SPED8934

Language and Literacy Interventions for Deaf/Hard of Hearing Learners

Session 2, Online-flexible 2022

Macquarie School of Education

Contents

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General Information

Unit convenor and teaching staff
Unit Convenor
Gregory Leigh
gregory.leigh@mq.edu.au
Contact via gregory.leigh@mq.edu.au
NextSense Institute
9-5 Monday to Friday

Lecturer
Trudy Smith
trudy.smith@mq.edu.au
Contact via 0298720302
NextSense Institute
8-4 Monday to Friday

Master Disability Studies Course Director
Susan Silveira
susan.silveira@mq.edu.au
Contact via 0477202129
NextSense Institute
9-5 Monday to Friday

Credit points
10

Prerequisites
SPED8933 or SPED933

Corequisites

Co-badged status

Unit description
This unit aims to provide students with the knowledge to be competent in assessment as part
of an integrated approach to supporting the development and/or remediation of language and
literacy abilities in deaf and hard of hearing children. The course provides a foundation for
students to relate assessment of children's abilities to intervention and remediation
approaches in each of those areas.

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 knowledge of the principles of assessment in special education

ULO2: Demonstrate knowledge of, and the capacity to access, current professional literature in assessment, development and remediation of language and communication abilities in children and adolescents with hearing loss

ULO3: Demonstrate knowledge of a range of strategies and programs designed to facilitate/ remediate language and literacy development

ULO4: Demonstrate competence in reporting assessment results and establishing short and long term learning goals

ULO5: Demonstrate knowledge and skill with formal and informal approaches to assessing the language and literacy abilities of children and adolescents with hearing loss

General Assessment Information

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- The assignment title page should include the student's name, student number, unit code, title of the assessment and submitted word count.
- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using a minimum of Arial, 12-point font and 1.5 spacing.
- All assignments must be submitted through Turnitin as an accessible word document **– do not submit as a pdf.**
- Faculty assignment cover sheets are NOT required.
- It is the responsibility of the student to ensure that all assignments are successfully submitted through Turnitin (https://students.mq.edu.au/support/technology/systems/ ilearn/assignments-grades).
- For written assignments, the Turnitin Similarity Report must also be submitted using the correct Turnitin submission point at the time of assignment submission.

Draft Submissions and Turnitin Similarity Reports

Students must use the Turnitin Similarity Report as a learning tool to improve their academic writing and, in consideration of the report outcome, attend to any potential academic integrity issues, prior to submission of the final version of the assignment. Students are strongly encouraged to upload a draft copy of each assignment to Turnitin at least one week prior to the due date to obtain a Similarity Report. The Similarity 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.

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.
- 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.

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/assessment-exams/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.

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.

Late Assessment Submission Penalty

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of '0' (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm.

A 1-hour grace period is provided to students who experience a technical issue. This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings, etc.). Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs, etc.) will only be addressed

by the unit convenor in a Special Consideration application. Special Consideration outcome may result in a new question or topic.

Units with Quiz Assessments Online

Quizzes are an individual assessment task and **MUST BE COMPLETED** by each student individually. Similarities in responses between students will be checked and investigated for possible collusion. In submitting your responses to an online quiz you agree that you:

- have not included content that has previously been submitted for academic credit in this or any other unit
- are submitting answers which are your own work
- acknowledge that you are aware of, and are acting in accordance with the Macquarie University Academic Integrity Policy at: https://policies.mq.edu.au/document/view.php?id=3
- that you are not participating in any unacceptable academic activities such as cheating, collusion, deception, fabrication, impersonation, obstruction, plagiarism and/or sabotage.

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.

Note: If you fail a unit with a professional experience component, the fail grade will be on your transcript irrespective of the timing of the placement.

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. Please also contact the Course Director Sue Silveira on 0477202129 or susan.silveira@mq.edu.au, prior to withdrawing, for advice related to your progression.

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
Online test	20%	No	11.55pm 29/08/2022
Language Assessment Report	45%	No	11.55pm 30/09/2022

Name	Weighting	Hurdle	Due
Online quiz	35%	No	11.55pm 31/10/2022

Online test

Assessment Type [1]: Quiz/Test
Indicative Time on Task [2]: 10 hours
Due: **11.55pm 29/08/2022**
Weighting: **20%**

Test of content

On successful completion you will be able to:

- Demonstrate knowledge of the principles of assessment in special education

Language Assessment Report

Assessment Type [1]: Essay
Indicative Time on Task [2]: 20 hours
Due: **11.55pm 30/09/2022**
Weighting: **45%**

Interpretation of the results of a language assessment. (2000 words)

On successful completion you will be able to:

- Demonstrate knowledge of the principles of assessment in special education
- Demonstrate knowledge of, and the capacity to access, current professional literature in assessment, development and remediation of language and communication abilities in children and adolescents with hearing loss
- Demonstrate knowledge of a range of strategies and programs designed to facilitate/ remediate language and literacy development
- Demonstrate competence in reporting assessment results and establishing short and long term learning goals
- Demonstrate knowledge and skill with formal and informal approaches to assessing the language and literacy abilities of children and adolescents with hearing loss

Online quiz

Assessment Type [1]: Quiz/Test
Indicative Time on Task [2]: 15 hours
Due: **11.55pm 31/10/2022**
Weighting: **35%**

Quiz on Literacy Assessment

On successful completion you will be able to:
- Demonstrate knowledge of the principles of assessment in special education
- Demonstrate knowledge of a range of strategies and programs designed to facilitate/ remediate language and literacy development
- Demonstrate knowledge and skill with formal and informal approaches to assessing the language and literacy abilities of children and adolescents with hearing loss

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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

Required and recommended texts

Required: Salvia, J., Ysseldyke, J., & Witmer, S. (2017) *Assessment In Special and Inclusive Education*. 13th ed.

Published by Cengage. ISBN-10: 1-305-64235-X or ISBN-13: ISBN-13: 978-1-305-64235-5

Required: TASL Manual and forms, published by Moog Centre for Deaf Education

Information about the unit iLearn site

SPED8934 has a full web presence through iLearn. All requirements for this unit begin Session 2 Week 1, 2022. Students are expected to access the iLearn site and engage with unit materials regularly during session 2. Students will need regular access to a computer and the Internet to complete this unit.

Access and technical assistance

Information for students about access to the online component of this unit is available at https://il earn.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 your submissions. Assistance is available from IT Helpdesk ph: 1800 67 4357 or log a request at hel p.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.

Unit Schedule

Unit Schedule

Weeks 1-3: Principles of Assessment

Week 3 cont.: Fundamentals of language assessment for D/HH learners

Week 4: Effective Instructional Cycle

Week 5: Interventions for school-age learners (ages 8-18)

Week 6: Interventions for young learners (ages 4-7)

Week 7: Case study in language assessment and intervention

Week 8: Interventions for infants and toddlers (birth-3)

Week 9: Administration of language and literacy assessments

Week 10: Literacy assessment for deaf and hard of hearing children—the application of principles of assessment

Week 11: Principles and strategies of teaching / remediating literacy development

Week 12: Considering issues in language assessment and development for students with diverse backgrounds

Week 13: Considering issues in language assessment and development for students who use sign language

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
- 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). 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

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.

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/.

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.

5 R's Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout The Master of Disability Studies course. It is intended that, as a graduate professional, you will be:

1. Resilient;

2. Reflexive in your practice;

3. Responsive to students/clients, colleagues, parents, and professional communities;

4. Ready to learn; and

5. Research engaged.

Resilient	Reflexive	Responsive	Ready to learn	Research engaged
By developing strengths and strategies in seeking, reviewing, and processing new information. By managing multiple milestone tasks associated with the use of that information for your own learning.	By sharing about your professional experiences and understanding of the topics through discussion forums, and in your responses to the various assessment tasks.	By productively and respectfully responding to the ideas of peers and providing meaningful and supportive feedback. By assessing and responding to the learning needs of particular learners who are deaf or hard of hearing tin your assessment tasks.	By recognising your own learning needs relative to your current knowledge and pursuing the unit's learning objectives earnestly to ensure that you can go on to achieve positive language and literacy outcomes for the learners that you will work with in the future. By taking responsibility for learning independently as well as fostering collaborative learning in other students.	By engaging with literature as required and using your own research skills to seek out new information form the research literature to inform your learning and subsequent professional practice. By critically evaluating research studies and other published literature as part of an evidence-based approach to defining and using best practice in language and literacy development for deaf and hard of hearing learners