SPED8934

Language and Literacy Interventions for Deaf/Hard of Hearing Learners

Session 2, Fully online/virtual 2020

Macquarie School of Education

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
Gregory Leigh
gregory.leigh@mq.edu.au
Contact via 02 98720372
Level Two, Ross Field Building, RIDBC Renwick Centre
By appointment (9.00am - 5.00pm Monday-Thursday)

Lecturer
Trudy Smith
trudy.smith@ridbc.edu.au
Contact via By e-mail or telephone (02 9872 0302)
Level Two, Ross Field Building, RIDBC Renwick Centre
By appointment

Lecturer
Louise De Beuzeville
louise.debeuzeville@mq.edu.au
Contact via 02 98720238
By appointment

Susan Silveira
susan.silveira@mq.edu.au

Credit points
10

Prerequisites
SPED8933 or SPED933

Corequisites

Co-badged status

Unit description
This unit aims to provide students with the knowledge to be competent in assessment as part of an integrated approach to supporting the development and/or remediation of language and literacy abilities in deaf and hard of hearing children. The course provides a foundation for students to relate assessment of children's abilities to intervention and remediation approaches in each of those areas.

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: Demonstrate knowledge of the principles of assessment in special education

ULO2: Demonstrate knowledge of, and the capacity to access, current professional literature in assessment, development and remediation of language and communication abilities in children and adolescents with hearing loss

ULO3: Demonstrate knowledge of a range of strategies and programs designed to facilitate/ remediate language and literacy development

ULO4: Demonstrate competence in reporting assessment results and establishing short and long term learning goals

ULO5: Demonstrate knowledge and skill with formal and informal approaches to assessing the language and literacy abilities of children and adolescents with hearing loss

General Assessment Information

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- The assignment title page should include the student name, student number, unit code, title of the assessment and submitted word count.
- 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 as a word document
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.

Draft Submissions and 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. 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 Lateness 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 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.

Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

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 Quizzes

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.

In submitting your responses to an online quiz you agree that you:

- have not included content that has previously been submitted for academic credit in this or any other unit
- are submitting answers which are your own work
- acknowledge that you are aware of, and are acting in accordance with the Macquarie University Academic Integrity Policy and the standards set out in Schedule 2 (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/academic-integrity)
- that you are not participating in any unacceptable academic activities such as cheating, collusion, deception, fabrication, impersonation, obstruction, plagiarism and/or sabotage.

Criteria for Awarding Grades for Assessment Tasks

Students will be awarded grades ranging from HD to F according to guidelines set out in the assessment policy: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment (see particularly Schedule 1)

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 this requirement is not met you will be awarded an FA grade with a maximum mark of 45.

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.

Withdrawing from this 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. Please also contact Claire Farrington on 0298720811 or claire.farrington@ridbc.org.au prior to withdrawing and for advice related to your progression.

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed because 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 https://ask.mq.edu.au/.

Assessment Tasks

Name	Weighting	Hurdle	Due
Online test	20%	No	06/09/2020
Language Assessment Report	45%	No	25/09/2020
Online quiz	35%	No	09/11/2020

Online test

Assessment Type [1]: Quiz/Test
Indicative Time on Task [2]: 10 hours
Due: **06/09/2020**
Weighting: **20%**

Test of content

On successful completion you will be able to:
• Demonstrate knowledge of the principles of assessment in special education

Language Assessment Report

Assessment Type [1]: Essay
Indicative Time on Task [2]: 20 hours
Due: **25/09/2020**

Weighting: **45%**

Interpretation of the results of a language assessment. (2000 words)

On successful completion you will be able to:
• Demonstrate knowledge of the principles of assessment in special education
• Demonstrate knowledge of, and the capacity to access, current professional literature in assessment, development and remediation of language and communication abilities in children and adolescents with hearing loss
• Demonstrate knowledge of a range of strategies and programs designed to facilitate/ remediate language and literacy development
• Demonstrate competence in reporting assessment results and establishing short and long term learning goals
• Demonstrate knowledge and skill with formal and informal approaches to assessing the language and literacy abilities of children and adolescents with hearing loss

Online quiz

Assessment Type [1]: Quiz/Test
Indicative Time on Task [2]: 15 hours
Due: **09/11/2020**
Weighting: **35%**

Quiz on Literacy Assessment

On successful completion you will be able to:
• Demonstrate knowledge of the principles of assessment in special education
• Demonstrate knowledge of a range of strategies and programs designed to facilitate/ remediate language and literacy development
• Demonstrate knowledge and skill with formal and informal approaches to assessing the language and literacy abilities of children and adolescents with hearing loss

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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

SPED8934 has a full web presence through iLearn. All requirements for this unit begin Session 1 Week 1, 2020. Students are expected to access the iLearn site and engage with unit materials regularly during session 1.

Textbook Required for this Unit.

The prescribed text for this course is "Assessment in Special and Inclusive Education" by Salvia, Ysseldyke, and Witmer (13th Edition, 2017) (ISBN-10: 1-305-64235-X or ISBN-13: ISBN-13: 978-1-305-64235-5). Students should note that that this resource is available from a number of different sources on line for purchase or rental and that there may be an e-book option available from some suppliers.

Support Resources

Macquarie University has a range of services for students. If you are struggling with any aspect of academic life or career trajectory and skills, we have great supports within the university.

Please refer to the comprehensive list of support services here.

Access and Technical Assistance

Information for students about access to the online component of this unit is available at https://students.mq.edu.au/support/study/tools-and-resources/ilearn. 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

A comprehensive schedule of lecture topics and weekly readings is available on the unit iLearn site.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.m

q.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-centr al). 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.m q.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 (http s://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/p olicy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Student Support

Macquarie University provides a range of support services for students. For details, visit http://stu dents.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.