SPED824

Effective Instruction in Reading and Spelling

S1 External 2019

Department of Educational Studies

Contents

General Information

Unit convenor and teaching staff
Convenor
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By appointment

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Credit points
4

Prerequisites
Admission to GradCertLearnDiffSuppTeach or GradDipSpecEd or MSpecEd

Corequisites
SPED821

Co-badged status

Unit description
This unit is designed to provide students with the information and skills necessary to guide their instruction of students in the areas of reading and spelling. It focuses on current research-based theoretical, conceptual and pedagogical components of reading and spelling. Students are required to sit for an examination in the university examination period in Australia.

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:

Apply knowledge of instructional sequences to the design and adjustment of assessment tasks, instructional strategies and monitoring in the areas of reading and spelling.

Critically evaluate a range of approaches to instruction in reading and spelling.

Analyse strengths and weaknesses in current strategies and approaches to teaching reading and spelling to students with special education needs.

Review, analyse and synthesise appropriate strategies to meet the needs of particular students with considerations of the advantages and disadvantages of various options.

Draw on unit content, professional experience and the evidence-based practice literature to evaluate and critically reflect on instruction in reading and spelling for students with special education needs.

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 <u>NOT</u> 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.

Online Quiz Assessments

Online quizzes are an individual assessment task and **MUST BE COMPLETED by each student individually**. Similarities in responses between students will be checked and investigated for possible collusion. Please see the Academic Honesty Handbook for more information.

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 <u>all</u> 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
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.

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
Online participation	5%	No	Dates nominated below
Assignment	35%	No	06/05/2019
Component Skills Reading Test	0%	Yes	27/05/2019
Final Examination	60%	No	Examination Period

Online participation

Due: **Dates nominated below**
Weighting: **5%**

What does online participation involve?

Online participation involves making posts on the Topic Discussion Forums of the unit website. Once a post is made in a Topic Discussion Forum, anybody in the unit can read or respond to it. Discussion questions for each topic will be included in the Topic Study Guide for the topic available on the iLearn site. Alternatively, you may ask your own questions, give answers or offer comment. Only posts to Topic Forums will be counted.

Online participation allows you to give feedback and receive feedback from other students and staff, to explore issues in discussion with other students and staff and to practice required skill competencies.

When can I contribute?

Topic discussion forums will close progressively through the semester. All forums will close at 11.55pm.

The content of each forum will remain accessible, but posts made after the closing date will not count towards your assessment.

Closing Dates for Discussion Forums

Topic

Closing Date

1. Approaches to Reading Instruction

10/3/19

2. Emergent Literacy and Phonological Awareness

17/3/19

3. Word Reading 1

24/3/19

4. Word Reading 2

31/3/19

5. Reading Connected Text

7/4/19

6. Reading Fluency

28/4/19

7. Putting It All Together

12/5/19

8. Approaches to Spelling Instruction

19/5/19

9. Spelling Assessment

26/5/19

10. Spelling Instruction

2/6/19

How much do I have to contribute?

Each student is expected to make a minimum of ten (10) contributions to the topic discussions over the course of the semester. Each post should be a minimum of 50 words in length.

You should post in at least eight (8) of the ten topics.

Instructions on how to compile and submit posts will be provided on the iLearn website.

Do discussion posts count towards assessment?

Yes. Discussion contributions are weighted at 5% of your final grade. Only contributions to Topic Forums are counted, social posts and general questions and comments do not count towards your assessment. If you make fewer than ten posts to topic forums, your maximum possible mark will correspond to the number of posts made.

How do I know my submission was successful?

There are two options for you to see your uploaded Assignments/Post compilations.

1. Return to the Assignment activity submission point where the uploaded file will be viewable.

2. If the Activities block is available for the unit, click on the Assignments link. All Assignment activities, including those that are 'already open' and 'closed', will be viewable here.

Students should print a copy of one of these screens after submission. No claims regarding missing post compilation submissions will be considered under any

circumstances without a copy of this printout.

On successful completion you will be able to:
- Critically evaluate a range of approaches to instruction in reading and spelling.
- Analyse strengths and weaknesses in current strategies and approaches to teaching reading and spelling to students with special education needs.
- Review, analyse and synthesise appropriate strategies to meet the needs of particular students with considerations of the advantages and disadvantages of various options.
- Draw on unit content, professional experience and the evidence-based practice literature to evaluate and critically reflect on instruction in reading and spelling for students with special education needs.

Assignment

Due: **06/05/2019**
Weighting: **35%**

The assignment (1,800 - 2,300 words) will be on effective program design in reading. It will involve extended responses typically to between 3 and 5 questions. This assessment will typically include some scenario-based questions with a focus on integrating relevant content from the unit. These questions may involve analysis of assessment results, curriculum analysis, short critical review of research, scenario-based development of intervention strategies, addressing specific conceptual and theoretical issues in curriculum adaptation, etc.

The assignment will be available on the unit iLearn site from **Week 6**.

See the General Assessment Information section for information on submission procedures, extensions, etc.

This Assessment Task relates to the following Learning Outcomes:

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On successful completion you will be able to:

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Component Skills Reading Test

Due: **27/05/2019**
Weighting: **0%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

A text-based assessment of competency in phonological awareness and phonics. This is assessed on a pass/fail basis. Students may attempt this assessment multiple times but they must pass this test in order to pass the unit. Please see the 'Assessment' section of the iLearn site for more details. The assessment will be available from Week 4 of the semester.

On successful completion you will be able to:
- Apply knowledge of instructional sequences to the design and adjustment of assessment tasks, instructional strategies and monitoring in the areas of reading and spelling.

Final Examination

Due: **Examination Period**
Weighting: **60%**

THIS UNIT INCLUDES A FINAL EXAMINATION THAT MUST BE COMPLETED IN AUSTRALIA IN THE NOMINATED EXAMINATION PERIOD.

Distance students will be required to attend a nominated external examination centre in Australia. If you are not able to meet these requirements, ensure you withdraw from the unit before the HECS cut-off date.

A three-hour examination will be held during the University examination period. It will be comprised typically of questions that require short answer and will include questions addressing conceptual understanding and practical application of unit content. All unit content is examinable. Students will be allowed to bring one A4 sheet of notes (single-sided) into the examination. These notes may be typed or hand written and your name must be placed in the top right hand corner. **These notes must be submitted with your examination.** A sample

examination paper will be provided at the end of the unit.

Please note that exams are scheduled Monday to Saturday. University rules specify that students must ensure that they are available for the full duration of the final examination period.

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Delivery and Resources

General Organisation of the Unit

The unit is organised in external mode only, and in a flexible delivery format.

Delivery is designed such that students may seek as much or as little assistance as required in completing the unit. In flexible delivery units, it is critical that students are organised and disciplined. It is suggested that you allocate a total of 8-12 hours per week to study for this unit. If you get significantly behind in your topic coverage, it may be impossible to catch up. Please start your study as soon as possible.

Unit delivery: Teaching and learning activities

- **Study guides** provide an overview of topics and guide learning.

- **Readings** are designed to prepare students for the seminars as well as broaden their understanding of topics.

- **Online presentations** provide information and highlight key concepts.

- **Review quizzes** enable you to monitor your own learning. The review quizzes will remain open throughout the semester.

- **Forums** provide students with the opportunity to ask question and discuss issues relevant to the unit. Contributions to the online discussion forum can be a beneficial way of exchanging ideas and discussing unit content with other students. Although unit

convenors typically check the Discussion Forums daily (on weekdays), they will not respond to all posts, as discussion between students may be more appropriate. **Forums should be checked every 48 hours for important announcements.**

- **Dialogue** allows students to communicate privately with the unit staff. **Dialogue should be checked every 48 hours for important information.**

- **Zoom Meetings** allow students to meet online with unit staff to seek clarification or discuss relevant issues.

- **Assessments** allow students to refine and demonstrate achievement of unit learning outcomes.

Technologies used and required

The unit uses an iLearn web site. You may access the site from: https://ilearn.mq.edu.au

Zoom Meetings will be used for consultation. You can sign up to use the service for free (https://www.zoom.us) and download clients for computers and mobile devices here: https://www.zoom.us/download#client_4meeting

Details regarding how to join the each meeting will be posted on the iLearn site.

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 i*Learn* 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**.

Unit Schedule

The following table gives an overview of topics covered in the unit and the suggested completion

date.

Topic	Recommended Completion Date	Content
1.	10/3/19	Approaches to Reading Instruction
2.	17/3/19	Emergent Literacy and Phonological Awareness
3.	24/3/19	Word Reading 1
4.	31/3/19	Word Reading 2
5.	7/4/19	Reading Connected Text
6.	28/4/19	Reading Fluency
7.	12/5/19	Putting it all together
8.	19/5/19	Approaches to Spelling Instruction
9.	26/5/19	Spelling Assessment
10.	2/6/19	Spelling Instruction

Zoom Meetings

Consultation with the unit convenor via Zoom meetings is available weekly by appointment. Please contact the unit convenor via Dialogue to arrange a time.

All students are strongly encouraged to join the scheduled Zoom meeting on Thursday 6/6/18 at 5.30pm (Sample Examination Review)

Note: If no students join the Zoom meeting in the first 10 minutes, the remainder of the session will be cancelled.

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

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

- Apply knowledge of instructional sequences to the design and adjustment of assessment tasks, instructional strategies and monitoring in the areas of reading and spelling.
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- Analyse strengths and weaknesses in current strategies and approaches to teaching reading and spelling to students with special education needs.
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- Draw on unit content, professional experience and the evidence-based practice literature to evaluate and critically reflect on instruction in reading and spelling for students with special education needs.

Assessment tasks

- Assignment
- Final Examination

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

- Apply knowledge of instructional sequences to the design and adjustment of assessment tasks, instructional strategies and monitoring in the areas of reading and spelling.
- Critically evaluate a range of approaches to instruction in reading and spelling.
- Analyse strengths and weaknesses in current strategies and approaches to teaching reading and spelling to students with special education needs.
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- Draw on unit content, professional experience and the evidence-based practice literature to evaluate and critically reflect on instruction in reading and spelling for students with special education needs.

Assessment tasks

- Online participation
- Assignment
- Component Skills Reading Test
- Final Examination

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

- Apply knowledge of instructional sequences to the design and adjustment of assessment tasks, instructional strategies and monitoring in the areas of reading and spelling.
- Critically evaluate a range of approaches to instruction in reading and spelling.
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- Draw on unit content, professional experience and the evidence-based practice literature to evaluate and critically reflect on instruction in reading and spelling for students with special education needs.

Assessment tasks

- Online participation
- Assignment
- Final Examination

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

- Apply knowledge of instructional sequences to the design and adjustment of assessment tasks, instructional strategies and monitoring in the areas of reading and spelling.
- Critically evaluate a range of approaches to instruction in reading and spelling.
- Draw on unit content, professional experience and the evidence-based practice literature to evaluate and critically reflect on instruction in reading and spelling for students with special education needs.

Assessment tasks

- Assignment
- Final Examination

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

- Critically evaluate a range of approaches to instruction in reading and spelling.
- Analyse strengths and weaknesses in current strategies and approaches to teaching reading and spelling to students with special education needs.
- Draw on unit content, professional experience and the evidence-based practice literature to evaluate and critically reflect on instruction in reading and spelling for students with special education needs.

Assessment tasks

- Online participation
- Assignment

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

- Critically evaluate a range of approaches to instruction in reading and spelling.
- Review, analyse and synthesise appropriate strategies to meet the needs of particular students with considerations of the advantages and disadvantages of various options.
- Draw on unit content, professional experience and the evidence-based practice literature to evaluate and critically reflect on instruction in reading and spelling for students with special education needs.

Assessment task

- Assignment

Required Unit Materials and Readings
The required texts for this unit are:

Carnine, D. W., Silbert, J., Kame'enui, E. J., Tarver, S. G., & Jungjohann, K. (2006). *Teaching struggling and at-risk readers: A direct instruction approach*. Upper Saddle River, NJ: Pearson.

Dow, R.S., & Baer, G.T. (2013). *Self-paced phonics: A text for educators (5th ed)*. Boston, MA: Pearson.

The textbooks may be obtained from the Co-Op Bookshop.

Other Required Reading

Required readings for each topic are listed in the Study Guides for each topic, available from the iLearn site.

Compulsory readings may be downloaded from the MultiSearch section of the Library web site at:

http://multisearch.mq.edu.au/ or from sites as advised in the study guides.