APPL8410

Literacies

Session 2, Special circumstance 2020

Department of Linguistics

Contents

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
Ingrid Piller
ingrid.piller@mq.edu.au

Hanna Torsh
hanna.torsh@mq.edu.au

Credit points
10

Prerequisites
Admission to MAppLing or MAppLingTESOL or MTransInterMAppLingTESOL or MAccComm

Corequisites

Co-badged status

Unit description
In this unit you will be introduced to the theory and practice of literacy studies from a social perspective. The subject draws on social theories and research in literacy and linguistics, with a particular focus on the sociolinguistics of language learning and multilingualism. The unit explores the nature of literacies, schooled and grassroots literacies, and literacies in their social, global, historical and technological contexts. Throughout the unit, participants are encouraged to reflect on literacies in their own fields of experience and how these relate to fair and equitable access to social goods such as education, employment, welfare or community participation.

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 an understanding of theoretical principles and recent developments in literacy research in a variety of social, global, historical and technological contexts.

ULO2: Critically evaluate relevant theoretical and empirical literature in literacy research and discuss a range of approaches to literacy.

ULO4: Analyze and report on data relevant to the intersection between literacies and

educational achievement.

ULO3: Identify and analyze the function of literacy in different communities and explore how diverse literacies relate to fair and equitable access to social goods such as education, employment, welfare or community participation.

ULO5: Communicate to a professional audience advanced knowledge and understanding of socially relevant issues related to literacies.

Assessment Tasks

Name	Weighting	Hurdle	Due
Quiz 1-10	20%	No	End of weeks 2-11 (Sunday, 11:59pm)
Participation	20%	No	Within 7 days of task release
Research blog post	40%	No	Within 2 weeks of presentation
Presentation	20%	No	Individually assigned during weeks 8-13

Quiz 1-10

Assessment Type [1]: Quiz/Test
Indicative Time on Task [2]: 10 hours
Due: **End of weeks 2-11 (Sunday, 11:59pm)**
Weighting: **20%**

There will be short online quizzes in weeks 2-11 consisting of multiple-choice and closed questions based on the content covered in the previous week. Each quiz will be valued 2%.

On successful completion you will be able to:

- Demonstrate an understanding of theoretical principles and recent developments in literacy research in a variety of social, global, historical and technological contexts.
- Critically evaluate relevant theoretical and empirical literature in literacy research and discuss a range of approaches to literacy.
- Analyze and report on data relevant to the intersection between literacies and educational achievement.
- Identify and analyze the function of literacy in different communities and explore how diverse literacies relate to fair and equitable access to social goods such as education, employment, welfare or community participation.

Participation

Assessment Type [1]: Participatory task
Indicative Time on Task [2]: 10 hours
Due: **Within 7 days of task release**
Weighting: **20%**

Participation will be measured by 10 small homework tasks to be undertaken throughout the term. Each task will consist of a comment of 70-100 words in response to research blog posts on Language on the Move. One or two tasks will be released each week and each task will be valued 2%.

On successful completion you will be able to:

- Demonstrate an understanding of theoretical principles and recent developments in literacy research in a variety of social, global, historical and technological contexts.
- Critically evaluate relevant theoretical and empirical literature in literacy research and discuss a range of approaches to literacy.
- Analyze and report on data relevant to the intersection between literacies and educational achievement.
- Identify and analyze the function of literacy in different communities and explore how diverse literacies relate to fair and equitable access to social goods such as education, employment, welfare or community participation.
- Communicate to a professional audience advanced knowledge and understanding of socially relevant issues related to literacies.

Research blog post

Assessment Type [1]: Essay
Indicative Time on Task [2]: 20 hours
Due: **Within 2 weeks of presentation**
Weighting: **40%**

For your research blog post you will write about the same topic you covered in your oral presentation. This time, you will be required to communicate the topic in writing to a broad professional audience. The task consists of two parts: an actual blog post (1,200 words) and a reflection (600 words). Detailed guidelines and a marking rubric will be made available on ilearn. Research blog posts of particularly high quality will be considered for publication on Language on the Move. In order to make optimal use of feedback received on the presentation, your research blog post will be due within 10 days of your oral presentation date. There will be no

extensions.

On successful completion you will be able to:
- Demonstrate an understanding of theoretical principles and recent developments in literacy research in a variety of social, global, historical and technological contexts.
- Critically evaluate relevant theoretical and empirical literature in literacy research and discuss a range of approaches to literacy.
- Analyze and report on data relevant to the intersection between literacies and educational achievement.
- Identify and analyze the function of literacy in different communities and explore how diverse literacies relate to fair and equitable access to social goods such as education, employment, welfare or community participation.
- Communicate to a professional audience advanced knowledge and understanding of socially relevant issues related to literacies.

Presentation

Assessment Type [1]: Presentation
Indicative Time on Task [2]: 10 hours
Due: **Individually assigned during weeks 8-13**
Weighting: **20%**

Individual oral presentation in class or on video. Presentations will be scheduled throughout the term and will be on assigned topics and dates.

On successful completion you will be able to:
- Demonstrate an understanding of theoretical principles and recent developments in literacy research in a variety of social, global, historical and technological contexts.
- Critically evaluate relevant theoretical and empirical literature in literacy research and discuss a range of approaches to literacy.
- Analyze and report on data relevant to the intersection between literacies and educational achievement.
- Identify and analyze the function of literacy in different communities and explore how diverse literacies relate to fair and equitable access to social goods such as education, employment, welfare or community participation.

- Communicate to a professional audience advanced knowledge and understanding of socially relevant issues related to literacies.

---

[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

Delivery of the unit is through ilearn, which students will be able to access from July 27 onward.

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.