EDUC371

Reading Acquisition in the Primary Classroom

S1 Day 2017

Department of Educational Studies

Contents

General Information

Unit convenor and teaching staff
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By appointment

Credit points
3

Prerequisites
Admission to BEd(Primary) or (39cp at 100 level or above 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.

General Assessment Information

Assignment extensions and late penalties

Applications for extensions must be made via AskMQ at https://ask.mq.edu.au as a "Disruption to Studies" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. *Extensions can only be granted if they meet the Disruption to Studies policy and are submitted via ask.mq.edu.au.* This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, and currently available at:

http://students.mq.edu.au/student_admin/exams/disruption_to_studies/

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Assessment Tasks

Name	Weighting	Hurdle	Due
Task 1 In class Quiz (20%)	20%	No	Week 5
Task 2 Major Task (40%)	40%	No	April 28 (8am)
Task 3 Exam (40%)	40%	No	Exam week

Task 1 In class Quiz (20%)

Due: **Week 5**
Weighting: **20%**

The in-class quiz will be held during the Week 5 tutorial. The quiz will focus on your understanding of the content from Week 1 to Week 4. This paper-based quiz will include multiple-choice questions and short-answer questions.

Supplementary Quiz (3:30pm, April 1, 2017) will only be granted for a) illness or b) misadventure. You must apply for 'Disruption to Studies' in order to take the Supplementary Quiz.

External students will take the quiz during the on-campus day (3:30pm, April 1, 2017).

On successful completion you will be able to:
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- 7. Apply critical and creative thinking to organising and disseminating information.

Task 2 Major Task (40%)

Due: **April 28 (8am)**
Weighting: **40%**

On **April 28**, you will submit your assignment via Turnitin.

*** There are two parts and you must respond to both parts.***

All work must be submitted in **font size 12** in Times New Roman or Cambria. You should also use the Microsoft Word default margins setting.

Part A: Build a literacy profile (20%)

The essay should be about 1000 words long.

Based on publicly available information, compile a literacy profile for a school: Outline the accomplishments and challenges of literacy programme. Then suggest and elaborate literacy strategies based on FIVE academic readings.

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

In this section, you will present a K - 2 Reading Acquisition Programme with reference to the NSW English K – 10 Syllabus and your responses in Part A. If your programme does not align with your responses in Part A, you will receive 0% for this part.

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- 5. Explore ways of assessing, developing and implementing intervention programs for at-risk readers;
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Task 3 Exam (40%)

Due: **Exam week**
Weighting: **40%**

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

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acquisition and classroom teaching; and

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

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)

EDUC371 has ONE lecture per week of one hour's duration and one two-hour tutorial. Tutorials and lectures will begin Week 1 of Semester 1; the lecture is Thursday **2nd March** at 2pm in W5A Price Theatre. The lecture will introduce important content and active engagement with lecture material will prepare students for each assessment task and the final examination.

Tutorials are essential for developing the core knowledge and/or skills required to demonstrate the learning outcomes of this unit. Attendance at tutorials is therefore **expected**. Students must attend the tutorial per week at the time they have been allocated. Classes cannot be changed on a weekly basis. Students may **NOT** change classes without the permission of the Unit Convenor and any changes must be made through e-student online. The timetable for classes can be found on the University website at: http://www.timetables.mq.edu.au/. Student engagement with the lecture and tutorial material builds the necessary knowledge and skills for the completion of assessment tasks.

External Students: On-Campus Session

Two on-campus sessions will be held. Attendance is **expected**. 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 1st April and Saturday 27th 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*.

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 outcomes

- 1. Examine different theoretical perspectives & current research on how children learn to read;
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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
- 7. Apply critical and creative thinking to organising and disseminating information.

Assessment tasks

- Task 2 Major Task (40%)
- Task 3 Exam (40%)

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;
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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

- 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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Assessment tasks

- Task 2 Major Task (40%)
- Task 3 Exam (40%)

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

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- Task 2 Major Task (40%)
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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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- Task 3 Exam (40%)

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

- 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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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

- 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;
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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

- 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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