



# SPED933

## Language and Literacy Learning in Deaf/ Hard of Hearing Children

S1 Online 2017

*Institute of Early Childhood*

### Contents

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<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	6
<u>Unit Schedule</u>	6
<u>Policies and Procedures</u>	6
<u>Graduate Capabilities</u>	7

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## General Information

### Unit convenor and teaching staff

#### Convenor

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RIDBC Renwick Centre, North Rocks, Sydney

By appointment

#### Executive Officer, Graduate Studies

Claire Farrington

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Contact via (02) 9872 0811

RIDBC Renwick Centre, North Rocks, Sydney

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#### Lecturer

Professor Greg Leigh

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RIDBC Renwick Centre, North Rocks, Sydney

By appointment

### Credit points

4

### Prerequisites

Admission to MDisabilityStud

### Corequisites

### Co-badged status

### Unit description

This unit introduces students to the concepts and principles of language and literacy development and the relationship between the two. Emphasis is given to the structure and function of language; theoretical perspectives on the relationship between language and thought, and the developmental stages and processes of (spoken) language and literacy acquisition in both hearing and Deaf/Hard of Hearing children.

## 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:

- On successful completion of this unit, students will be able to: Describe typical development of communication and language in hearing children and ways in which deafness/hearing loss impacts on that development;
- Demonstrate an understanding of how speaking, listening, reading, writing & thinking are interrelated as developmental processes;
- Describe the major theoretical perspectives on typical development of literacy and ways in which deafness/hearing loss impacts on this development;
- Demonstrate an understanding of the relevance and importance of research and a strong evidence-base to the teaching of language and literacy;
- Explain how current research evidence on key variables influencing development of deaf children's literacy can be used to provide broader theoretical understanding of language and literacy and a basis for practical intervention;
- Explain the importance of assessment as an ongoing component in the instructional process.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Online Quiz</a>	20%	No	24/03/2017
<a href="#">Case Study</a>	40%	No	05/05/2017
<a href="#">Journal of Reading Reactions</a>	40%	No	09/06/2017

### Online Quiz

Due: **24/03/2017**

Weighting: **20%**

Students will demonstrate knowledge and understanding of the communicative process, theories underpinning language development; properties and features of early spoken language acquisition and growth in accordance with research and discussion in scholarly literature.

This Assessment Task relates to the following Learning Outcomes:

- On successful completion of this unit, students will be able to: Describe typical development of communication and language in hearing children and ways in which deafness/hearing loss impacts on that development;
- Demonstrate an understanding of how speaking, listening, reading, writing & thinking are interrelated as developmental processes;

On successful completion you will be able to:

- On successful completion of this unit, students will be able to: Describe typical development of communication and language in hearing children and ways in which deafness/hearing loss impacts on that development;
- Demonstrate an understanding of how speaking, listening, reading, writing & thinking are interrelated as developmental processes;

## Case Study

Due: **05/05/2017**

Weighting: **40%**

Students are required to complete a multi-factorial examination and analysis of features of language development exhibited in a case study sample of child language. Video context and written transcription of utterances will be evaluated for developmental language markers.

Student reflections on their findings will demonstrate the role language analysis plays in professional practice.

This Assessment Task relates to the following Learning Outcomes:

- On successful completion of this unit, students will be able to: Describe typical development of communication and language in hearing children and ways in which deafness/hearing loss impacts on that development;
- Demonstrate an understanding of how speaking, listening, reading, writing & thinking are interrelated as developmental processes;
- Demonstrate an understanding of the relevance and importance of research and a strong evidence-base to the teaching of language and literacy;
- Explain the importance of assessment as an ongoing component in the instructional process.

On successful completion you will be able to:

- On successful completion of this unit, students will be able to: Describe typical development of communication and language in hearing children and ways in which deafness/hearing loss impacts on that development;

- Demonstrate an understanding of how speaking, listening, reading, writing & thinking are interrelated as developmental processes;
- Describe the major theoretical perspectives on typical development of literacy and ways in which deafness/hearing loss impacts on this development;
- Explain the importance of assessment as an ongoing component in the instructional process.

## Journal of Reading Reactions

Due: **09/06/2017**

Weighting: **40%**

Students will demonstrate critical analysis and thoughtful interpretation of research /scholarly articles found in the literature pertaining to literacy development in children. Student will maintain a log of reading reactions to set readings in the area of literacy development and identify one additional self-selected reading. A brief summary/abstract of the self-selected reading is to be posted on iLearn for the benefit of student peers.

This Assessment Task relates to the following Learning Outcomes:

- Describe the major theoretical perspectives on typical development of literacy and ways in which deafness/hearing loss impacts on this development;
- Demonstrate an understanding of the relevance and importance of research and a strong evidence-base to the teaching of language and literacy;
- Explain how current research evidence on key variables influencing development of deaf children's literacy can be used to provide broader theoretical understanding of language and literacy and a basis for practical intervention;
- Explain the importance of assessment as an ongoing component in the instructional process.

On successful completion you will be able to:

- Describe the major theoretical perspectives on typical development of literacy and ways in which deafness/hearing loss impacts on this development;
- Demonstrate an understanding of the relevance and importance of research and a strong evidence-base to the teaching of language and literacy;
- Explain how current research evidence on key variables influencing development of deaf children's literacy can be used to provide broader theoretical understanding of language and literacy and a basis for practical intervention;
- Explain the importance of assessment as an ongoing component in the instructional process.

## Delivery and Resources

All elements of this unit are presented online. Lectures and tutorial activities are delivered in captioned audio-Powerpoint and video streaming formats.

## Unit Schedule

The unit is divided into a series of topics that will be released during the semester. Once a topic has been released it will remain available until the end of the semester.

## 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](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](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](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](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/](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](http://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](http://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](http://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/](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

- Demonstrate an understanding of how speaking, listening, reading, writing & thinking are interrelated as developmental processes;
- Demonstrate an understanding of the relevance and importance of research and a strong evidence-base to the teaching of language and literacy;
- Explain the importance of assessment as an ongoing component in the instructional process.

### Assessment tasks

- Online Quiz
- Case Study
- Journal of Reading Reactions

## 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

- On successful completion of this unit, students will be able to: Describe typical development of communication and language in hearing children and ways in which deafness/hearing loss impacts on that development;
- Demonstrate an understanding of how speaking, listening, reading, writing & thinking are interrelated as developmental processes;
- Describe the major theoretical perspectives on typical development of literacy and ways in which deafness/hearing loss impacts on this development;
- Explain how current research evidence on key variables influencing development of deaf children's literacy can be used to provide broader theoretical understanding of language and literacy and a basis for practical intervention;
- Explain the importance of assessment as an ongoing component in the instructional process.

### Assessment tasks

- Online Quiz
- Case Study
- Journal of Reading Reactions

## 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

- On successful completion of this unit, students will be able to: Describe typical development of communication and language in hearing children and ways in which deafness/hearing loss impacts on that development;
- Demonstrate an understanding of how speaking, listening, reading, writing &



thinking are interrelated as developmental processes;

- Describe the major theoretical perspectives on typical development of literacy and ways in which deafness/hearing loss impacts on this development;
- Explain how current research evidence on key variables influencing development of deaf children's literacy can be used to provide broader theoretical understanding of language and literacy and a basis for practical intervention;

## **Assessment tasks**

- Online Quiz
- Case Study
- Journal of Reading Reactions

## **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**

- Demonstrate an understanding of how speaking, listening, reading, writing & thinking are interrelated as developmental processes;

## **Assessment tasks**

- Case Study
- Journal of Reading Reactions

## **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**

- On successful completion of this unit, students will be able to: Describe typical development of communication and language in hearing children and ways in which deafness/hearing loss impacts on that development;
- Describe the major theoretical perspectives on typical development of literacy and ways

in which deafness/hearing loss impacts on this development;

- Explain how current research evidence on key variables influencing development of deaf children's literacy can be used to provide broader theoretical understanding of language and literacy and a basis for practical intervention;
- Explain the importance of assessment as an ongoing component in the instructional process.

### **Assessment tasks**

- Online Quiz
- Case Study
- Journal of Reading Reactions

## **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 outcome**

- Demonstrate an understanding of the relevance and importance of research and a strong evidence-base to the teaching of language and literacy;

### **Assessment tasks**

- Case Study
- Journal of Reading Reactions