



EDST2120

Language and Literacy Learning in Early Childhood

Session 2, Special circumstance 2020

Macquarie School of Education

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Disclaimer

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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

Dr Emilia Djonov

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Appointments via email

Tutor and marker

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Credit points

10

Prerequisites

ECHE1130 or ECH113

Corequisites

Co-badged status

Unit description

This unit builds on foundational knowledge of theories of the connection between language, literacy and learning and examines pedagogies for supporting children to develop language and literacy from birth through to their transition into primary school. Students will draw on current research, policies and pedagogical approaches to examine the role of intentional teaching, play- and literature-based experiences as well as childcare, family and community environments in early language and literacy learning. They will design, engage in and critically evaluate developmentally appropriate and inclusive language and literacy learning experiences for young children from diverse backgrounds.

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: Apply current research, policies and pedagogical approaches to analyse and evaluate early language and literacy education.

ULO2: Apply current research to critically evaluate the role of intentional teaching, play and literature-based learning experiences and environments in early language and literacy learning.

ULO3: Design, engage in and critically evaluate developmentally appropriate and inclusive language and literacy learning experiences for young children aged from birth through to and including the year of transition into primary school.

ULO4: Plan for rich opportunities for developing early language and literacy learning for children from diverse backgrounds across different early childhood education and care, family and community settings.

General Assessment Information

Full assignment instructions

This Unit Guide provides a brief description only of each required assessment piece. Full instructions, assessment criteria and detailed assessment rubrics are provided via the **EDST2120 ESSENTIALS document**, which will be available on the iLearn site from Day 1 of Session 2.

Assessment Presentation & 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 onus 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.
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- 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: Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests. Late penalties are applied by unit convenors or their delegates after tasks are assessed.
- If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.
- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a re-assessment of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria**. Evidence from your assignment must be provided to support your judgements.

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

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are standards referenced and effort is NOT a criterion.

University policy on grading

Criteria for awarding grades for assessment tasks

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

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-pro>

cedures/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.

Academic Honesty Guidelines

All assignments should comply with the university's [Academic Integrity Policy](#) and [Academic Integrity Values](#). Every assignment should cite and provide full bibliographical details of all material that you have used to inform or support your ideas. Details about how to cite and reference correctly can be found on the **university's library website** at <https://libguides.mq.edu.au/Referencing>. At the Macquarie School of Education, students are required to use the American Psychological Association (APA) referencing procedures: <https://libguides.mq.edu.au/referencing/APA7thEdition>

Units with Submissions of Family & Children's Records

Family and Children's Records

Some assessment tasks require students to submit records about families and about children and their learning. It is expected that the records submitted are original, authentic, adheres to ethical practices and is the work of the student. Issues with the authenticity of such records will be investigated for possible forgery. Please note that submitted records can only be used once for assessment purposes.

Confidentiality

Students must respect the need for sensitivity and confidentiality and ensure that privacy obligations are met. There should be nothing in assessment submissions that identifies a centre or school. Use only the first name for children, families and staff. Do not record details that enable identification of the site, and of the adults or children.

Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due
Promoting infant-toddler language and literacy in ECEC settings	50%	No	2 October 2020
Shared Reading	50%	No	6 November 2020

Promoting infant-toddler language and literacy in ECEC settings

Assessment Type ¹: Report

Indicative Time on Task ²: 35 hours

Due: **2 October 2020**

Weighting: **50%**

Drawing on research literature on language and literacy development in the infant and toddler years, students write a report with evidence-based recommendations for designing and evaluating the physical and interactional environment of infant-toddler rooms in ECEC settings in terms of its potential to promote language and literacy learning. 1500 words.

On successful completion you will be able to:

- Apply current research, policies and pedagogical approaches to analyse and evaluate early language and literacy education.
- Apply current research to critically evaluate the role of intentional teaching, play and literature-based learning experiences and environments in early language and literacy learning.
- Design, engage in and critically evaluate developmentally appropriate and inclusive language and literacy learning experiences for young children aged from birth through to and including the year of transition into primary school.

Shared Reading

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 35 hours

Due: **6 November 2020**

Weighting: **50%**

Students analyse an interaction between an adult and a child during shared reading of a picture book, select a picture book for that child and design a literacy learning experience for that child using the selected picture book. 2000 words.

On successful completion you will be able to:

- Apply current research, policies and pedagogical approaches to analyse and evaluate early language and literacy education.
- Apply current research to critically evaluate the role of intentional teaching, play and literature-based learning experiences and environments in early language and literacy learning.
- Design, engage in and critically evaluate developmentally appropriate and inclusive language and literacy learning experiences for young children aged from birth through to and including the year of transition into primary school.
- Plan for rich opportunities for developing early language and literacy learning for children from diverse backgrounds across different early childhood education and care, family and community settings.

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

1. About this unit

This unit builds on foundational knowledge of theories of the connection between language, literacy and learning and examines pedagogies for supporting children to develop language and literacy from birth through to their transition into primary school. Students will draw on current research, policies and pedagogical approaches to examine the role of intentional teaching, play- and literature-based experiences as well as childcare, family and community environments in early language and literacy learning. They will design, engage in and critically evaluate developmentally appropriate and inclusive language and literacy learning experiences for young children from diverse backgrounds.

Relation between assessment task and learning outcomes

Assessment Type	ACECQA curriculum specifications (for units in EC program)	Learning Outcomes and Graduate Teaching standards (for units in Primary/ Secondary program)	Program Learning Outcomes
<p>Assignment 1 (50%). Promoting infant-toddler language and literacy in ECEC settings</p> <p>Drawing on research literature on language and literacy development in the infant and toddler years, students write a report with evidence-based recommendations for designing and evaluating the physical and interactional environment of infant-toddler rooms in ECEC settings in terms of its potential to promote language and literacy learning.</p>	<p>1.1, 1.2, 1.6</p> <p>2.1, 2.2, 2.4, 2.5, 2.6, 2.7</p> <p>3.1, 3.4, 3.5, 3.9</p> <p>4.5</p> <p>6.4, 6.5</p>	<p>1.2, 1.3</p> <p>2.1, 2.2, 2.3, 2.4, 2.5</p> <p>3.4, 3.7</p>	<p>BTeach 1, 2, 3, 4, 5, 6, 7, 8, 10, 12</p>
<p>Assignment 2 (50%). Case study/analysis: Shared Reading</p> <p>Students analyse an interaction between an adult and a child during shared reading of a picture book, select a picture book for that child and design a literacy learning experience for that child using the selected picture book.</p>	<p>1.1, 1.2, 1.6</p> <p>2.1, 2.2, 2.4, 2.5, 2.6, 2.7</p> <p>3.1, 3.4, 3.5, 3.9</p> <p>4.1, 4.3, 4.4, 4.5</p> <p>6.4, 6.5</p>	<p>1.2, 1.3</p> <p>2.1, 2.2, 2.3, 2.4, 2.5</p> <p>3.1, 3.2, 3.3, 3.4, 3.5, 3.7</p> <p>5.1, 5.4</p>	<p>BTeach 1, 2, 3, 4, 5, 6, 8, 12</p>

ACECQA Standards

The Australian Children's Education and Care Quality Authority (ACECQA) standards addressed in EDST2120 are:

1. Psychology and child development

- 1.1 Learning, development and care
- 1.2. Language development
- 1.6. Diversity, difference and inclusivity

2. Teaching Pedagogies

- 2.1. Alternative pedagogies and curriculum approaches
- 2.2. Play-based pedagogies
- 2.4. Teaching methods and strategies
- 2.5. Children with diverse needs and backgrounds
- 2.6. Working with children who speak languages other than, or in addition to, English
- 2.7. Contemporary society and pedagogy

3. Education and curriculum studies

- 3.1. Early Years Learning Framework
- 3.4. Language and literacy
- 3.5. English as an additional language
- 3.9. Curriculum planning, programming and evaluation

4. Family and community contexts

- 4.1. Developing family and community partnerships
- 4.3. ATSI perspectives
- 4.4. Socially inclusive practice
- 4.5. Culture, diversity and inclusion

2. Student workload and participation requirements

Before commencing this unit, please ensure that you can meet all requirements, including workload requirements, attendance requirements, and assessment submission requirements.

Credit points indicate the approximate hours that a student is expected to spend studying in order to pass a unit. One credit point equals 15 hours; thus, students are expected to spend approximately 10 hours per week (including the two weeks of mid-session recess) studying EDST2120 (i.e. approximately 150 hours). Study includes viewing all lectures, participating in scheduled classes and learning activities, completing required and background readings, completing assignments, and using the unit's iLearn site.

Independent study is strongly encouraged in this unit and participation in online discussions and activities on iLearn is expected.

Please ensure that you have sufficient time to dedicate to your studies before attempting this unit. We are sympathetic that students often have significant domestic and work-related responsibilities. To be fair to our staff and to other students, however, these cannot be used to justify incomplete work or extension requests.

The estimate provided in the following table is based on average student performance required to pass this unit. Students who are attempting to achieve high grades or who encounter problems in understanding the material and meeting unit requirements would need to spend more time on these tasks. See Unit Schedule below for more details on unit content.

Activity	Time allocation	
Reading ECHE2120 Essentials document in week 1	1 hour	
Participation in scheduled tutorials and activities	11 x 1.5 hours = 16.5 hours	31.5 hours
Attending/Listening to lectures	15 x 1 hour	
Weekly reading (including engagement with children's literature)	13 x 3 hours	39 hours
Literacy Assignment 1		35 hours
Literacy Assignment 2		35 hours approx.
Independent learning For example: participating in online discussions, completing learning tasks available on iLearn, developing learning and academic writing skills, engagement with literature for children.		8-10 hours approx.
TOTAL (for 15 weeks of semester)		150 hours approx.

Note: *To give yourself the best chance of completing the unit successfully, please allow yourself minimum the amount of study time specified in the table above.*

3. Classes and attendance

All students are expected to:

- View all lectures in the unit.
- View lectures and complete any online tasks before or during the weeks in which

these are scheduled.

- Be familiar with relevant lectures and complete the specified reading preparation before scheduled classes and online activities.
- Actively contribute to online discussions and scheduled classes.
- Complete and submit all assignments.

Participation in all scheduled classes is expected of all students enrolled in EDST2120. Attendance will be recorded. Activities completed during tutorials are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit and to meet ACECQA and the AITSL Graduate Teacher Standards.

The **timetable** for classes can be found on the University website at: <http://www.timetables.mq.edu.au>

4. Required texts

There is an expectation that you complete all the scholarly reading in this unit. It is an integral part of your study of EDST2120.

There is one textbook which can be purchased through <https://www.booktopia.com.au/books-online/text-books/textbook-finder/macquarie-university/macquarie-university-semester-2/edst2120-language-and-literacy-learning-in-early-childhood/cXCMAC2002EDST2120-p1.html>

Fellowes, J. & Oakley, G. (2020). *Language, literacy and early childhood education* (3rd ed.). Oxford University Press.

(Note: If you already own an earlier edition of the textbook, you can use it instead.)

There are also **two required curriculum documents**:

1. Department of Education, Employment and Workplace Relations (DEEWR) (2009). *Belonging, being, becoming: The Early Years Learning Framework for Australia*. Barton, ACT: Commonwealth of Australia. Retrieved from: https://docs.education.gov.au/system/files/doc/other/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf
2. NSW Board of Studies. (2012). *English K-10 Syllabus*. Sydney: NSW Board of Studies. Retrieved from: <https://syllabus.nesa.nsw.edu.au/english/english-k10/>

NOTE: There are also other required readings that will be available through the library's website and/or the unit's iLearn website. All required and recommended readings are listed in the EDST2120 ESSENTIALS document on iLearn.

Recommended Readings:

Arthur, L., Ashton, J., & Beecher, B. (Eds.) (2014). *Diverse literacies in early childhood: A social justice approach*. Australian Council for Educational Research (ACER) Press.

Cecil, N. L., Baker, S., & Lozano, A. S. (2015). *Striking a balance: A comprehensive approach to*

early literacy (5th edition). Routledge.

Emmit, M., Zbaracki, M., Komesaroff, L., & Pollard, J. (2015). *Language and learning: An introduction for teaching* (6th edition). Oxford University Press.

Ewing, R., Callow, J., & Rushton, K. (2016). *Language & literacy development in early childhood*. Cambridge University Press.

Jalongo, M. R. (2014). *Early Childhood Language Arts* (6th edition). Pearson.

Larson, J., & Marsh, J. (Eds.). (2013). *The SAGE handbook of early childhood literacy*. (2nd ed.). SAGE Publications Ltd.

McGee, L.M., & Richgels, D.J. (2014). *Designing early literacy programs: Strategies for at-risk preschool and kindergarten children* (2nd Edition). Guilford Press.

McLeod, S., & McCormack, J. (Eds) (2016). *Introduction to Speech, Language and Literacy*. Oxford University Press.

Morrow, L. M. (2014). *Literacy development in the early years: Helping children read and write* (7th edition). Pearson.

Schickedanz, J., & Collins, M. (2013). *So much more than the ABCs: The early phases of reading and writing*. National Association for the Education of Young Children (NAEYC).

Scull, J., & Raban, B. (Eds.) (2016). *Growing up literate: Australian literacy research for practice*. Eleanor Curtain Publishing.

NOTE: There are also other required readings that will be available through the library's e-reserve collection and/or the unit's iLearn website. All required and recommended readings are listed in the EDST2120 document on iLearn.

Access and technical assistance

Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/. You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- **Internet access:** The *iLearn* site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- **Word processing, visual representations, and document formatting:** You are

required to use an appropriate form of software to present your assignments.

- **Uploading** of assessment tasks to **iLearn**.
- **Library databases:** You are required to use various research databases to locate sources for your assignments.

Unit Schedule

*For a detailed unit schedule, including a list of required and recommended weekly readings, please see the **EDST2120 ESSENTIALS** document provided on iLearn.*

Module	Content
1	<p>Perspectives on language and literacy development</p> <ul style="list-style-type: none">• Formal and functional theories of language development• Theories of language, literacy and learning• Multimodal and critical perspectives on language and literacy learning and education
2	<p>Oral language, literacy and literature</p> <ul style="list-style-type: none">• infants and toddlers• the preschool years• contexts for language and literacy learning<ul style="list-style-type: none">◦ home and long day care◦ play, everyday routines, literacy activities (shared reading, mark making, etc.)
3	<p>Early literacy: foundations for reading and writing</p> <ul style="list-style-type: none">• Phonological and phonemic awareness• Alphabetic knowledge• Concepts of print• Vocabulary and oral language• Background knowledge• Print motivation• Drawing and mark making• Early language and literacy environments:<ul style="list-style-type: none">◦ quantity and quality of talk◦ singing and nursery rhymes◦ shared reading◦ picture book genres◦ dramatic and pretend play◦ mark-making and early writing◦ learning to make meaning with new technologies

Module	Content
4	<p>Seeing young children as language and literacy learners from birth</p> <ul style="list-style-type: none"> • The Early Years Learning Framework • Observation • Record keeping • Interpretation and evaluation
5	<p>Language, literacy and culture: language and literacy education for diverse learners</p> <ul style="list-style-type: none"> • English as an additional language or dialect (EAL/D): Bidialectalism • EAL/D: Bilingualism • Social positioning • Gender • Children who experience disability
6	<p>Planning language- and literacy-rich experiences</p> <ul style="list-style-type: none"> • Literature • Play • New technologies

Note: *This schedule is a guide only to the topics to be covered in EDST212. The sequence and grouping of topics may be varied.*

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.*)

Students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/unit_offerings/128457/unit_guide/print) (https://students.mq.edu.au/unit_offerings/128457/unit_guide/print)

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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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.