



APPL941

Literacies

S2 Day 2019

Dept of Linguistics

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General Information

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Credit points

4

Prerequisites

Admission to MAppLing or MAppLingTESOL or MTransInterMAppLingTESOL or MAccComm

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	04/11/2019
Quiz 1	10%	No	25/08/2019
Quiz 2	10%	No	06/10/2019
Quiz 3	10%	No	03/11/2019
Presentation	20%	No	04/11/2019
Research blog post	35%	No	15/11/2019

Participation

Due: **04/11/2019**

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%.

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.
- 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.

Quiz 1

Due: **25/08/2019**

Weighting: **10%**

This is an online quiz consisting of multiple-choice and closed questions based on the content covered in Weeks 1-4.

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.

Quiz 2

Due: **06/10/2019**

Weighting: **10%**

This is an online quiz consisting of multiple-choice and closed questions based on the content covered in Weeks 1-8.

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.

Quiz 3

Due: **03/11/2019**

Weighting: **10%**

This is an online quiz consisting of multiple-choice and closed questions based on the content covered in Weeks 1-11.

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: **04/11/2019**

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 and will be on assigned topics and dates.

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

Research blog post

Due: **15/11/2019**

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 10 days of your oral presentation date. The last possible submission date is November 15. There will be no extensions.

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.
- Communicate to a professional audience advanced knowledge and understanding of

socially relevant issues related to literacies.

Delivery and Resources

There is a set reading for each session. 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 on MQ Library's virtual unit shelf (Leganto) via ilearn.

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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact globalmba.support@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.
- 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 - 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.
- 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
- 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.
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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.
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- Communicate to a professional audience advanced knowledge and understanding of socially relevant issues related to literacies.

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

- 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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Assessment tasks

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- Presentation
- Research blog post