



ECHE4330

Issues in Developmental Literacy

Session 2, Special circumstance 2020

Macquarie School of Education

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	7
<u>Delivery and Resources</u>	9
<u>Unit Schedule</u>	11
<u>Policies and Procedures</u>	12
<u>Changes since First Published</u>	13

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

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

Emilia Djonov

emilia.djonov@mq.edu.au

Contact via email or iLearn dialogue

29 Wally's Walk, Room 276

Consultation appointments can be arranged by email.

Tutor and marker

Rosemary Dunn

rosemary.dunn@mq.edu.au

Credit points

10

Prerequisites

130cp at 1000 level or above including (ECH231 or ECHE2310 or ECH214)

Corequisites

Co-badged status

Unit description

This unit furthers students' knowledge of children's language and literacy development and the role of English across the curriculum in prior-to-school and primary school (K-6) settings. Taking a multiliteracies research-informed perspective, students have opportunities to analyse children's reading and writing processes; explore, design, implement and evaluate strategies for assessing and promoting children's literacy development through a range of literary and factual (multimodal) texts; and examine literacy programming options in both prior-to-school and school-based settings. The unit emphasises the role of literacy education in promoting social justice for children experiencing difficulties in literacy learning, Indigenous and EAL-D (English as an additional language or dialect) learners.

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: Critically engage, individually and collaboratively, with research on multiliteracies, including new literacies and visual, multimodal and critical literacy.

ULO2: Understand the roles adults play in children's literacy development, the importance of oral language as foundational for literacy success, and the development of reading, writing, and multimodal and critical literacy.

ULO3: Understand the role and value of language and literacy across the curriculum in prior-to-school and school (K–6) contexts.

ULO4: Explore, design, implement and evaluate strategies for assessing and promoting children's literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities.

ULO5: Examine and evaluate literacy programming options in both prior-to-school and school-based settings.

ULO6: Understand the role of literacy education in promoting social justice for children experiencing difficulties in literacy learning, Indigenous and EAL/D (English as an additional language or dialect) learners.

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. [Exception: In Task 2, curriculum document outcomes/content may be shown in 10-point font, single spaced.]
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin

at least one week prior to the due date to obtain an Originality Report.

- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

- Students should regularly save a copy of all assignments before submission.
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.
- Late submissions: 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-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.

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.

Units with Submissions of Family & 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, adhere to ethical practices and are 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 a pseudonym for the focus child in Task 2. Do not record details that enable identification of a site, or of adults or children.

Assessment Tasks

Name	Weighting	Hurdle	Due
Task 1: Annotated bibliography and position paper	60%	No	Part A 24/08/20; Part B 06/10/20
Task 2: Literacy profile	40%	No	06/11/2020

Task 1: Annotated bibliography and position paper

Assessment Type ¹: Annotated bibliography

Indicative Time on Task ²: 45 hours

Due: **Part A 24/08/20; Part B 06/10/20**

Weighting: **60%**

Students explore current issues in early childhood literacy education by participating in discussions, and by developing an annotated bibliography and a position paper. This assignment is designed to enable students to learn to defend a research-informed point of view about an aspect of literacy. The assignment is developed in two stages: * Part A (worth 20% of final grade) consists of 4 or 5 entries for an annotated bibliography (max. 150 words each) and a 400-word summary of these. * Part B (worth 40% of final grade) includes 7 – 10 annotated bibliography entries (max. 150 words each), and a 1200 word position paper based on the research.

On successful completion you will be able to:

- Critically engage, individually and collaboratively, with research on multiliteracies, including new literacies and visual, multimodal and critical literacy.
- Understand the roles adults play in children's literacy development, the importance of oral language as foundational for literacy success, and the development of reading, writing, and multimodal and critical literacy.
- Understand the role and value of language and literacy across the curriculum in prior-to-school and school (K–6) contexts.
- Explore, design, implement and evaluate strategies for assessing and promoting children's literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities.
- Examine and evaluate literacy programming options in both prior-to-school and school-based settings.
- Understand the role of literacy education in promoting social justice for children

experiencing difficulties in literacy learning, Indigenous and EAL/D (English as an additional language or dialect) learners.

Task 2: Literacy profile

Assessment Type ¹: Project

Indicative Time on Task ²: 30 hours

Due: **06/11/2020**

Weighting: **40%**

Students work with a child aged between 4 and 12 over the course of 5 – 6 weeks and develop a research-based and suitably documented literacy profile of the child, and design, implement, document, evaluate and analyse the transferability (to a group context and a different age group) of a program for supporting the child's development in a justified literacy focus area. This assessment task includes an in-class presentation (not assessed) and a complete report/paper of approx. 2000 words.

On successful completion you will be able to:

- Critically engage, individually and collaboratively, with research on multiliteracies, including new literacies and visual, multimodal and critical literacy.
- Understand the roles adults play in children's literacy development, the importance of oral language as foundational for literacy success, and the development of reading, writing, and multimodal and critical literacy.
- Understand the role and value of language and literacy across the curriculum in prior-to-school and school (K–6) contexts.
- Explore, design, implement and evaluate strategies for assessing and promoting children's literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities.
- Examine and evaluate literacy programming options in both prior-to-school and school-based settings.
- Understand the role of literacy education in promoting social justice for children experiencing difficulties in literacy learning, Indigenous and EAL/D (English as an additional language or dialect) learners.

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

Required Texts

There are **two textbooks** for the unit. The first is **essential** for this unit and the second is **highly recommended**. They are:

1. Flint, A. S., Kitson, L., Lowe, K., Shaw, K., Humphrey, S., Vicars, M., & Rogers, J. (2020). *Literacy in Australia: Pedagogies for engagement* (3rd ed.). John Wiley & Sons Australia, Ltd.

You can purchase a copy of this textbook here: <https://www.booktopia.com.au/books-online/text-books/textbook-finder/macquarie-university/macquarie-university-semester-2/eche4330-issues-in-developmental-literacy/cXCMAC2002ECHE4330-p1.html>

2. Hill, S. (2012). *Developing early literacy: Assessment and teaching*. (2nded). South Yarra, Australia: Eleanor Curtain Publishing.

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. Available from: <https://docs.education.gov.au/node/2632>

2. NSW Board of Studies. (2012). *English K–10 syllabus*. Sydney: NSW Board of Studies. Retrieved from: <http://syllabus.nesa.nsw.edu.au/english/english-k10/>

Students should also download the **teaching resources** available at the following website (do this at the beginning of session):

Department of Education WA [Government of Western Australia] (2013). *First steps resources* (3rd edition). East Perth, Australia: Author.

Available for free download from: <http://det.wa.edu.au/stepsresources/detcms/navigation/first-steps-literacy/?oid=MultiPartArticle-id-13602018>

Other required readings

A list will be provided on iLearn and most of the readings will be accessible through the university library's Leganto system.

Information about the unit iLearn site

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted there, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

All students are encouraged to make full use of the iLearn site. Electronic links and suggested references will be included, and recommended readings will be accessible in the Leganto section. Please check the iLearn unit regularly.

Lectures

Weekly lectures are available on the web through the ECHO360 lecture component. You must view all lectures before or during the week in which each has been scheduled.

PowerPoint slides will be made available in iLearn for the weekly lecture and may be available in the Active Learning Tool, depending on the lecture.

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 (Task 1, especially).

Delivery

The unit is taught through two days of scheduled classes. You can find the dates and location information about these classes here: <https://timetables.mq.edu.au/2020/>

Scenario-based planning, assessment tasks and workshop sessions are included in these scheduled classes. Students are required to participate in small group activities and whole class discussion, to read the weekly material in advance, and to complete brief tasks either as

individuals or in pairs. Students should bring to these classes any discussion questions of their own that they may wish to share. In some weeks, students are asked to bring an artefact, draft writing, or other relevant item to class. This is indicated in the detailed unit schedule on iLearn and/or by the tutor.

Assignments enable the development of the ability to position oneself in current research-informed literacy debates as well as to teach effectively within diverse contexts. Research-focused literature searches are required to meet assignment criteria. Students are expected to base their arguments/discussions on evidence from published research and other relevant material.

The weekly program for the course with the accompanying readings/ preparation is available on the unit iLearn site.

Attendance

Attendance at all scheduled classes is expected.

Unit Schedule

Module 1: Establishing the frame for literacy learning

- Theoretical frames for multiple literacies
- Oral language, emergent literacy and play-based learning

Module 2: Literacy Pedagogies

- Scaffolding developing readers
- Scaffolding developing writers
- Supporting the literacy development of children experiencing learning difficulties
- Teaching spelling, grammar, and genre
- Multimodal literacy, children's literature and popular culture
- Record-keeping and assessment

Module 3: Socially just implementation

- Critical Literacy
- Literacy issues for Indigenous and EAL-D (English as an additional language or dialect) learners
- Issues in programming

A detailed and dated schedule with weekly readings and learning activities is provided on iLearn.

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/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

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

Results

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

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.

Changes since First Published

Date	Description
14/08/2020	An option section that contained the wrong dates for the on-campus session (from last year) had to be deleted to avoid confusing.
27/07/2020	Correction of two typographic errors in the due dates of assessment tasks