



LING927

Reading Development and Disorders

S2 Online 2019

Dept of Linguistics

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General Information

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Unit Convenor, Lecturer and Tutor
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By appointment

Unit Convenor

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Contact via Email

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By appointment until 9th August

Administration

Melanie Moscott

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Margaret Wood

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Credit points

4

Prerequisites

Admission to MAppLing or MAppLingTESOL or MTransInterMAppLingTESOL

Corequisites

Co-badged status

Unit description

This unit provides an introduction to theoretical perspectives and empirical data in the area of normal reading acquisition before moving on to consider developmental disorders of reading in greater detail.

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:

Understand and evaluate theories and research related to reading development and disorders.

Identify a range of reading assessment and intervention practices

Interpret clinical data in the fields of reading assessment and intervention

Interpret clinical (reading assessment) data in relation to published literature

Critically analyse empirical research in relation to differing theories of reading development and disorders.

Identify and evaluate reading assessment and intervention practices for children with a range of developmental disorders

General Assessment Information

General Assessment Information

Students' marked assignments will in general, be returned to them within 3 to 5 weeks of submission.

- Late submissions without an extension will receive a penalty of 5% of the total mark available for the assessment task per day including weekend days (i.e. this is 5% of the total marks possible for the task – NOT 5% of the marks the student received. For example, if the assessment task is worth 100 marks and the student is two days late their mark for the task is reduced by 10 marks.)
- Late submission of an assessment task without an extension will not be accepted at all after the date on which marked assessment tasks have been released to the rest of the class. Any student with unsubmitted work at this date will receive a mark of 0 for the assessment task.
- Extensions will only be given in special circumstances, and can be requested by completing the Special Consideration request at ask.mq.edu.au and providing the requisite supporting documentation.
- Extensions that will result in submissions after the assessment task has been returned to the class will require a separate assessment task to be completed at the unit convenor's discretion.
- For more information on Special Consideration, see the university website <https://student.s.mq.edu.au/study/my-study-program/special-consideration>
- If a student fails the unit due to non-submission of an assignment or non-attendance at

an exam, an FA grade will be applied in accordance with the University's Assessment Policy.

- Unit convenors have the discretion to determine whether or not students should fail a unit on the basis of lateness penalties alone if other learning outcomes of the unit have been met.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Review questions</u>	20%	No	12/08/2019
<u>Synopsis and critique</u>	30%	No	30/09/2019
<u>Critical review</u>	40%	No	04/11/2019
<u>Online participation</u>	10%	No	Throughout semester

Review questions

Due: **12/08/2019**

Weighting: **20%**

Students will provide written answers in the form of short paragraphs to the set of **seven (7)** review questions included in **Part 1 Activity 1** that relate to the readings by Coltheart (2006) and Harley (2014). Answers should be clear and concise, but they must provide sufficient information to demonstrate a high level of understanding. This assessment is due at the beginning of week 3.

On successful completion you will be able to:

- Understand and evaluate theories and research related to reading development and disorders.
- Critically analyse empirical research in relation to differing theories of reading development and disorders.

Synopsis and critique

Due: **30/09/2019**

Weighting: **30%**

Students will provide a written synopsis and critical evaluation, in point form or essay format, of a prescribed reading related to **Part 3** of the unit content, **Intervention Strategies**. The assessment should be a maximum of 1000 words and is due for submission at the beginning of week 8 (the first week after the mid-semester break).

On successful completion you will be able to:

- Understand and evaluate theories and research related to reading development and disorders.
- Identify a range of reading assessment and intervention practices
- Critically analyse empirical research in relation to differing theories of reading development and disorders.

Critical review

Due: **04/11/2019**

Weighting: **40%**

Students will review recent literature on some aspect of reading development, assessment, or intervention relating to one of the five developmental disorders covered in **Part 4** of the unit content; namely, ADHD, autism, Down syndrome, hearing loss, or SLI. A specific question or questions should be addressed, and the review should cover the most recent literature and include a summary table highlighting relevant aspects. An example review paper on a non-reading-related topic will be provided on the LING927 iLearn website as an example for students to follow. The review should be a maximum of 2500 to 3000 words (**including** all text, tables, figures, and appendices, but **excluding** the reference list). This assessment is due at the beginning of week 13.

On successful completion you will be able to:

- Understand and evaluate theories and research related to reading development and disorders.
- Identify a range of reading assessment and intervention practices
- Critically analyse empirical research in relation to differing theories of reading development and disorders.
- Identify and evaluate reading assessment and intervention practices for children with a range of developmental disorders

Online participation

Due: **Throughout semester**

Weighting: **10%**

Students will be expected to take part in online discussions regarding unit content throughout semester. Specific guidance will be provided in the "discussion" component of the LING927 iLearn website.

On successful completion you will be able to:

- Identify a range of reading assessment and intervention practices

- Interpret clinical data in the fields of reading assessment and intervention
- Interpret clinical (reading assessment) data in relation to published literature
- Identify and evaluate reading assessment and intervention practices for children with a range of developmental disorders

Delivery and Resources

Classes

This unit is taught in external mode only (although consultations with the convenor can be made by appointment).

The unit tasks are activity- and discussion-based. Students will be expected to have read prescribed articles/book chapters listed in "Objectives and Readings" and to have considered their answers to pre-set questions, and to participate in online discussions via the unit's iLearn site.

Required and recommended texts and/or materials

There is no prescribed text for this unit but readings can be accessed via links embedded in the "Objectives and Readings" documents for each study part. The only reading unavailable via a direct link is the chapter by Harley (2014) listed in study part 1. It can be accessed electronically via the Macquarie Library's main search page.

Unit web page

The unit web page can be found at: <https://ilearn.mq.edu.au>

Technologies used and required

Word processing technologies are required for completing all assignments.

Internet access is required for access to study materials, online unit discussions and submission of assignments.

Changes since last offering

No substantive changes have been made since the last offering. Topics covered are similar to those included in the previous version of the unit, and assessments are of the same type.

Unit Schedule

Part 1 - Skilled reading and reading development: Theoretical perspectives, assessment techniques, and types of reading disability (2 weeks).

Part 2 - Cognitive and linguistic processes and reading: Cognitive and linguistic processing in pre-readers and developing readers (3 weeks).

Part 3 - Intervention strategies: Evidence-based strategies for providing effective intervention to

children with reading difficulties (2 weeks).

Part 4 - Reading in special populations: Reading development and intervention for children with developmental disorders (5 weeks).

Learning and Teaching Activities

Prescribed reading

A careful selection of journal articles and book chapters will provide students with relevant background in theoretical approaches and empirical findings.

Review questions

Questions designed to enhance students' understanding of the prescribed reading.

Case study

Engagement with empirical data relevant to the field of reading development and disorders

Critical evaluation of research

Critical evaluation of research designed to enhance students' understanding of the literature and promote lifelong learning

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/p) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/p>

[olicy-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

- Understand and evaluate theories and research related to reading development and disorders.
- Identify a range of reading assessment and intervention practices
- Interpret clinical data in the fields of reading assessment and intervention
- Interpret clinical (reading assessment) data in relation to published literature
- Critically analyse empirical research in relation to differing theories of reading development and disorders.
- Identify and evaluate reading assessment and intervention practices for children with a range of developmental disorders

Assessment tasks

- Synopsis and critique
- Critical review
- Online participation

Learning and teaching activities

- Engagement with empirical data relevant to the field of reading development and disorders
- Critical evaluation of research designed to enhance students' understanding of the literature and promote lifelong learning

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

- Understand and evaluate theories and research related to reading development and

disorders.

- Identify a range of reading assessment and intervention practices
- Interpret clinical data in the fields of reading assessment and intervention
- Interpret clinical (reading assessment) data in relation to published literature
- Critically analyse empirical research in relation to differing theories of reading development and disorders.
- Identify and evaluate reading assessment and intervention practices for children with a range of developmental disorders

Assessment tasks

- Review questions
- Synopsis and critique
- Critical review
- Online participation

Learning and teaching activities

- A careful selection of journal articles and book chapters will provide students with relevant background in theoretical approaches and empirical findings.
- Questions designed to enhance students' understanding of the prescribed reading.
- Engagement with empirical data relevant to the field of reading development and disorders
- Critical evaluation of research designed to enhance students' understanding of the literature and promote lifelong learning

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

- Understand and evaluate theories and research related to reading development and disorders.
- Interpret clinical (reading assessment) data in relation to published literature
- Critically analyse empirical research in relation to differing theories of reading development and disorders.

Assessment tasks

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- Critical review
- Online participation

Learning and teaching activities

- Engagement with empirical data relevant to the field of reading development and disorders
- Critical evaluation of research designed to enhance students' understanding of the literature and promote lifelong learning

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

- Understand and evaluate theories and research related to reading development and disorders.
- Interpret clinical data in the fields of reading assessment and intervention
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Assessment tasks

- Review questions
- Synopsis and critique
- Critical review
- Online participation

Learning and teaching activities

- Questions designed to enhance students' understanding of the prescribed reading.
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- Critical evaluation of research designed to enhance students' understanding of the literature and promote lifelong learning

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

- Interpret clinical data in the fields of reading assessment and intervention
- Interpret clinical (reading assessment) data in relation to published literature
- Critically analyse empirical research in relation to differing theories of reading development and disorders.

Assessment tasks

- Review questions
- Synopsis and critique
- Critical review
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Learning and teaching activities

- Questions designed to enhance students' understanding of the prescribed reading.
- Critical evaluation of research designed to enhance students' understanding of the literature and promote lifelong learning

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

- Identify a range of reading assessment and intervention practices
- Critically analyse empirical research in relation to differing theories of reading development and disorders.

- Identify and evaluate reading assessment and intervention practices for children with a range of developmental disorders

Assessment tasks

- Synopsis and critique
- Critical review
- Online participation

Learning and teaching activities

- Engagement with empirical data relevant to the field of reading development and disorders