



EDST2100

Language and Literacies

Session 1, Special circumstances, North Ryde 2021

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 activities on campus, and most will keep an online version available to those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face 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

Ruth French

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Consultation appointments can be arranged by email

Lecturer

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Tutor and marker

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By arrangement via email or iLearn dialogue

Credit points

10

Prerequisites

80cp including (EDST100 or EDST1000) and admission to (BABEd(Prim) or BA-PsychBEd(Prim) or BTeach(ECE) or BEd(Prim))

Corequisites

Co-badged status

Unit description

This unit introduces students to language development, and to language and literacy in Australian curriculum documents, policies on literacy instruction, and quality instructional practices. The unit offers a systematic, research-based introduction to foundational knowledge of language and literacies. The unit focuses on developing knowledge of the language system and its uses, purposes, and practices in reading and writing. It stresses the importance of phonological and orthographic knowledge at the beginning of literacy instruction, as well as semantic, syntactic and pragmatic knowledge in developing reading and writing skills of all 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:** Explain the features of the six language and literacy modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance your own and your students' learning.
- ULO2:** Analyse the features of language systems and communication critical to code breaking and apply this knowledge to enhance teaching and learning.
- ULO3:** Analyse the features of language systems and communication critical to meaning making and how to apply this knowledge to enhance your own and your students' learning.
- ULO4:** Understand features of language systems, communication practices, and text genres critical for using and producing effective texts to enhance your own and your students' learning.
- ULO5:** Apply a foundational knowledge of language, images, and communication context to analyse instructional practices and texts, their linguistic features, effectiveness, and social purposes.
- ULO6:** Articulate and apply a developing knowledge of the six language and literacy

modes (listening, speaking, reading, writing, viewing, and visually representing) and the structural organisation and scope and sequence of curriculum content, as prescribed by relevant curriculum documents for prior-to-school and K-6 formal education contexts.

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.
- 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.
- Assignment cover sheets are NOT required. Please *don't* use a cover sheet as it merely creates more scrolling for markers.

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:

- Please do not request a re-mark for a Failed assessment 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.

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 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
Task 1 - Concepts in language and literacy	20%	No	Thursday 25/3/21 11:55pm
Task 2 - Major assignment (text analysis and planned learning experiences)	40%	No	Saturday 8/5/21 6:00 pm
Task 3 - Final examination	40%	No	Exam period (from 7/ 6/21). Date TBA

Task 1 - Concepts in language and literacy

Assessment Type ¹: Essay

Indicative Time on Task ²: 12 hours

Due: **Thursday 25/3/21 11:55pm**

Weighting: **20%**

Students use applied literacy examples to demonstrate understanding of fundamental concepts in language and literacy education and research. Detailed instructions will be available on the iLearn site for the unit. Approx. 500 words.

On successful completion you will be able to:

- Explain the features of the six language and literacy modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance your own and your students' learning.
- Analyse the features of language systems and communication critical to code breaking and apply this knowledge to enhance teaching and learning.
- Analyse the features of language systems and communication critical to meaning making and how to apply this knowledge to enhance your own and your students' learning.

Task 2 - Major assignment (text analysis and planned learning experiences)

Assessment Type ¹: Qualitative analysis task

Indicative Time on Task ²: 28 hours

Due: **Saturday 8/5/21 6:00 pm**

Weighting: **40%**

Students annotate one fictional and one non-fictional instructional text to design and plan literacy learning experiences appropriate for target learners. Detailed instructions will be available on the iLearn site for the unit. Approx. 1000 words.

On successful completion you will be able to:

- Analyse the features of language systems and communication critical to meaning making and how to apply this knowledge to enhance your own and your students' learning.
- Understand features of language systems, communication practices, and text genres critical for using and producing effective texts to enhance your own and your students' learning.
- Apply a foundational knowledge of language, images, and communication context to analyse instructional practices and texts, their linguistic features, effectiveness, and social purposes.
- Articulate and apply a developing knowledge of the six language and literacy modes (listening, speaking, reading, writing, viewing, and visually representing) and the structural organisation and scope and sequence of curriculum content, as prescribed by relevant curriculum documents for prior-to-school and K-6 formal education contexts.

Task 3 - Final examination

Assessment Type ¹: Examination

Indicative Time on Task ²: 25 hours

Due: **Exam period (from 7/6/21). Date TBA**

Weighting: **40%**

Students will be examined on their knowledge and understanding of the material covered in the lectures, classes and readings. All modules will be assessed. Students will be expected to understand and apply knowledge of language and images to examples of texts for / by children. They will also be asked to apply knowledge of literacy instruction across the six language modes to suggest productive literacy learning activities for given text/s. Duration: 2 hours.

On successful completion you will be able to:

- Explain the features of the six language and literacy modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance your own and your students' learning.
- Analyse the features of language systems and communication critical to code breaking and apply this knowledge to enhance teaching and learning.
- Analyse the features of language systems and communication critical to meaning making and how to apply this knowledge to enhance your own and your students' learning.
- Understand features of language systems, communication practices, and text genres critical for using and producing effective texts to enhance your own and your students' learning.
- Apply a foundational knowledge of language, images, and communication context to analyse instructional practices and texts, their linguistic features, effectiveness, and social purposes.

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

Prescribed and recommended readings

Compulsory texts:

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

Derewianka, B. (2011). *A new grammar companion for teachers*. Primary English Teaching Association.

Recommended additional texts:

Christie, F. (2005). *Language education in the primary years*. UNSW Press.

Derewianka, B. (2020). *Exploring how texts work* (2nd ed.) Primary English Teaching Association Australia (PETAA).

Derewianka, B & Jones, P. (2016). *Teaching language in context* (2nd ed.) Oxford University Press.

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

Hill, S. (2012). *Developing early literacy. Assessment and teaching* (2nd ed.). Eleanor Curtin Publishing.

Humphrey, S., Droga, L., & Feez, S. (2012). *Grammar and meaning* (2nd ed.). Primary English Teaching Association Australia (PETAA). **** Highly recommended. This book includes activities with answers, for developing and applying your grammar knowledge.**

Humphrey, S. & Vale, E. (2020) *Investigating model texts for learning*. Primary English Teaching Association Australia (PETAA).

Kalantzis, M, Cope, B., Chan, E. & Dalley-Trim, L. (2016). *Literacies* (2nd ed.). Cambridge University Press.

McLeod, S., & McCormack, J. (eds) (2015). *Introduction to speech, language and literacy*. Oxford University Press.

Moats, L. (2020). *Speech to print: Language essentials for teachers* (3rd ed.). Paul H. Brookes Pub. Co.

Tompkins, G.E., Smith, C., Campbell, R. & Green, D. (2018). *Literacy for the 21st Century: A balanced approach* (3rd ed.). Pearson Education Australia.

Walsh, M. (2011). *Multimodal literacy. Researching classroom practice*. e:lit Primary English Teaching Association.

Winch, G. (2013). *The grammar handbook*. Oxford University Press.

Winch, G., Johnston, R.R., March, P., Ljungdahl, L. & Holliday, M. (2020). *Literacy: Reading, writing and children's literature* (6th ed.). Oxford University Press.

Wing Jan, L. & Taylor, S. (2020). *Write ways*. (5th ed.). Oxford University Press.

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.

Various activities and materials for discussion and tutorial preparation will be provided. Electronic links and suggested references will be included in the Leganto section, which is linked to the library. Please check the *iLearn* site for the unit regularly.

Lectures

Lectures are available on the web through the Echo360 component. You must listen to *and view* all lectures. PowerPoint slides will be available in the Echo360 section. You are encouraged to create your own notes, however, rather than only downloading slides.

Access and technical assistance

Information for students about access to the online component of this unit is available at <https://ilearn.mq.edu.au/login/index.php>. 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 uploading 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**.

Structure

The unit will be delivered using a combination of lectures and tutorials. There will be a weekly 1-hour lecture, and in roughly every second week there will be an additional 1-hour lecture, that is, three lectures in a fortnight, on average. All lectures will be recorded and available in Echo360. Weekly 1.5 hour tutorials will be held for 'weekday attendance' [internal] students, while 'infrequent attendance' [external] students will have a combination of online tutorials (see the timetable for dates of these) and two half-day on-campus sessions.

In tutorials and at on-campus sessions (as relevant to their enrolment mode), students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. 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. Sometimes short 'homework' tasks will be set, which also need to be completed as tutorial preparation. The weekly program for the course with the accompanying readings/ preparation will be available on the unit iLearn site.

Unit Schedule

Weeks	Content & key information
Week 1	Module 1: Introduction to language and literacies; the 'four resources' model
Weeks 2 and 3	Module 2: Code-breaking End of Week 3: On-campus half-day #1 for 'infrequent attendance' students A non-assessable online quiz will be available on iLearn before the census date, so students can receive formative feedback on their progress.
Weeks 4, 5 and 6	Module 3: Meaning making Week 5: Task 1 due.
April 2 to 18	MQ recess
Weeks 7 and 8	Module 4: Text user End of Week 8: On-campus half-day #2 for 'infrequent attendance' students.
Week 9	Module 5: Text analyst/text critic End of Week 9: Task 2 due.
Weeks 10 and 11	No classes in EDST2100. Most students will be on professional experience placements.
Week 12	Module 5: Text analyst/text critic (continued from Week 9)

Week 13	Revision
University exam period	Task 3: Exam (date to be scheduled by the university)

There may be limited variation to this teaching schedule in response to student needs.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](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 \(https://students.mq.edu.au/support/study/policies\)](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 \(https://policies.mq.edu.au\)](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

School of Education Procedures

In addition, the following policies and procedures of the Macquarie School of Education are applicable in this unit.

Attendance for undergraduate units

All Internal ('weekday' mode) tutorials for this unit begin in Week 1 of Session.

Activities completed during weekly tutorials (whether face-to-face or online) or on-campus days (for external students) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit, and to build your capacity to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements.

Attendance at all tutorials or on-campus days is expected and the roll will be taken.

Students attending online tutorials will be expected to interact with others, for which it will be expected that their cameras are turned on and they are prepared to participate.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official MQ Student Email Address [Note: Please do not email staff from any email account other than your uni email account.]
- The Dialogue function on iLearn
- Other iLearn communication functions

External Students

1. The on-campus sessions on March 13 and May 1 2021 are essential to student engagement and learning, and attendance on both days is expected. Failure to attend, or to have an approved Special Consideration, may result in a Fail grade for the

unit. Please see attendance requirements in this unit guide.

2. Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points, and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.
3. Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

On campus sessions

The on campus sessions for this year are on:

March 13 (9:00-12:00)

May 1 (9:00-12:00)

Further specific details and any updates about times and locations will be posted on iLearn as an Announcement during the first half of the semester.

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.