



# EDST2100

## Language and Literacies

Session 1, In person-scheduled-weekday, North Ryde 2022

*Macquarie School of Education*

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#### **Disclaimer**

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## **General Information**

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Please email to organise a time if you would like a meeting with me.

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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.
- Faculty 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 - 10/100 marks of credit (10% of the total assessment weighting) will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessment - e.g. quizzes, online tests. A zero result for the assignment will be recorded after the late submission period has ended if no task has been received.
- 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://policies.mq.edu.au/document/view.php?id=277>

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
<b>HD</b> (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.
<b>D</b> (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.
<b>CR</b> (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.

<b>P</b> (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
<b>F</b> (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](https://ask.mq.edu.au).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Task 1 - Concepts in language and literacy</a>	20%	No	Saturday 26/3/22 11:59pm
<a href="#">Task 2 - Major assignment (text analysis and planned learning experiences)</a>	40%	No	Saturday 14/5/22 11:59pm
<a href="#">Task 3 - Handwriting</a>	0%	Yes	DAY mode Wk 6 tutorial; INFREQUENT mode Wk 5 class 23/3/22
<a href="#">Task 4 - Final examination</a>	40%	No	Exam period (from 6/6/22). Date TBA

### Task 1 - Concepts in language and literacy

Assessment Type <sup>1</sup>: Essay

Indicative Time on Task <sup>2</sup>: 15 hours

Due: **Saturday 26/3/22 11:59pm**



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

Assessment Type **1**: Qualitative analysis task

Indicative Time on Task **2**: 30 hours

Due: **Saturday 14/5/22 11:59pm**

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:

- 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 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 - Handwriting

Assessment Type <sup>1</sup>: Portfolio

Indicative Time on Task <sup>2</sup>: 5 hours

Due: **DAY mode Wk 6 tutorial; INFREQUENT mode Wk 5 class 23/3/22**

Weighting: 0%

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

Students demonstrate personal control of NSW Foundation Style handwriting: manuscript, cursive and numerals. Graded as Satisfactory/Unsatisfactory.

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.
- 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 4 - Final examination

Assessment Type <sup>1</sup>: Examination

Indicative Time on Task <sup>2</sup>: 26 hours

Due: **Exam period (from 6/6/22). 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.

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<sup>1</sup> 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.

<sup>2</sup> 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

### Compulsory Texts:

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

Derewianka, B. (2011). *A new grammar companion for teachers*. (2<sup>nd</sup> ed.). Primary English Teaching Association.

### Recommended Readings:

Callow, J. (2018). Classroom assessment and picture books: Strategies for assessing how students interpret multimodal texts. *Australian Journal of Language and Literacy*, 41(1), 5–20.

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

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

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

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

Ewing, R. (2001). *What is a functional model of language?* Primary English Teaching Association. (Original work published 1994)

French, R. (2017). 'The picture is pleading to us to help': Primary school children interpret a persuasive online video. *Practical literacy: The early and primary years*, 22(3), 29–31.

Hill, S. (2021). *Developing early literacy. Assessment and teaching* (3<sup>rd</sup> ed.). Eleanor Curtain Publishing.

Humphrey, S., Droga, L., & Feez, S. (2012). *Grammar and meaning* (2<sup>nd</sup> 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* (2<sup>nd</sup> 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*. Paul H. Brookes Pub. Co.

Murphy, S. (2021) *Teaching poetry for pleasure and purpose*. Primary English Teaching

Association.

Tompkins, G.; Campbell, R.; Green, D. (2018). *Literacy for the 21st Century: A balanced approach* (3<sup>rd</sup> ed.). Pearson Education Australia.

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

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

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

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

Yopp, H.K. & Yopp, R. H. (2009) Phonological awareness is child's play. *Young Children (YC)*, 64(1), 12–18, 21.

## 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 also be available in the Echo360 component. You are encouraged to create your own notes 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](https://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 including formatting of tables, 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 are 15 hours of lecture content. 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 made available in Echo360. In the final week of session, an optional revision lecture with live Q&A will be held online.

Weekly 1.5-hour tutorials will be held in Weeks 1 to 10 for students enrolled in the 'In-person - Weekday' attendance mode (total: 15 hours).

For students enrolled in the 'In-person - Infrequent' attendance mode, there is a combination of online 1.5-hour tutorials (in Weeks 1, 3, 6, 7, 9, 10) and two half-day on-campus sessions (total: 15 hours, made up of 9 hours in online tutorials and 6 hours in 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

Week of Session	Content & key information
Week 1	<b>Module 1: Introduction</b> to language literacies and children's literature; the 'four resources' model; overview of importance of oral language and vocabulary in literacy development.

Weeks 2 and 3	<p><b>Module 2: Code-breaking</b> including a focus on phonological and phonemic awareness; introduction to spelling; handwriting and keyboarding.</p> <p>A non-assessable online quiz will be available on iLearn before the census date, so students can receive formative feedback on their progress.</p>
Weeks 4, 5 and 6	<p><b>Module 3: Meaning making</b></p> <p>Literacy as meaning-focused; grammar as a resource for making meaning; how texts use language and images to make meaning.</p> <p>Week 4 – Language for expressing ideas.</p> <p>Week 5 – Language for connecting ideas and organising texts.</p> <p>During Week 5: <b>On-campus half-day #1</b> for 'infrequent attendance' students.</p> <p>Week 6 – Language for interacting with others.</p>
Week 7	<p><b>Module 4: Text user</b></p> <p>Language for different purposes: types of texts and discourse organisation.</p>
April 9 to 25	MQ recess
Week 8	<p><b>Module 4: Text user continued.</b></p> <p>Teaching writing: introduction to pedagogies for teaching composition of different types of texts including use of model texts and joint construction.</p> <p>During Week 8: <b>On-campus half-day #2</b> for 'infrequent attendance' students.</p>
Weeks 9 and 10	<p><b>Module 5: Text analyst/text critic</b></p> <p>Applying learning about language and images from previous weeks to interpret multimodal texts and provide feedback to students on work samples. Critical visual literacy in children's literature.</p>
Weeks 11 and 12	No classes in EDST2100. Most students will be on professional experience placements.
Week 13	Revision. No tutorials will be held this week. There will be an optional revision lecture with Q&A, conducted live via Zoom and recorded for students unable to attend.
University exam period	<b>Task 4: Exam</b> (date to be scheduled by the university)

## On-campus sessions for 'Infrequent' mode students

The on-campus sessions for this year are on:

Day 1: 23/3/22

Day 2: 27/4/22

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



## 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](#)
- [Assessment Procedure](#)
- [Complaints Resolution 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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

## School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in



this unit.

### **Attendance for undergraduate units**

All tutorials begin in Week 1 of Session. Activities completed during tutorials (and including on-campus sessions for 'infrequent' mode students) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements. Attendance at all tutorials or on-campus sessions is expected and the roll will be taken.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through eStudent. 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
- The Dialogue function on iLearn
- Other iLearn communication functions

### **'Infrequent' mode students**

- The on-campus sessions on 23/3/22 and 27/4/22 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.
- 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.

- 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.

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

### The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the 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

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)

## Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](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 from Previous Offering

The assessment tasks have been amended to include a handwriting hurdle task. This is to demonstrate professional competencies under NESA accreditation requirements.

## 5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course.

Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling.

In this unit, you will learn using the 5Rs framework in the following important ways:

- **Resilience** practised inside and outside of the classroom.

*Students will build resilience by engaging strongly with intellectually challenging content relevant to teaching. Students will draw on social and structural supports including meaningful interaction with a range of peers as well as teaching staff in the unit.*

- **Reflexive** in their teaching practice.

*Opportunities to develop a reflexive approach to practice will be specifically afforded by assessment Tasks 1, 2 and 3, where students should reflect upon feedback and then feed forward relevant advice, where possible, to subsequent assessment tasks and/or into their teaching practice in future professional experience placements.*

- **Responsive** to students, colleagues, parents and professional communities.

*Students will understand and respect 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 in homes/communities as well as in formal educational contexts. Students will begin to develop an understanding of the role of literacy education in promoting social justice for children experiencing difficulties in literacy learning, Indigenous learners and EAL/D (English as an additional language or dialect) learners - and their responsibilities as educators in being responsive to student diversity. Students will develop their own knowledge about language so that they are equipped better to understand children's language and literacy development and to provide meaningful feedback as responsive teachers in the future.*

- **Ready to learn.**

*Students will develop a foundational understanding of the role and value of language, literacy and children's literature across the curriculum in prior-to-school and school (K–6) contexts. They will demonstrate a basic working knowledge of aspects of language and literacies including phonology, grammar and text types including multimodal texts. This will form the basis for future learning in other units, that is, students are encouraged to see this unit as foundational and not an end point. Students will practise positive dispositions to professional learning, for example,*

*they will come to tutorials prepared for learning, including having completed prior reading and preparatory tasks, and bringing their own questions and key understandings to share. They will engage in small group activities and discussions. They will cultivate positive attitudes towards lifelong professional learning about language, literacy education and literature.*

- **Research-engaged** throughout their career.

*Students will engage, individually and collaboratively, with research-informed lecture content, tutorials and scholarly readings. In Tasks 1 and 2, students will apply analytical skills to texts, which will provide practice for similarly informed analysis in future professional work e.g. understanding students' phonemic awareness skills; applying knowledge of language to texts for and by children. Weekly readings will engage students with research-informed principles and practices in English/literacies education.*

## Changes since First Published

Date	Description
10/02/2022	Correction of one date in the unit schedule.