



# SPED934

## Language and Literacy Interventions for Deaf/Hard of Hearing Learners

S2 Online 2018

*Department of Educational Studies*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	4
<u>Unit Schedule</u>	4
<u>Policies and Procedures</u>	5
<u>Graduate Capabilities</u>	7

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## General Information

Unit convenor and teaching staff

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Lecturer

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Credit points

4

Prerequisites

SPED933

Corequisites

Co-badged status

Unit description

This unit aims to provide students with the knowledge to be competent in assessment as part of an integrated approach to supporting the development and/or remediation of language and literacy abilities in deaf and hard of hearing children. The course provides a foundation for students to relate assessment of children's abilities to intervention and remediation approaches in each of those three areas.

## 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:

Demonstrate knowledge of the principles of assessment in special education.

Demonstrate knowledge of, and the capacity to access, current professional literature in assessment, development and remediation of language and communication abilities in children and adolescents with hearing loss.

Demonstrate knowledge of a range of strategies and programs designed to facilitate/ remediate language and literacy development.

Demonstrate competence in reporting assessment results and establishing short and long term learning goals.

Demonstrate knowledge and skill with formal and informal approaches to assessing the language and literacy abilities of children and adolescents with hearing loss.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Online Test</u>	30%	No	Week 6
<u>Language Teaching Analysis</u>	40%	No	Week 10
<u>Student Literacy Assessment</u>	30%	No	Week 13

### Online Test

Due: **Week 6**

Weighting: **30%**

This task comprises a written response (multiple choice and short answer) quiz covering the content of Weeks 1-4. The quiz can be taken on-line and must be completed by the end of Week 6.

On successful completion you will be able to:

- Demonstrate knowledge of the principles of assessment in special education.
- Demonstrate knowledge and skill with formal and informal approaches to assessing the language and literacy abilities of children and adolescents with hearing loss.

### Language Teaching Analysis

Due: **Week 10**

Weighting: **40%**

This task comprises a case scenario/problem-based learning exercise that requires the completion of a detailed analysis and evaluation of a video-recorded sample of a language lesson with a primary school student who is deaf.

On successful completion you will be able to:

- Demonstrate knowledge of the principles of assessment in special education.
- Demonstrate knowledge of, and the capacity to access, current professional literature in assessment, development and remediation of language and communication abilities in children and adolescents with hearing loss.
- Demonstrate knowledge of a range of strategies and programs designed to facilitate/remediate language and literacy development.
- Demonstrate competence in reporting assessment results and establishing short and long term learning goals.
- Demonstrate knowledge and skill with formal and informal approaches to assessing the language and literacy abilities of children and adolescents with hearing loss.

## Student Literacy Assessment

Due: **Week 13**

Weighting: **30%**

This task comprises a second case scenario/problem-based learning exercise that entails the production of a report on a literacy assessment of a student who is deaf, outlining potential directions for intervention/programming in literacy.

On successful completion you will be able to:

- Demonstrate knowledge of the principles of assessment in special education.
- Demonstrate knowledge of, and the capacity to access, current professional literature in assessment, development and remediation of language and communication abilities in children and adolescents with hearing loss.
- Demonstrate knowledge of a range of strategies and programs designed to facilitate/remediate language and literacy development.
- Demonstrate competence in reporting assessment results and establishing short and long term learning goals.
- Demonstrate knowledge and skill with formal and informal approaches to assessing the language and literacy abilities of children and adolescents with hearing loss.

## 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 13 topics that will be released progressively on-line during the semester. Once a topic has been released it will remain available until the end of the semester. The topics covered are as follows:

**Topic 1:** *Principles of assessment 1 (assessment defined, assessment vs testing, test scores and interpretation, test reliability and validity)*

**Topic 2:** *Principles of assessment 2 (assessing through observation, evaluating a test, tests of learning ability/ intelligence)*

**Topic 3:** *Principles of assessment 3 (the link between assessment and instruction, decision making, communicating assessment results, assessment report writing)*

**Topic 4:** *Principles of assessment —Revision and review*

**Topic 5:** *Administration of language and literacy assessments 1 (overview of language assessments, interpreting language assessment data)*

**Topic 6:** *Administration and interpretation of language and literacy assessments 2*

**Topic 7 (a):** *Overview of language development in relation to assessment*

**Topic 7 (b):** *Effective instruction cycle*

**Topic 8:** *Administering language assessments*

**Topic 9:** *Language remediation planning*

**Topic 10:** *Language remediation—implementing and evaluating*

**Topic 11:** *The application of principles of assessment*

**Topic 12:** *Principles and strategies of teaching/remediating literacy development*

**Topic 13:** *Principles and strategies of teaching/remediating literacy development*

## **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](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 knowledge of, and the capacity to access, current professional literature in assessment, development and remediation of language and communication abilities in children and adolescents with hearing loss.
- Demonstrate knowledge of a range of strategies and programs designed to facilitate/ remediate language and literacy development.
- Demonstrate competence in reporting assessment results and establishing short and long term learning goals.
- Demonstrate knowledge and skill with formal and informal approaches to assessing the language and literacy abilities of children and adolescents with hearing loss.

#### **Assessment tasks**

- Online Test
- Language Teaching Analysis
- Student Literacy Assessment

### **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**

- Demonstrate knowledge of the principles of assessment in special education.
- Demonstrate knowledge of, and the capacity to access, current professional literature in assessment, development and remediation of language and communication abilities in children and adolescents with hearing loss.
- Demonstrate knowledge of a range of strategies and programs designed to facilitate/ remediate language and literacy development.

## **Assessment tasks**

- Online Test
- Language Teaching Analysis
- Student Literacy Assessment

## **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**

- Demonstrate knowledge of, and the capacity to access, current professional literature in assessment, development and remediation of language and communication abilities in children and adolescents with hearing loss.
- Demonstrate knowledge of a range of strategies and programs designed to facilitate/remediate language and literacy development.
- Demonstrate competence in reporting assessment results and establishing short and long term learning goals.
- Demonstrate knowledge and skill with formal and informal approaches to assessing the language and literacy abilities of children and adolescents with hearing loss.

## **Assessment tasks**

- Language Teaching Analysis
- Student Literacy Assessment

## **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 knowledge of a range of strategies and programs designed to facilitate/remediate language and literacy development.



- Demonstrate knowledge and skill with formal and informal approaches to assessing the language and literacy abilities of children and adolescents with hearing loss.

### **Assessment tasks**

- Online Test
- Language Teaching Analysis
- Student Literacy Assessment

## **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:

### **Assessment tasks**

- Language Teaching Analysis
- Student Literacy Assessment

## **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 knowledge of, and the capacity to access, current professional literature in assessment, development and remediation of language and communication abilities in children and adolescents with hearing loss.

### **Assessment task**

- Student Literacy Assessment