



# EDUC371

## Reading Acquisition in the Primary Classroom

S1 External 2019

*Department of Educational Studies*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff

Unit Convenor/Lecturer

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Credit points

3

Prerequisites

Admission to BEd(Primary) or (39cp at 100 level or above including EDUC260)

Corequisites

Co-badged status

Unit description

This unit offers a systematic, research-based guide to teaching literacy in the first three years of school. Its aim is to ensure that teachers can work with at-risk or reluctant readers in the classroom as effectively as with children for whom reading seems to come naturally. Taking an analytic approach to reading, the unit helps teachers to move children through the key stages of early reading acquisition. It takes a balanced view of reading instruction, stressing the importance of phonological processes at the beginning of literacy instruction as well as semantic and syntactic ones.

## 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:

1. Examine different theoretical perspectives & current research on how children learn to read;
2. Demonstrate knowledge of material covered in lectures, readings and tutorials;
3. Critically review and apply current practices in teaching reading comprehension;
4. Develop classroom strategies that enhance literacy learning for all students especially those at-risk of failure; including the use of visual displays and cooperative learning;
5. Explore ways of assessing, developing and implementing intervention programs for at-risk readers;
6. Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching; and
7. Apply critical and creative thinking to organising and disseminating information.

## 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,

Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

**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.
- 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-plan ning-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
<b>HD</b> (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.
<b>D</b> (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.
<b>Cr</b> (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.
<b>P</b> (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
<b>F</b> (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](https://ask.mq.edu.au).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">In class Quiz</a>	20%	No	Week 6 / 1st On Campus day
<a href="#">Major Task</a>	40%	No	April 23 (8am)
<a href="#">Examination</a>	40%	No	Examination week

### In class Quiz

Due: **Week 6 / 1st On Campus day**

Weighting: **20%**

The in-class quiz will be held during the Week 6 tutorial. The quiz will focus on your understanding of the content from Week 1 to Week 5 This paper-based quiz will include multiple-choice questions and short-answer questions.

On successful completion you will be able to:

- 1. Examine different theoretical perspectives & current research on how children learn to read;
- 2. Demonstrate knowledge of material covered in lectures, readings and tutorials;
- 6. Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching; and
- 7. Apply critical and creative thinking to organising and disseminating information.

### Major Task

Due: **April 23 (8am)**

Weighting: **40%**

There are two parts and you must respond to both parts.

### **Part A: Build a reading programme profile (20%)**

The essay should be about 800 words (+/- 10%, i.e. between 720 and 880 words) long. You will construct the reading programme profile of a school based on publicly available information.

### **Part B: Design a Reading-focused Programme (20%)**

In this section, you will present a Reading-focused Programme with reference to the NSW English K – 10 Syllabus and your responses in Part A. If your programme does not align with your responses in Part A, you will receive 0% for this part.

On successful completion you will be able to:

- 1. Examine different theoretical perspectives & current research on how children learn to read;
- 2. Demonstrate knowledge of material covered in lectures, readings and tutorials;
- 3. Critically review and apply current practices in teaching reading comprehension;
- 4. Develop classroom strategies that enhance literacy learning for all students especially those at-risk of failure; including the use of visual displays and cooperative learning;
- 5. Explore ways of assessing, developing and implementing intervention programs for at-risk readers;
- 6. Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching; and
- 7. Apply critical and creative thinking to organising and disseminating information.

## **Examination**

Due: **Examination week**

Weighting: **40%**

The 2-hour exam will be held during the formal examination period.

You will be examined on your knowledge and understanding of the material covered in the lectures and workshops. You will need to be familiar with the lecture material and slides and the key concepts of this unit and the material explored in your workshops. Revise your studies by focusing on, and thinking about, the core topics that have framed this unit.

On successful completion you will be able to:

- 1. Examine different theoretical perspectives & current research on how children learn to read;
- 2. Demonstrate knowledge of material covered in lectures, readings and tutorials;
- 3. Critically review and apply current practices in teaching reading comprehension;
- 4. Develop classroom strategies that enhance literacy learning for all students especially



those at-risk of failure; including the use of visual displays and cooperative learning;

- 5. Explore ways of assessing, developing and implementing intervention programs for at-risk readers;
- 6. Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching; and
- 7. Apply critical and creative thinking to organising and disseminating information.

## Delivery and Resources

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.

If you need to discuss matters relating to the unit please contact either the convenor (Jo Fitzgibbon) via iLearn email.

If you become ill, experience some misfortune, or encounter any other problem, which you think may disrupt your work during the semester you are advised to inform the convenor as soon as possible.

Also, if you withdraw from the unit please inform the convenor.

### 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/](https://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](http://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.

**Structure**

Tutorials and lectures **will begin Week 1 of Semester 1.**

Internal students: Tutorial classes commence in Week 1 (2 hours/week)

External Students: On-Campus Session

Two on-campus sessions will be held. Attendance is **expected**.

EDUC371 has ONE lecture per week of one hour's duration and one two-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 following pages or on the unit iLearn site.

**Required Texts**

**Fellowes, J., & Oakley, G. (2014). *Language, Literacy and Early Childhood Education* (2<sup>nd</sup> Ed.). South Melbourne, Australia: Oxford University Press.**

**BOSTES (2015). *Phonics: A guide for teachers*. Sydney: BOSTES.**

**BOSTES (2016). *Grammar: A guide for teachers*. Sydney: BOSTES.**

## **Syllabus documents**

Board of Studies, NSW (2012). *English K – 10 Syllabus*.

Board of Studies, NSW (2012). *Suggested Texts: English K – 10 Syllabus*.

<http://syllabus.bos.nsw.edu.au/english/english-k10/>

## **Useful Websites**

Programme for International Student Assessment (PISA) Australia

<https://www.acer.edu.au/ozpisa/pisa-2015>

The National Assessment Program – Literacy and Numeracy (NAPLAN)

<https://www.nap.edu.au/naplan>

SMART Teaching Strategies - Literacy

<https://education.nsw.gov.au/smart-teaching-strategies/literacy>

Five from Five

<http://www.fivefromfive.org.au/>

## **Recommended texts**

Apel, K., & J.J. Masterson (2012). *Beyond Baby Talk: From Speaking to Spelling: A Guide to Language and Literacy Development for Parents and Caregivers*. NY: Three Rivers.

Arthur, L., McArdle, F., & Papic, M. (2010). *Stars are Made of Glass: Children as Capable and Creative Communicators: Supporting the Early Years Learning Framework*. Deakin West, ACT: Early Childhood Australia.

Barratt-Pugh, C., & Rivalland, J. (2006). *Literacy Learning in Australia: Practical Ideas for Early Childhood Educators*. Melbourne: Cengage Learning Australia.

Board of Studies Teaching & Educational Standards NSW (BOSTES). (2015). *Phonics: A Guide for Teachers*. Sydney: BOSTES.

Carnine, D., Silbert, J., Kame'enui, E., & Tarver, S. (2010). *Direct Instruction Reading*. Upper Saddle River, NJ: Pearson Prentice Hall.

Doecke, B., Auld, G., & Wells, M. (2014). (Eds.) *Becoming a Teacher of Language and Literacy*. Port Melbourne, Australia: Cambridge University Press.

Emmitt, M., Zbaracki, M., Komesaroff, L., & Pollock, J. (2015). *Language & Learning: An Introduction for Teaching* (6<sup>th</sup> Ed.). South Melbourne, Australia: Oxford University Press.

Israel, S.E., & Duffy, G.G. (2009). *Handbook of Research on Reading Comprehension*. NY: Routledge.

Larson, J., & Marsh, J. (2013). (Eds.). *The SAGE Handbook of Early Childhood Literacy* (2<sup>nd</sup>

Ed.). London: Sage.

Mallan, K. (2014). *Picture books and beyond*. Newtown, NSW: PETAA.

Marsh, J. & Hallet, E. (2008). (Eds.). *Desirable Literacies: Approaches to Language and Literacy in the Early Years*. London: Sage.

McLachlan, C., Nicholson, T., Fielding-Barnsley, R., Mercer, L., & Ohi, S. (2013). *Literacy in Early Childhood and Primary Education*. Port Melbourne, Australia: Cambridge University Press.

McLean, K. (2013). *Towards a Model for 21<sup>st</sup> Century Literacy Learning in the Early Years Classroom*. Marrickville, NSW: Primary English Teaching Association Australia.

Murphy, V.A. (2014). *Second Language Learning in the Early School Years: Trends and Contexts*. Oxford: Oxford University Press.

Shamir, A., & Korat, O. (2013). *Technology as a Support for Literacy Achievements for Children at Risk*. Dordrecht: Springer.

Winch, G., Johnston, R.R., March, P., Ljungdahl, L., & Holliday, M. (2014). *Literacy: Reading, Writing and Children's Literature* (5<sup>th</sup> Ed.). South Melbourne, Australia: Oxford University Press.

Zeegers, M. (2013). *Grammar Matters*. South Melbourne, Victoria: Oxford University Press.

## Unit Schedule

This unit offers a systematic, research-based guide to teaching literacy in the first three years of school. Its aim is to ensure that teachers can work with at-risk or reluctant readers in the classroom as effectively as with children for whom reading seems to come naturally. Taking an analytic approach to reading, the unit demonstrates the key stages of early reading acquisition. It takes a balanced view of reading instruction, stressing the importance of phonological processes at the beginning of literacy instruction as well as semantic and syntactic ones.

EDUC371 satisfies the AITSL/BOSTES requirement for a unit on Literacy that includes information on the pedagogy of reading and models of instruction. It includes the teaching of phonemic awareness, phonics, reading fluency, vocabulary knowledge, grammar and text comprehension, writing, spelling, and inclusiveness.

WK	Lecture (1 hour)	Tutorial (2 hour)	Readings
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1	<p><b>Introduction to EDUC371</b></p> <ul style="list-style-type: none"> <li>• Aims and requirements;</li> <li>• Assessment structure.</li> </ul> <p><b>Revisiting the NSW</b> Primary Syllabus for the Australian Curriculum with a focus on the NSW English K – 2 Syllabus (2012).</p> <ul style="list-style-type: none"> <li>• The literacy block</li> </ul> <p><b>From orality to literacy</b></p> <ul style="list-style-type: none"> <li>• Understanding oral language</li> <li>• Focus on multiculturalism in Australia</li> <li>• Key learning contexts for oral language</li> </ul>	<p><b>Introduction to Literacy</b></p> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Theoretical perspectives</li> </ul> <p><b>Linkage to syllabus</b></p> <ul style="list-style-type: none"> <li>• Examine Literacy as defined in K – 2 syllabus</li> <li>• Define 'Reluctant and at-risk readers'</li> </ul> <p><b>Connect Orality to Literacy</b></p> <ul style="list-style-type: none"> <li>• Explore language and culture</li> <li>• Understand bi/multilingual learners</li> <li>• Devise teaching strategies for speaking</li> </ul>	<p>Ensure you have access to a copy of the English Syllabus K – 10.</p> <p><a href="http://syllabus.bos.nsw.edu.au/english/">http://syllabus.bos.nsw.edu.au/english/</a></p> <p><b>Required reading</b></p> <p>Fellowes &amp; Oakley (2014). <b>Ch. 1</b></p>
2	<p><b>Understanding Reading</b></p> <ul style="list-style-type: none"> <li>• Define reading</li> <li>• Overview of theoretical frameworks</li> <li>• Understanding the Reading component in NAPLAN</li> </ul>	<p><b>Understanding Reading</b></p> <ul style="list-style-type: none"> <li>• Explore foundational knowledge for reading</li> <li>• Phonological awareness and word recognition</li> <li>• Strategies for reluctant/at-risk learners</li> <li>• Assessment literacy for teachers</li> </ul>	<p><b>Required reading</b></p> <p>Fellowes &amp; Oakley (2014). <b>Ch. 9</b></p>
3	<p><b>Phonemic and Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Define phonemic and phonological awareness</li> <li>• Develop understanding of letter-sound relationships</li> <li>• Assessment of phonemic and phonological awareness</li> </ul>	<p><b>Teaching phonemic and phonological awareness</b></p> <ul style="list-style-type: none"> <li>• Devise strategies for working with letters and sounds</li> <li>• Teaching sight words</li> <li>• Assessment of sight-word knowledge</li> <li>• Strategies for reluctant/at-risk learners</li> </ul>	<p><b>Required reading</b></p> <p>Fellowes &amp; Oakley (2014). <b>Ch. 10</b></p> <p>BOSTES (2015) <i>Phonics: A Guide for Teachers</i>.</p>

4	<b>Phonics and Reading</b> <ul style="list-style-type: none"> <li>Understand the principles of phonics teaching</li> <li>Examine the role of phonics teaching in contexts</li> </ul>	<b>Teaching with Phonics</b> <ul style="list-style-type: none"> <li>Experience phonics learning</li> <li>Develop skills and strategies for phonics teaching</li> <li>Devise strategies to teach spelling</li> <li>Strategies for reluctant/at-risk learners</li> </ul>	<b>Required reading</b> Fellowes & Oakley (2014). <b>Ch. 10</b> NSW Dept of Education and Training (2009). <i>Literacy teaching guide: Phonics</i> .
5	<b>Reading for Comprehension and Fluency</b> <ul style="list-style-type: none"> <li>Define comprehension</li> <li>Texts and comprehension</li> <li>Suggested developmental pathway</li> <li>Processes of comprehension</li> </ul>	<b>Teaching Comprehension</b> <ul style="list-style-type: none"> <li>Strategic processes for comprehension</li> <li>Teaching comprehension processes and strategies</li> <li>Comprehension of informational and multimodal texts</li> <li>Strategies for reluctant/at-risk learners</li> </ul>	<b>Required reading</b> Fellowes & Oakley (2014). <b>Ch. 13, 14</b>
6	<b>Vocabulary for Reading &amp; Writing</b> <ul style="list-style-type: none"> <li>Define vocabulary</li> <li>Connect reading and writing</li> <li>Examine explicit and indirect instructions</li> <li>The writing conventions</li> <li>Spelling and handwriting</li> </ul>	<b>Teaching writing</b> <ul style="list-style-type: none"> <li>Explore strategies for vocabulary teaching</li> <li>Lexical and grammatical knowledge</li> <li>Role of technology in writing teaching</li> <li>Teaching writing in the K – 2 classroom</li> <li>Strategies for reluctant/at-risk learners</li> <li>Using ICT for K – 2 literacies development</li> </ul> <b>In-class quiz</b>	<b>Required reading</b> Fellowes & Oakley (2014). <b>Ch. 11, 18</b>

7	<b>Pedagogies for Teaching Reading</b> <ul style="list-style-type: none"> <li>Review pedagogical strategies for supporting reading</li> <li>Introduce Literacy Block</li> <li>Evaluation of effective teaching</li> </ul>	<b>Strategies for Teaching Reading</b> <ul style="list-style-type: none"> <li>Explore effective strategies for teaching reading</li> <li>Learning to read: from K - 2</li> <li>Devise literacy block</li> <li>Strategies for reluctant/at-risk learners</li> </ul>	<b>Required reading</b> Fellowes & Oakley (2014). <b>Ch. 12</b>
<b>April 23 (8am) Submission of Task 2 (40%) to Turnitin</b>			
8-10	<b>Professional Experience (No Lecture / tutorial)</b>		
11	<b>Reading for Comprehension and fluency</b> <ul style="list-style-type: none"> <li>Revisit comprehension teaching strategies</li> <li>Explore the meaning of text</li> <li>Examine text and context</li> <li>Pedagogies for reading comprehension and fluency</li> <li></li> </ul>	<b>The Reader and the Text</b> <ul style="list-style-type: none"> <li>Develop strategies to engage readers with texts</li> <li>Understand reading as developmental</li> <li>Teaching strategic processes for comprehension and fluency</li> <li>Strategies for reluctant/at-risk learners</li> </ul>	<b>Required reading</b> Fellowes & Oakley (2014). <b>Ch. 14, 16</b>
12	<b>Assessing Reading</b> <ul style="list-style-type: none"> <li>Overview of assessment: principles and tools</li> <li>NAPLAN and PISA: Implications</li> </ul>	<b>Assessing Reading</b> <ul style="list-style-type: none"> <li>Explore principles of effective assessment</li> <li>Forms of assessment (Norm - / Criterion-Referenced, Diagnostic)</li> <li>Authentic assessment practices</li> <li>Analyze and evaluate assessment practices</li> </ul>	<b>Required reading</b> Fellowes & Oakley (2014). <b>Ch. 13, 14, 21</b>

13	<b>Language Diversity</b> <ul style="list-style-type: none"> <li>• Reading as family- and community-based</li> <li>• Family literacy diversity</li> <li>• Communicating with families</li> </ul>	<b>Partnering with families</b> <ul style="list-style-type: none"> <li>• Understand family literacy practices: diversity and initiatives</li> <li>• Communicate with families</li> <li>• build parent-educator partnership</li> </ul>	<b>Required reading</b> Fellowes & Oakley (2014). <b>Ch. 25</b>
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## ON CAMPUS TIMETABLE DAY 1

Saturday **April 6**, 9.00AM – 5.00PM

Time	Week
9.00-10.15am	1
10.15-11.30am	2 & 3
11.30-11.45am	Break
11.45-1.00pm	4
1.00-1.30pm	5
1.30-2.00pm	Lunch
2.00-2.30pm	6
2.30-3.30pm	7
3.30-5.00pm	In-class quiz

## ON CAMPUS TIMETABLE DAY 2

Saturday **Jun 1**, 9.00AM – 5.00PM

Time	Week
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9.00-11.00am	8
11.00-11.30am	Break
11.30-1.00pm	9
1.00-1.30pm	Lunch
1.30-3.00pm	10 & 11
3.00-5.00pm	12 & 13

## 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](mailto:globalmba.support@mq.edu.au)

### **Attendance for undergraduate units**

All Internal tutorials begin in **Week 1 of Session**.

Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

### **Unit Expectations**

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

### **Electronic Communication**

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email* Address
- The *Dialogue* function on iLearn
- Other iLearn communication functions

### **External Students**

1. The on-campus sessions on **(6th April 2019 & 1st June 2019)** are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration, may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.
2. Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points, and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.
3. Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

## On campus sessions

The on campus sessions for this year are on: **6th April and 1st June, 2019**

**Day1 (9:00-5:00)**

**Day2 (9:00-5:00)**

Further specific details and any updates about times and locations will be posted on iLearn as an Announcement during first half of the semester.

## 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)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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/](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

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

#### Learning outcomes

- 1. Examine different theoretical perspectives & current research on how children learn to read;
- 2. Demonstrate knowledge of material covered in lectures, readings and tutorials;
- 3. Critically review and apply current practices in teaching reading comprehension;
- 4. Develop classroom strategies that enhance literacy learning for all students especially those at-risk of failure; including the use of visual displays and cooperative learning;
- 5. Explore ways of assessing, developing and implementing intervention programs for at-risk readers;
- 6. Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching; and
- 7. Apply critical and creative thinking to organising and disseminating information.

#### Assessment tasks

- Major Task
- Examination

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

## **Learning outcomes**

- 2. Demonstrate knowledge of material covered in lectures, readings and tutorials;
- 3. Critically review and apply current practices in teaching reading comprehension;
- 4. Develop classroom strategies that enhance literacy learning for all students especially those at-risk of failure; including the use of visual displays and cooperative learning;
- 5. Explore ways of assessing, developing and implementing intervention programs for at-risk readers;
- 6. Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching; and
- 7. Apply critical and creative thinking to organising and disseminating information.

## **Assessment tasks**

- Major Task
- Examination

## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## **Learning outcomes**

- 2. Demonstrate knowledge of material covered in lectures, readings and tutorials;
- 3. Critically review and apply current practices in teaching reading comprehension;
- 4. Develop classroom strategies that enhance literacy learning for all students especially those at-risk of failure; including the use of visual displays and cooperative learning;
- 5. Explore ways of assessing, developing and implementing intervention programs for at-risk readers;
- 6. Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching; and
- 7. Apply critical and creative thinking to organising and disseminating information.

## **Assessment tasks**

- Major Task
- Examination

## 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

- 1. Examine different theoretical perspectives & current research on how children learn to read;
- 2. Demonstrate knowledge of material covered in lectures, readings and tutorials;
- 3. Critically review and apply current practices in teaching reading comprehension;
- 4. Develop classroom strategies that enhance literacy learning for all students especially those at-risk of failure; including the use of visual displays and cooperative learning;
- 5. Explore ways of assessing, developing and implementing intervention programs for at-risk readers;
- 6. Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching; and
- 7. Apply critical and creative thinking to organising and disseminating information.

### Assessment tasks

- In class Quiz
- Major Task
- Examination

## 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

- 1. Examine different theoretical perspectives & current research on how children learn to read;

- 2. Demonstrate knowledge of material covered in lectures, readings and tutorials;
- 3. Critically review and apply current practices in teaching reading comprehension;
- 4. Develop classroom strategies that enhance literacy learning for all students especially those at-risk of failure; including the use of visual displays and cooperative learning;
- 5. Explore ways of assessing, developing and implementing intervention programs for at-risk readers;
- 6. Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching; and
- 7. Apply critical and creative thinking to organising and disseminating information.

## **Assessment tasks**

- In class Quiz
- Major Task
- 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:

## **Learning outcomes**

- 1. Examine different theoretical perspectives & current research on how children learn to read;
- 2. Demonstrate knowledge of material covered in lectures, readings and tutorials;
- 3. Critically review and apply current practices in teaching reading comprehension;
- 4. Develop classroom strategies that enhance literacy learning for all students especially those at-risk of failure; including the use of visual displays and cooperative learning;
- 5. Explore ways of assessing, developing and implementing intervention programs for at-risk readers;
- 6. Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching; and
- 7. Apply critical and creative thinking to organising and disseminating information.

## **Assessment tasks**

- Major Task

- Examination

## 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:

### Learning outcomes

- 1. Examine different theoretical perspectives & current research on how children learn to read;
- 2. Demonstrate knowledge of material covered in lectures, readings and tutorials;
- 3. Critically review and apply current practices in teaching reading comprehension;
- 4. Develop classroom strategies that enhance literacy learning for all students especially those at-risk of failure; including the use of visual displays and cooperative learning;
- 5. Explore ways of assessing, developing and implementing intervention programs for at-risk readers;
- 6. Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching; and
- 7. Apply critical and creative thinking to organising and disseminating information.

### Assessment tasks

- Major Task
- 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 outcomes

- 3. Critically review and apply current practices in teaching reading comprehension;
- 4. Develop classroom strategies that enhance literacy learning for all students especially



those at-risk of failure; including the use of visual displays and cooperative learning;

- 5. Explore ways of assessing, developing and implementing intervention programs for at-risk readers;

## **Assessment tasks**

- Major Task
- Examination