APPL941

Literacies

S2 Day 2018

Dept of Linguistics

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General Information

Unit convenor and teaching staff
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Credit points
4

Prerequisites
Admission to MAppLing or PGDipAppLing or MAppLingTESOL or MTransInterMAppLingTESOL

Corequisites

Co-badged status

Unit description
In this unit you will be introduced to the theory and practice of literacy studies from a social perspective. The subject draws on social theories and research in literacy and linguistics, with a particular focus on the sociolinguistics of language learning and multilingualism. The unit explores the nature of literacies, schooled and grassroots literacies, and literacies in their social, global, historical and technological contexts. Throughout the unit, participants are encouraged to reflect on literacies in their own fields of experience and how these relate to fair and equitable access to social goods such as education, employment, welfare or community participation.

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 an understanding of theoretical principles and recent developments in literacy research in a variety of social, global, historical and technological contexts.

Critically evaluate relevant theoretical and empirical literature in literacy research and discuss a range of approaches to literacy.

Identify and analyze the function of literacy in different communities and explore how

diverse literacies relate to fair and equitable access to social goods such as education, employment, welfare or community participation.

Analyze and report on data relevant to the intersection between literacies and educational achievement.

Communicate to a professional audience advanced knowledge and understanding of socially relevant issues related to literacies.

General Assessment Information

Submission dates are non-negotiable. Late submissions will not be accepted and will attract a mark of 0 on the assessment task unless you have received special consideration.

How to apply for special consideration for a late submission of an assignment

All requests for special consideration, including extensions, must be submitted via ASK@mq.edu.au and provide suitable supporting documentation.

For more information on Special Consideration, see the university website: https://students.mq.edu.au/study/my-study-program/special-consideration

Assessment Tasks

Name	Weighting	Hurdle	Due
Participation	15%	No	05/11/2018
Quiz 1	10%	No	26/08/2018
Quiz 2	10%	No	07/10/2018
Quiz 3	10%	No	04/11/2018
Presentation	20%	No	05/11/2018
Research blog post	35%	No	16/11/2018

Participation

Due: **05/11/2018**
Weighting: **15%**

Participation will be measured by 15 small homework tasks to be undertaken throughout the term. Each task will consist of a comment of 70-100 words in response to research blog posts on *Language on the Move*. One or two tasks will be released each week and each task will be valued 1%.

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- Identify and analyze the function of literacy in different communities and explore how diverse literacies relate to fair and equitable access to social goods such as education, employment, welfare or community participation.
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- Communicate to a professional audience advanced knowledge and understanding of socially relevant issues related to literacies.

Quiz 1

Due: **26/08/2018**
Weighting: **10%**

This is an online quiz consisting of multiple-choice and closed questions based on the content covered in Weeks 1-4. The quiz will open in ilearn on August 24 and close on Aug 26 at 11pm. During that period, the quiz will need to be undertaken within a 45 minutes time limit. Late submissions will not be possible.

On successful completion you will be able to:

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- Critically evaluate relevant theoretical and empirical literature in literacy research and discuss a range of approaches to literacy.
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Quiz 2

Due: **07/10/2018**
Weighting: **10%**

This is an online quiz consisting of multiple-choice and closed questions based on the content covered in Weeks 1-8. The quiz will open in ilearn on October 05 and close on October 07 at 11pm. During that period, the quiz will need to be undertaken within a 45 minutes time limit. Late submissions will not be possible.

On successful completion you will be able to:

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- Critically evaluate relevant theoretical and empirical literature in literacy research and discuss a range of approaches to literacy.
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Quiz 3

Due: **04/11/2018**
Weighting: **10%**

This is an online quiz consisting of multiple-choice and closed questions based on the content covered in Weeks 1-12. The quiz will open in ilearn on November 02 and close on November 04 at 11pm. During that period, the quiz will need to be undertaken within a 45 minutes time limit. Late submissions will not be possible.

On successful completion you will be able to:

- Demonstrate an understanding of theoretical principles and recent developments in literacy research in a variety of social, global, historical and technological contexts.
- Critically evaluate relevant theoretical and empirical literature in literacy research and discuss a range of approaches to literacy.
- Identify and analyze the function of literacy in different communities and explore how diverse literacies relate to fair and equitable access to social goods such as education, employment, welfare or community participation.
- Analyze and report on data relevant to the intersection between literacies and educational achievement.

Presentation

Due: **05/11/2018**
Weighting: **20%**

You will be required to make a 10-minute individual oral presentation in class or on video. Presentations will be scheduled throughout the term will be on assigned topics and dates.

On successful completion you will be able to:

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- Identify and analyze the function of literacy in different communities and explore how diverse literacies relate to fair and equitable access to social goods such as education, employment, welfare or community participation.
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Research blog post

Due: **16/11/2018**
Weighting: **35%**

For your research blog post you will write about the same topic you covered in your oral presentation. This time, you will be required to communicate the topic in writing to a broad professional audience.

The task consists of two parts: an actual blog post (1,200 words) and a reflection (600 words). Detailed guidelines and a marking rubric will be made available on ilearn.

Research blog posts of particularly high quality will be considered for publication on *Language on the Move*.

In order to make optimal use of feedback received on the presentation, your research blog post will be due within two of your oral presentation date. The last possible submission date is November 16. There will be no extensions.

On successful completion you will be able to:

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Delivery and Resources

There is a set reading for each session except Weeks 1, 12 and 13. It is your responsibility to read the set reading PRIOR to attending class and to come to class prepared. The list of set readings can be found in the unit schedule below and is accessible on MQ Library's virtual unit shelf via ilearn.

Unit Schedule

	Week	Date	Topic	Reading
1	31	July 30	Introduction	-
2	32	Aug 06	History of writing 1	Gnanadesikan, A. E. (2009). The First IT Revolution. *The Writing Revolution* (pp. 1-12). Malden, MA and Oxford: Wiley-Blackwell.
3	33	Aug 13	History of writing 2	Gnanadesikan, A. E. (2009). The Alphabet Meets the Machine. *The Writing Revolution* (pp. 249-272). Malden, MA and Oxford: Wiley-Blackwell.
4	34	Aug 20	Key debates in literacy studies 1	Heath, S. B. (1982). What No Bedtime Story Means: Narrative Skills at Home and School. *Language in Society, 11*(1), 49-76.
5	35	Aug 27	Key debates in literacy studies 2	Hull, G. A., & Hernandez, G. (2008). Literacy. In B. Spolsky, et al. (Eds.), *The Handbook of Educational Linguistics* (pp. 328-340). Malden, MA and Oxford: Wiley-Blackwell.
6	36	Sep 03	Literacy education in diverse schools: key issues	Piller, I. (2016). Linguistic Diversity in Education. *Linguistic Diversity and Social Justice: An Introduction to Applied Sociolinguistics* (pp. 98-129). New York: Oxford University Press.
7	37	Sep 10	Literacy education in diverse schools: self-study [no class]	Li, G. (2003). Literacy, Culture, and Politics of Schooling: Counternarratives of a Chinese Canadian Family. *Anthropology & Education Quarterly, 34*(2), 182-204. Li, G. (2010). Race, Class, and Schooling: Multicultural Families Doing the Hard Work of Home Literacy in America's Inner City. *Reading & Writing Quarterly, 26*(2), 140-165.
	38	Recess		-
	39	Recess		-
8	40	Oct 01	Academic literacies 1	Chang, G. C.-L. (2014). Writing Feedback as an Exclusionary Practice in Higher Education. *Australian Review of Applied Linguistics, 37*(3), 262-275.
9	41	Oct 08	Academic literacies 2	Wang, X. (2017). Spatial and Literacy Practices of Chinese International Students across a Bridge Writing Classroom and Wechat. *Language and Education*, 1-19.

10	42	Oct 15	Literacy and globalization 1	Adejunmobi, M. (2008). Intercultural and Transcultural Literacy in Contemporary Africa. *Language and Intercultural Communication, 8*(2), 72-90. doi:10.1080/14708470802270828
11	43	Oct 22	Literacy and globalization 2	Street, B. V. (2011). Literacy Inequalities in Theory and Practice: The Power to Name and Define. *International Journal of Educational Development, 31*(6), 580-586.
12	44	Oct 29	Revisiting key issues 1	-
13	45	Nov 05	Revisiting key issues 2	-

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). 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). 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).

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) 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

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 theoretical principles and recent developments in literacy research in a variety of social, global, historical and technological contexts.
- Critically evaluate relevant theoretical and empirical literature in literacy research and

discuss a range of approaches to literacy.
- Identify and analyze the function of literacy in different communities and explore how diverse literacies relate to fair and equitable access to social goods such as education, employment, welfare or community participation.
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- Communicate to a professional audience advanced knowledge and understanding of socially relevant issues related to literacies.

Assessment tasks

- Participation
- Presentation
- Research blog post

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 an understanding of theoretical principles and recent developments in literacy research in a variety of social, global, historical and technological contexts.
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- Identify and analyze the function of literacy in different communities and explore how diverse literacies relate to fair and equitable access to social goods such as education, employment, welfare or community participation.
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Assessment tasks

- Participation
- Quiz 1
- Quiz 2
- Quiz 3

- Presentation
- Research blog post

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 an understanding of theoretical principles and recent developments in literacy research in a variety of social, global, historical and technological contexts.
- Critically evaluate relevant theoretical and empirical literature in literacy research and discuss a range of approaches to literacy.
- Identify and analyze the function of literacy in different communities and explore how diverse literacies relate to fair and equitable access to social goods such as education, employment, welfare or community participation.
- Analyze and report on data relevant to the intersection between literacies and educational achievement.
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Assessment tasks

- Participation
- Quiz 1
- Quiz 2
- Quiz 3
- Presentation
- Research blog post

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 theoretical principles and recent developments in literacy research in a variety of social, global, historical and technological contexts.
- Critically evaluate relevant theoretical and empirical literature in literacy research and discuss a range of approaches to literacy.
- Identify and analyze the function of literacy in different communities and explore how diverse literacies relate to fair and equitable access to social goods such as education, employment, welfare or community participation.
- Analyze and report on data relevant to the intersection between literacies and educational achievement.
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Assessment tasks

- Participation
- Quiz 1
- Quiz 2
- Quiz 3
- Presentation
- Research blog post

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

- Demonstrate an understanding of theoretical principles and recent developments in literacy research in a variety of social, global, historical and technological contexts.
- Critically evaluate relevant theoretical and empirical literature in literacy research and discuss a range of approaches to literacy.
- Identify and analyze the function of literacy in different communities and explore how diverse literacies relate to fair and equitable access to social goods such as education, employment, welfare or community participation.
- Analyze and report on data relevant to the intersection between literacies and

educational achievement.

- Communicate to a professional audience advanced knowledge and understanding of socially relevant issues related to literacies.

Assessment tasks

- Participation
- Presentation
- Research blog post

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 outcomes

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- Identify and analyze the function of literacy in different communities and explore how diverse literacies relate to fair and equitable access to social goods such as education, employment, welfare or community participation.
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Assessment tasks

- Participation
- Presentation
- Research blog post