



# SPED933

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

S1 Online 2018

*Department of Educational Studies*

### Contents

---

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Unit Schedule</u>	5
<u>Policies and Procedures</u>	5
<u>Graduate Capabilities</u>	6

---

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Convenor

Dr Robyn Moore

[robyn.moore@mq.edu.au](mailto:robyn.moore@mq.edu.au)

Contact via Contact by email

RIDBC Renwick Centre, North Rocks, Sydney

By appointment

Kathleen Tait

[kathleen.tait@mq.edu.au](mailto:kathleen.tait@mq.edu.au)

Lecturer

Professor Greg Leigh

[greg.leigh@ridbc.org.au](mailto:greg.leigh@ridbc.org.au)

Contact via Contact by email

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 and 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="#">Series of Topic Quizzes</a>	20%	No	Weekly / Topics 1-8
<a href="#">Case Study / PBL Exercise</a>	40%	No	4 May, 2018 (week 8)
<a href="#">Journal - Log of reading react</a>	40%	No	8 June, 2018 (week 13)

### Series of Topic Quizzes

Due: **Weekly / Topics 1-8**

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.

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 and thinking are interrelated as developmental processes;

## Case Study / PBL Exercise

Due: **4 May, 2018 (week 8)**

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.

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 and 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 - Log of reading react

Due: **8 June, 2018 (week 13)**

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.

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 progressively released across 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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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](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 and 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

- Series of Topic Quizzes
- Case Study / PBL Exercise
- Journal - Log of reading react

## 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 and 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

- Series of Topic Quizzes
- Case Study / PBL Exercise
- Journal - Log of reading react

## 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 and 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

- Series of Topic Quizzes
- Case Study / PBL Exercise
- Journal - Log of reading react

## 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

- Demonstrate an understanding of how speaking, listening, reading, writing and 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;

## **Assessment tasks**

- Case Study / PBL Exercise
- Journal - Log of reading react

## **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**

- Series of Topic Quizzes
- Case Study / PBL Exercise
- Journal - Log of reading react

## **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 task**

- Journal - Log of reading react