EDUC373

Literacy in a Multicultural Society

S2 Day 2019

Department of Educational Studies

Contents

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General Information

Unit convenor and teaching staff
convenor
Sue Ollerhead
susan.ollerhead@mq.edu.au
Contact via email
X5B362

TUTOR
Lisa White
lisa.white@mq.edu.au

Credit points
3

Prerequisites
(39cp at 100 level or above) or admission to BEd(Sec)

Corequisites

Co-badged status

Unit description
The aim of this unit is to extend knowledge of current theories, research and practice relevant to the teaching of literacy in global multicultural contexts. The emphasis is on learners of all ages from diverse social and cultural backgrounds, including those who are experiencing reading and writing difficulties. It is therefore relevant to the teaching of students using English as a second language.

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:

UO 1. Demonstrate understanding of Second language acquisition

UO 2. Demonstrate understanding of the cultural and social context of language learning in the Australian context

UO3 Demonstrate knowledge of key terms used in literacy in a multicultural society

UO4. Demonstrate understanding of reading and writing difficulties in EALD students

UO5. Demonstrate knowledge of strategies to support all learners in literacy success

UO6. Demonstrate understanding of issues of equity in literacy across the curriculum

General Assessment Information

Assessment Presentation and Submission Guidelines Please follow these guidelines when you submit each assignment:

● Allow a left and right-hand margin of at least 2cm in all assignments.

● Please type all assignments using 12-point font and 1.5 spacing.

● All assessments must be submitted through Turnitin in .doc or .pdf format

● It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.

● Faculty assignment cover sheets are NOT required. Draft Submissions & Turnitin Originality Reports

● Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.

● Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.

● The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.

● Generally, one Originality Report is generated every 24 hours up to the due date. Please note:

● Students should regularly save a copy of all assignments before submission,

Assignment extensions and late penalties

● In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: https://students.mq.edu.au/study/my-study-program/special-consideration

● Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via https://ask.mq.edu.au/. This will ensure consistency in the consideration of such requests is maintained.

● Students are responsible for checking that their submission has been successful and has been submitted by the due date and time. consistency in the consideration of such requests is maintained.

● Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

● No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

● Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a re-assessment of an assignment

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within 7 days of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements. Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process. Please note: The outcome of a re-mark may be a higher/lower or unchanged grade. Grades are standards referenced and effort is NOT a criterion.

University policy on grading

Criteria for awarding grades for assessment tasks Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45. Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016 The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.

Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline. P (Pass). Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.
P (Pass)	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Note: If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of the placement. Withdrawing from this UG Unit If you are considering withdrawing from this unit, please seek academic advice via https://ask.mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Multicultural literacies	45%	No	week 7
examination	45%	No	exam period
Participation	10%	No	throughout semester

Multicultural literacies

Due: **week 7**
Weighting: **45%**

Students will choose a real or imagined school with a diverse demographic make-up. They will

critically analyse specific literacy needs in one Stage or content area, and design strategies to address the needs. They will write this as an informed account of their professional practice, for a teacher audience, as an article for a teacher journal or magazine.

On successful completion you will be able to:
- UO 1. Demonstrate understanding of Second language acquisition
- UO 2. Demonstrate understanding of the cultural and social context of language learning in the Australian context
- UO3 Demonstrate knowledge of key terms used in literacy in a multicultural society
- UO4. Demonstrate understanding of reading and writing difficulties in EALD students
- UO5. Demonstrate knowledge of strategies to support all learners in literacy success
- UO6. Demonstrate understanding of issues of equity in literacy across the curriculum

examination

Due: **exam period**
Weighting: **45%**

The examination will ask students to demonstrate understanding of key terminology and issues of the unit. it will include short-answer questions and short essays.

On successful completion you will be able to:
- UO 1. Demonstrate understanding of Second language acquisition
- UO 2. Demonstrate understanding of the cultural and social context of language learning in the Australian context
- UO3 Demonstrate knowledge of key terms used in literacy in a multicultural society
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- UO5. Demonstrate knowledge of strategies to support all learners in literacy success
- UO6. Demonstrate understanding of issues of equity in literacy across the curriculum

Participation

Due: **throughout semester**
Weighting: **10%**

Students will be asked to participate in a number of specific activities, both within the tutorials and online.

On successful completion you will be able to:
- UO 2. Demonstrate understanding of the cultural and social context of language learning in the Australian context
- UO4. Demonstrate understanding of reading and writing difficulties in EALD students

- UO5. Demonstrate knowledge of strategies to support all learners in literacy success

- UO6. Demonstrate understanding of issues of equity in literacy across the curriculum

Delivery and Resources

All students are expected to complete the specified reading preparation or online activities before their tutorials or on-campus days.

External students Attendance at **both** on-campus sessions is **compulsory**. These will be held on **September 7 and October 19, 2019**. Both sessions will run from 9 am – 4 pm.

This unit has a full web presence through iLearn. Students will need regular access to a computer and the Internet to complete this unit. Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies. Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Lectures

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures if you do not attend these 'live'. PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

Access and technical assistance

Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/. You will need to enter your student username and password. Please do NOT contact the Unit Convenor regarding iLearn technical help. No extensions will be given for any technical issues. Allow enough time for your submissions. Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff. This unit requires students to use several ICT and software skills:

- Internet access: The iLearn site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.

- Word processing, visual representations, and document formatting: You are required to use an appropriate form of software to present your assignments.

- Uploading of assessment tasks to iLearn.

Other useful information about how the teaching is structured.

Structure

The unit comprises two one-hour lectures and a one-hour tutorial. In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. Attendance at all tutorials is expected. Attendance at on campus days for external students is also expected. There will be a supporting website for the unit providing additional readings, links and materials. Lectures will also be available through Echo in iLearn from the following website link: http://ilearn.mq.edu.au Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying readings/ preparation is available on the unit ILearn site.

Unit Schedule

iLearn : Anticipated Schedule EDUC373_2019

Some variation may occur

wk	Lecture 1	Lecture 2	Tutorial
3	Introduction to unit, global perspective on inequalities in education	Ways of seeing language. CALD in our class	Introductory activities, Piller ch 5. Online forum questions . Homework for Wk4- bring mindmap of Welch reading
4	Multiculturalism, ethnicities Overview EALD provision	Explanations of success and failure in schools	Welch reading discussion. Tutors register mind-map
5	Aboriginal education, literacy strategies (Sara, Rose), stories	Bridging gaps: Use of IT in multiliteracies	Scaffold Task 1: Content, genre samples, share references
6	Analysing need in schools. Samples presentations	Resilience , self-regulation and achievement	Discussion of Sarra and Rose readings. Using books from Cherbourg school. Building knowledge of Indigenous culture in non-Indigenous students (extract- Goldstein). OCD1 externals
7	Resistance in education	World literacies: Diversity in reading :use of international and bilingual books	Using bilingual books. Assess Task 1 due. Friday
			(tutors marking task)
8	No lecture public hol.	How is language learnt L1/ L2 development Diaz & Harvey bilingualism	No tutorial. Homework for week 9: mindmap
9	Focus on skills: The nature of Classroom talk.	Guest lecture Tobias Schroedler (Hamburg uni)	Gibbons chapter discussion. Running dictation of German Caterpillar text.

10	Revival of languages, and the importance of heritage language learning	Reading Instruction to English language learners. Cooper & Kiger	Discuss Cooper & Kiger OCD 2 externals
11	Writing part 1	Writing part 2	Sitko / Gibbons writing activities
12	Intercultural understanding: the curriculum capability, the teachers	Racism – what is it ?	Privilege: Mc Intosh reading and quiz materials
13	Teacher identity	Revision : Synthesis. What are the issues? preparing for exam	Exam revision questions (class quiz)

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 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

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able

to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- UO 1. Demonstrate understanding of Second language acquisition
- UO 2. Demonstrate understanding of the cultural and social context of language learning in the Australian context
- UO3 Demonstrate knowledge of key terms used in literacy in a multicultural society
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- UO5. Demonstrate knowledge of strategies to support all learners in literacy success

Assessment tasks

- Multicultural literacies
- examination
- Participation

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- UO 2. Demonstrate understanding of the cultural and social context of language learning in the Australian context
- UO4. Demonstrate understanding of reading and writing difficulties in EALD students
- UO5. Demonstrate knowledge of strategies to support all learners in literacy success
- UO6. Demonstrate understanding of issues of equity in literacy across the curriculum

Assessment tasks

- Multicultural literacies
- examination

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and

they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Assessment task

- Multicultural literacies

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Assessment tasks

- Multicultural literacies
- examination

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- UO6. Demonstrate understanding of issues of equity in literacy across the curriculum

Assessment task

- examination