



# SPED8933

## Language and Literacy Learning in Deaf/ Hard of Hearing Children

Session 1, Online-flexible 2022

*Macquarie School of Education*

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#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Unit Convenor and lecturer

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NextSense Institute

Robyn Moore

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Credit points

10

Prerequisites

Admission to MDisabilityStud

Corequisites

Co-badged status

Unit description

This unit introduces students to the concepts and principles of language and literacy development and the relationship between the two. Emphasis is given to the structure and function of language; theoretical perspectives on the relationship between language and thought, and the developmental stages and processes of (spoken) language and literacy acquisition in both hearing and Deaf/Hard of Hearing children.

## 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 and discuss typical development of communication and language in hearing children and ways in which deafness/hearing loss impacts on that development

**ULO2:** Integrate the developmental processes of speaking, listening, reading, writing and thinking in the teaching of language and literacy

**ULO3:** Identify and describe major theoretical perspectives on typical development of

literacy and ways in which deafness/hearing loss impacts on this development

**ULO4:** Implement research and evidence-based practice in the teaching of language and literacy

**ULO5:** Examine and interpret how current research evidence on key variables influencing development of deaf children's literacy can be used to provide a basis for practical intervention

**ULO6:** Explain and discuss the importance of assessment as an ongoing component in the instructional process

# General Assessment Information

### **Assessment Presentation and Submission Guidelines**

Please follow these guidelines when you submit each assignment:

- **All assignments must comply with the NextSense Accessible Style Guide**
- The assignment title page should include the student 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 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.**
- 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>).
- **For written assignments, the Turnitin Similarity Report must also be submitted using the correct Turnitin submission point at the time of assignment submission.**
- Faculty assignment cover sheets are NOT required.

### **Draft Submissions & 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.
- Generally, one Similarity Report is generated every 24 hours up to the due date.
- For all written assignments, the Similarity Report must also be submitted using the correct Turnitin submission point.

### **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.

#### **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. Please see the Academic Integrity Policy at: <https://students.mq.edu.au/study/assessment-exams/academic-integrity>.

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-plan-ning-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
<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.

*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](mailto: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](https://ask.mq.edu.au).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Topic Test</a>	20%	No	21st March 2022
<a href="#">Case Study</a>	50%	No	9th May 2022
<a href="#">Topic Test</a>	30%	No	6th June 2022

### Topic Test

Assessment Type <sup>1</sup>: Quiz/Test

Indicative Time on Task <sup>2</sup>: 8 hours

Due: **21st March 2022**

Weighting: **20%**

Students will demonstrate knowledge and understanding through a topic test.

On successful completion you will be able to:

- Identify and describe major theoretical perspectives on typical development of literacy and ways in which deafness/hearing loss impacts on this development
- Implement research and evidence-based practice in the teaching of language and literacy
- Examine and interpret how current research evidence on key variables influencing development of deaf children's literacy can be used to provide a basis for practical intervention

### Case Study

Assessment Type <sup>1</sup>: Case study/analysis

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **9th May 2022**

Weighting: **50%**

Examination and analysis of features of language development (3500 words)

On successful completion you will be able to:

- Explain and discuss typical development of communication and language in hearing children and ways in which deafness/hearing loss impacts on that development
- Integrate the developmental processes of speaking, listening, reading, writing and thinking in the teaching of language and literacy
- Identify and describe major theoretical perspectives on typical development of literacy



and ways in which deafness/hearing loss impacts on this development

- Implement research and evidence-based practice in the teaching of language and literacy
- Explain and discuss the importance of assessment as an ongoing component in the instructional process

## Topic Test

Assessment Type <sup>1</sup>: Quiz/Test

Indicative Time on Task <sup>2</sup>: 12 hours

Due: **6th June 2022**

Weighting: **30%**

Students will demonstrate knowledge and understanding through a topic test

On successful completion you will be able to:

- Explain and discuss typical development of communication and language in hearing children and ways in which deafness/hearing loss impacts on that development
- Integrate the developmental processes of speaking, listening, reading, writing and thinking in the teaching of language and literacy
- Implement research and evidence-based practice in the teaching of language and literacy
- Examine and interpret how current research evidence on key variables influencing development of deaf children's literacy can be used to provide a basis for practical intervention
- Explain and discuss the importance of assessment as an ongoing component in the instructional process

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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

SPED8933 has a full web presence through iLearn. All requirements for this unit begin Session 1 Week 1, 2022. Students are expected to access the iLearn site and engage with unit materials

regularly during session 1.

### Support resources

Macquarie University has a range of services for students. If you are struggling with any aspect of academic life or career trajectory and skills, we have great supports within the university. Please refer to the comprehensive list of support services [here](#).

### Access and technical assistance

Information for students about access to the online component of this unit is available at <https://students.mq.edu.au/support/study/tools-and-resources/ilearn>. 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 [help.mq.edu.au](http://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 comprises thirteen (13) topics presented in asynchronous online streaming lectures, background papers and readings. Weekly Topic forums on iLearn facilitate student Q & A asynchronously. Two (2) one-hour Zoom tutorials enable students to discuss issues and questions arising from their studies; these live tutorials are Auslan interpreted and captioned.

## Unit Schedule

WEEK 1	February 21	Topic 1: <i>The organization of communication, language and mode (Speech/Sign/AAC)</i>
2	February 28	Topic 2: <i>What is language? Theories of language acquisition and development.</i>
3	March 7	Topic 3: <i>Early Language: Growth of language 0-3 years.</i>
4	March 14	Topic 4 (Part A): <i>Early school-age language development (3-7 years).</i>

5	March 21	Topic 4 (* Part B): <i>Introduction to language sampling (early school-age), analysis and profiling learning goals.</i>
6	March 28	Topic 5: <i>Impact of hearing loss on early language acquisition and development.</i>
7	April 4	Topic 6: <i>Development of pragmatic language abilities</i>
	April 11	Mid-Semester Recess                      EASTER
	April 18	Mid-Semester Recess
8	April 25	Topic 7: <i>Development of semantic abilities</i>
9	May 2	Topic 8 (Part A): <i>School-age language: Refinement and issues</i>
10	May 9	Topic 8 (* Part B): <i>Language sampling (upper primary school age), analysis and profiling learning goals.</i>
11	May 16	Topic 9: <i>Perspectives on language, literacy, and deafness-1</i> Topic 10: <i>Perspectives on language, literacy, and deafness-2</i>
12	May 23	Topic 11: <i>The roots of literacy acquisition: What is necessary and sufficient for literacy?</i> Topic 12: <i>Language skills, vocabulary, and potential alternative processing approaches: Are there capacity constraints for deaf learners?</i>
13	May 30	Topic 13: <i>Dual language acquisition and English literacy. Issues in literacy and sign bilingualism.</i>

## 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.

### **Unit Expectations**

- Students are expected to review all learning content on time and to contribute to online discussion in a timely way

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

### **External Students**

- Scheduled online Zoom tutorial sessions (Thursday 31 March, Thursday 28 April) are considered integral to student learning. While not compulsory, these Zoom meetings are recommended to support peer discussion and integration of knowledge. Auslan interpreters and captioning are provided. Attendance details appear on iLearn.

## 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/](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.

## 5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your course. Your use of the 5Rs Framework will help you develop the capabilities that will make your career sustainable and fulfilling. In this unit, you will learn using the 5Rs framework in the following important ways:

	Resilient	Reflexive	Responsive	Ready to learn	Research engaged
SPED8933	Students examine the nature and process of language-literacy development and build awareness of the personal resilience they will need to support the critical role of guiding language acquisition in young people with hearing loss/sensory disability.	Students critically appraise and reflect on their current experience and future practice supporting young language-literacy learners with hearing loss/sensory disability.	Students seek to develop greater understanding and skills to support the complex and individual language-literacy learning goals/ education of young people with hearing loss/sensory disability.  Students are encouraged to share/respond to the practice experience and ideas posted by their peers on topic forums, with meaningful and supportive feedback.	Students take responsibility for learning by pursuing individual interests through wider reading and engaging in collaborative activities with teaching colleagues and fellow students.	Students engage with literature and practice evidence to further develop the language-literacy teaching skills needed to sustain reflective practice.