Grades and Comments are available.

http://www.mq.edu.au/iLearn/student_info/gradebook.htm

This link provides guidance as to how you can access the Grades.

Assessment Tasks

Name	Weighting	Hurdle	Due
Essay	35%	No	week 7
ESL literacy strategies	35%	No	week 9
exam	30%	No	exam period

Essay

Due: **week 7**
Weighting: **35%**

Ways of seeing Language.

Language can be seen as a problem, a right, or a resource. What attitudes may be embedded in the subconscious assumptions of teachers? What is my experience and attitude?

Reflect on your understanding of both theoretical and practical aspects of one or two of the 3 ways of seeing language, in multicultural/multilingual classrooms, globally and locally. Include reflection on your intercultural experience and attitude to language diversity.

On successful completion you will be able to:
- To understand the nature of second language acquisition

- To understand the cultural and social context of language learning
- To understand Australian literacy contexts
- Appreciate issues of responsibility for equity in literacy teaching

ESL literacy strategies

Due: **week 9**
Weighting: **35%**

You and a partner are conducting professional development for a school staff. You must explain to the staff in 10 minutes the literacy issues faced by ESL students in one Stage only, across the curriculum at that particular school. You suggest a range of ICT tools for differentiation and literacy support.

On successful completion you will be able to:

- To understand Australian literacy contexts
- Be able to use some key terms used in literacy in a multicultural society
- Understand the nature of reading and writing difficulties in students from both ESL and English speaking backgrounds
- Demonstrate strategies to support all learners in literacy success

exam

Due: **exam period**
Weighting: **30%**

a 2hour exam assessing content knowledge and engagement with selected issues.

On successful completion you will be able to:

- Be able to use some key terms used in literacy in a multicultural society
- Understand the nature of reading and writing difficulties in students from both ESL and English speaking backgrounds
- Appreciate issues of responsibility for equity in literacy teaching

Delivery and Resources

Delivery : Teaching and learning is delivered through two weekly lectures which are recorded on ECHO 360, and one weekly tutorial. External students must attend two one-day on-campus days.

Resources : all resources are available on ilearn

Technology: Students will need regular access to a computer and the internet. There are computers in C5C rooms 211,213, 217 and the TEL labs C5A 201,204 210. Students will need

their own student username and password to log into ILearn.

 What has changed? This unit has had changes made to lectures and assessments since its last offering, due to evaluation, student input and consultation.

Unit Schedule

Wk	Readings Due	Tentative Lecture Schedule	Tutorials
1			
2.			
3.	Haugen McIntosh; Olson; Welch	Introduction; Ways of seeing language; Australian context multiculturalism.DET ESL	Focus on Welsh reading
4.	Bochner & Jones; Diaz & Harvey	First and second language development	analysis of readings
5	Markose; Sarra;Rose	Teacher strength; Aboriginal literacy issues	compulsory Essay scaffolding workshop
6.	Dooley; Cope & Kalantzis	Multiliteracies; role of ICTs	Cope and Kalantzis
7.	Gibbons	classroom discourse and intercultural enquiry; primary school literacies and ESL	Gibbons plus activities
8.	Moloney	1 lecture only role of teacher identity and modelling	activities
9	Cooper & Kiger	Reading difficulties	analysis Cooper & Kiger
10	Sitko	Focus on writing difficulties . Analysis of writing features	presentations Assessment 2
11	ESL Scales	Overview of Reading and Writing	presentations ctd
12	Nieto	Anti-racism initiatives; teaching in an IEC(Intensive English Centre)Revision lectures	presentations ctd
13	no reading	Two revision lectures	

Learning and Teaching Activities

Lectures

Monday 9am, Wednesday 2pm

tutorials

1 hour weekly

externals

2 compulsory one-day on campus sessions

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_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

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

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 outcome

- Demonstrate strategies to support all learners in literacy success

Assessment task

- ESL literacy strategies

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

- To understand the nature of second language acquisition
- To understand the cultural and social context of language learning
- To understand Australian literacy contexts
- Be able to use some key terms used in literacy in a multicultural society
- Demonstrate strategies to support all learners in literacy success

Assessment tasks

- ESL literacy strategies
- 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

- To understand the cultural and social context of language learning
- Understand the nature of reading and writing difficulties in students from both ESL and English speaking backgrounds
- Demonstrate strategies to support all learners in literacy success
- Appreciate issues of responsibility for equity in literacy teaching

Assessment tasks

- Essay
- ESL literacy strategies
- exam

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

- Understand the nature of reading and writing difficulties in students from both ESL and English speaking backgrounds
- Demonstrate strategies to support all learners in literacy success

Assessment task

- ESL literacy strategies

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

- To understand the cultural and social context of language learning
- Appreciate issues of responsibility for equity in literacy teaching