APPL8270

Reading Development and Disorders

Session 2, Fully online/virtual 2020

Department of Linguistics

Contents

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Notice

As part of Phase 3 of our return to campus plan, most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to timetable viewer. To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff
Unit Convenor, Lecturer and Tutor
Caroline Moir
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Contact via Email
By appointment

Unit Convenor
Linda Cupples
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Contact via Email
Australian Hearing Hub, 16UA, Rm 3.517
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Administration
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Administration
Margaret Wood
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12SW

Credit points
10

Prerequisites
Admission to MAppLing or MAppLingTESOL or MTransInterMAppLingTESOL

Corequisites

Co-badged status

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

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: Understand and evaluate theories and research related to reading development and disorders.

ULO3: Interpret clinical data in the fields of reading assessment and intervention

ULO2: Identify a range of reading assessment and intervention practices

ULO4: Interpret clinical (reading assessment) data in relation to published literature

ULO5: Critically analyse empirical research in relation to differing theories of reading development and disorders

ULO6: Identify and evaluate reading assessment and intervention practices for children with a range of developmental disorders

General Assessment Information

General Assessment Information

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

- Late submissions without an extension will receive a penalty of 5% of the total mark available for the assessment task per day including weekend days (i.e. this is 5% of the total marks possible for the task – NOT 5% of the marks the student received. For example, if the assessment task is worth 100 marks and the student is two days late their mark for the task is reduced by 10 marks.)

- Late submission of an assessment task without an extension will not be accepted at all after the date on which marked assessment tasks have been released to the rest of the class. Any student with unsubmitted work at this date will receive a mark of 0 for the assessment task.

- Extensions will only be given in special circumstances, and can be requested by completing the Special Consideration request at ask.mq.edu.au and providing the requisite supporting documentation.

- Extensions that will result in submissions after the assessment task has been returned to the class will require a separate assessment task to be completed at the unit convenor's discretion.

- For more information on Special Consideration, see the university website https://student s.mq.edu.au/study/my-study-program/special-consideration\
- If a student fails the unit due to non-submission of an assignment or non-attendance at an exam, an FA grade will be applied in accordance with the University's Assessment Policy.
- Unit convenors have the discretion to determine whether or not students should fail a unit on the basis of lateness penalties alone if other learning outcomes of the unit have been met.

Assessment Tasks

Name	Weighting	Hurdle	Due
Review Questions	20%	No	August 10
Synopsis and Critique	30%	No	September 14
Critical review of literature	40%	No	November 6
Online participation	10%	No	Throughout semester with final posts on or before November 9

Review Questions

Assessment Type [1]: Quiz/Test
Indicative Time on Task [2]: 15 hours
Due: **August 10**
Weighting: **20%**

You will provide written answers in the form of short paragraphs to the review questions included in Part 1 Activity 1.

On successful completion you will be able to:

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

development and disorders

Synopsis and Critique

Assessment Type [1]: Essay
Indicative Time on Task [2]: 20 hours
Due: **September 14**
Weighting: **30%**

You will submit a written synopsis and critical evaluation in point form or essay format of a prescribed reading related to Part 3 of the unit content - *Intervention Strategies.* (Maximum length = 1,000 words)

On successful completion you will be able to:

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

Critical review of literature

Assessment Type [1]: Literature review
Indicative Time on Task [2]: 50 hours
Due: **November 6**
Weighting: **40%**

You will review recent literature on some aspect of reading development, assessment, or intervention relating to one of the five developmental disorders covered in Part 4 of the unit content; namely, ADHD, autism, Down syndrome, hearing loss, or DLD. You will address a specific question or questions, and cover the most recent literature, including a summary table to highlight relevant aspects.

On successful completion you will be able to:

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

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

Online participation

Assessment Type [1]: Participatory task
Indicative Time on Task [2]: 10 hours
Due: **Throughout semester with final posts on or before November 9**
Weighting: **10%**

You will take part in online discussions regarding unit content throughout semester.

On successful completion you will be able to:
- Interpret clinical data in the fields of reading assessment and intervention
- Identify a range of reading assessment and intervention practices
- Interpret clinical (reading assessment) data in relation to published literature
- Identify and evaluate reading assessment and intervention practices for children with a range of developmental disorders

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[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Classes

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

The unit tasks are activity- and discussion-based. Students will be expected to have read prescribed articles/book chapters listed in "Objectives and Readings" and to have considered

their answers to pre-set questions, and to participate in online discussions via the unit's iLearn site.

Required and recommended texts and/or materials

There is no prescribed text for this unit but readings can be accessed electronically via the Macquarie Library's main search page.

Unit web page

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

Technologies used and required

Word processing technologies are required for completing all assignments.

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

Unit Schedule

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

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

Part 3 - Intervention strategies: Evidence-based strategies for providing effective intervention to children with reading difficulties (2 weeks).

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

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.)*

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 help you improve your marks and take control of your study.

- Getting help with your assignment
- Workshops
- StudyWise
- Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

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.