EDUC3710

Reading Acquisition in the Primary Classroom

Session 1, Online-scheduled-weekday 2022

Macquarie School of Education

Contents

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General Information

Unit convenor and teaching staff
convenor
Hua-Chen Wang
huachen.wang@mq.edu.au
Contact via iLearn Dialogue
29WW Room 363
By appointment

Credit points
10

Prerequisites
130cp at 1000 level or above including (EDUC2600 or EDUC260)

Corequisites

Co-badged status

Unit description
This unit offers a systematic, research-based guide to teaching literacy in the first three years
of school. Its aim is to ensure that teachers can work with at-risk or reluctant readers in the
classroom as effectively as with children for whom reading seems to come naturally. Taking
an analytic approach to reading, the unit helps teachers to move children through the key
stages of early reading acquisition. It takes a balanced view of reading instruction, stressing
the importance of phonological processes at the beginning of literacy instruction as well as
semantic and syntactic ones.

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: Examine different theoretical perpectes and current research on how children
learn to read.

ULO2: Demonstrate knowledge of material covered in lectures, readings and tutorials.

ULO3: Critically review and apply current practices in teaching reading comprehension.

ULO4: Develop classroom strategies that enhance literacy learning for all students

especially those at-risk of failure; including the use of visual displays and cooperative learning.

ULO5: Explore ways of assessing, developing and implementing intervention programs for at-risk readers.

ULO6: Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching.

ULO7: Apply critical and creative thinking to organising and disseminating information.

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.

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 the correct file has been uploaded, that their submission has been successful, and that it 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.

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.

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
Quiz	20%	No	Week 6 (April 3rd, 2022)
Major Task	40%	No	End of Week 8 (May 1st, 2022)
Examination	40%	No	Exam week

Quiz

Assessment Type: Quiz/Test; Due: **Week 6 (April 3rd, 2022)** Weighting: **20%**

The quiz will be online and must be completed by the end of Week 6. The quiz will focus on your understanding of the content from Week 1 to Week 5. This online quiz will include multiple-choice questions and short-answer questions.

Major Task

Assessment Type: Design; Task Due: **End of Week 8 (May 1st, 2022)** Weighting: **40%**

There are two parts and you must respond to both parts.

Part A: Build a reading programme profile (20%)

The essay should be about 800 words (i.e. between 720 and 880 words) long. You will construct the reading programme profile of a school based on publicly available information.

Part B: Design a Reading-focused Programme (20%)

In this section, you will present a Reading-focused Programme with reference to the NSW English K – 10 Syllabus and your responses in Part A. If your programme needs to align with your responses in Part A.

Examination

Assessment Type: Examination; Due: **Exam week** Weighting: **40%**

The exam will will focus on your understanding of the content, including essential knowledge on phonological awareness, phonics, vocabulary, and reading comprehension. This exam will include multiple-choice questions and short-answer questions.

[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 Learning Skills Unit 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

Assessment Tasks

Name	Weighting	Hurdle	Due
Quiz	20%	No	Week 6 (April 3rd, 2022)
Major Task	40%	No	Week 8 (May 1st, 2022)
Examination	40%	No	Exam Week

Quiz

Assessment Type [1]: Quiz/Test
Indicative Time on Task [2]: 20 hours
Due: **Week 6 (April 3rd, 2022)**
Weighting: **20%**

The quiz will be held around Week 6. The quiz will focus on your understanding of the content from Week 1 to Week 5.

On successful completion you will be able to:
- Examine different theoretical perpectes and current research on how children learn to read.
- Demonstrate knowledge of material covered in lectures, readings and tutorials.
- Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching.

• Apply critical and creative thinking to organising and disseminating information.

Major Task

Assessment Type [1]: Design Task
Indicative Time on Task [2]: 30 hours
Due: **Week 8 (May 1st, 2022)**
Weighting: **40%**

This assignment requires build a school's reading profile based on publicly available information, as well as design a Reading-focused Programme accordingly.

On successful completion you will be able to:

• Examine different theoretical perpectes and current research on how children learn to read.

• Demonstrate knowledge of material covered in lectures, readings and tutorials.

• Critically review and apply current practices in teaching reading comprehension.

• Develop classroom strategies that enhance literacy learning for all students especially those at-risk of failure; including the use of visual displays and cooperative learning.

• Explore ways of assessing, developing and implementing intervention programs for at-risk readers.

• Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching.

• Apply critical and creative thinking to organising and disseminating information.

Examination

Assessment Type [1]: Examination
Indicative Time on Task [2]: 30 hours
Due: **Exam Week**
Weighting: **40%**

Examination

On successful completion you will be able to:

• Examine different theoretical perpectes and current research on how children learn to read.

- Demonstrate knowledge of material covered in lectures, readings and tutorials.

- Critically review and apply current practices in teaching reading comprehension.

- Develop classroom strategies that enhance literacy learning for all students especially those at-risk of failure; including the use of visual displays and cooperative learning.

- Explore ways of assessing, developing and implementing intervention programs for at-risk readers.

- Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching.

- Apply critical and creative thinking to organising and disseminating information.

[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 Texts

Fellowes, J., & Oakley, G. (2014). Language, Literacy and Early Childhood Education (2nd Ed.). South Melbourne, Australia: Oxford University Press.

Syllabus documents

https://curriculum.nsw.edu.au/learning-areas/english/english-k-10

Information about the unit 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 here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and students are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Weekly lectures are available on the web through the ECHO360 lecture component. You must

listen to all lectures if you do not attend these 'live'.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

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 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.

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 an d 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.

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. In this unit, students are encouraged to form study groups and participate in tutorials to practice drawing the social and structural supports around them. Given the unit materials are fully online and can be accessed with flexibility, students are encouraged to plan their study times and practice time management skills throughout the unit. Being able to use personal resource and social support, as well as managing time and multiple tasks are important resilience skills.

Reflexive. In this unit, students will be asked to share their knowledge and professional experience on the topics of reading instructions. After learning about the science of reading in the unit, students are asked to critically evaluate and reflect on their knowledge and practice. To ensure quality teaching outcomes, it is important to reflect and challenge our existing beliefs and make effective and impactful decisions based on research evidence

Responsive. For the tutorial participation, students are encouraged to provide meaningful and supportive feedback to each other. Throughout the unit, students are also asked to think about how their practice and their relationships to the community may impact their students and families.

Ready to learn. Students will learn the foundational and advanced knowledge in reading, including the cognitive science of language, phonemic awareness, phonics, vocabulary, reading comprehension and fluency. This knowledge forms a basis for future learning and understanding of the principals for effective instruction in reading acquisition. Students are encouraged to see this as a starting point, not an end point.

Research engaged. The importance of practice research-based instruction and making evidence-based decisions is embedded in all topics of the unit. In the main assessments, students will be given case scenarios and asked to provide appropriate assessments and

instructions that are based on research.