APPL8270

Reading Development and Disorders

Session 2, Fully online/virtual 2021

Department of Linguistics

Contents

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Session 2 Learning and Teaching Update

The decision has been made to conduct study online for the remainder of Session 2 for all units WITHOUT mandatory on-campus learning activities. Exams for Session 2 will also be online where possible to do so.

This is due to the extension of the lockdown orders and to provide certainty around arrangements for the remainder of Session 2. We hope to return to campus beyond Session 2 as soon as it is safe and appropriate to do so.

Some classes/teaching activities cannot be moved online and must be taught on campus. You should already know if you are in one of these classes/teaching activities and your unit convenor will provide you with more information via iLearn. If you want to confirm, see the list of units with mandatory on-campus classes/teaching activities.

Visit the MQ COVID-19 information page for more detail.

General Information

Unit convenor and teaching staff
Convenor and Instructor
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Applied Linguistics and TESOL Course Director
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Administration
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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.

ULO2: Identify a range of reading assessment and intervention practices

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

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

Requesting an extension to assignment due date

On occasion, you may be in a situation when you aren't able to submit an assessment task on time. Extensions are only given in special circumstances, by completing a Special Consideration request. For more information on Special Consideration, see https://students.mq.edu.au/study/my-study-program/special-consideration

Late submission of assignments

If you haven't been approved for an extension and you submit your assessment task late, penalties are applied. You should consult your unit convenor if you are in this position. Late submissions will receive a 5% per day penalty. If you submit the assessment task 10 days or more beyond the due date, without an approved extension, you will be awarded a maximum of 50% of the overall assessment marks. Weekends and public holidays are included.

Assessment Tasks

Name	Weighting	Hurdle	Due
Online participation	10%	No	By Friday 5 November
Review Questions	20%	No	Mon 16 August
Critical review of literature	40%	No	Mon 27 September
Synopsis and Critique	30%	No	Friday 5 November

Online participation

Assessment Type [1]: Participatory task
Indicative Time on Task [2]: 10 hours
Due: **By Friday 5 November**
Weighting: **10%**

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

On successful completion you will be able to:

- Identify a range of reading assessment and intervention practices
- Interpret clinical data in the fields of reading assessment and intervention
- 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

Review Questions

Assessment Type [1]: Quiz/Test
Indicative Time on Task [2]: 15 hours
Due: **Mon 16 August**
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

Critical review of literature

Assessment Type [1]: Literature review
Indicative Time on Task [2]: 50 hours
Due: **Mon 27 September**
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.
- Identify a range of reading assessment and intervention practices
- Interpret clinical data in the fields of reading assessment and intervention
- 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

Synopsis and Critique

Assessment Type [1]: Essay
Indicative Time on Task [2]: 20 hours
Due: **Friday 5 November**
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.
- Identify a range of reading assessment and intervention practices
- Interpret clinical data in the fields of reading assessment and intervention
- Critically analyse empirical research in relation to differing theories of reading development and 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 via email)

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 Leganto on the i-learn unit home 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://policies.mq.edu.au). 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

Students seeking more policy resources can visit Student Policies (https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/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.