



EDUC8240

Effective Instruction in Reading and Writing

Session 2, Online-flexible 2024

Macquarie School of Education

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	5
<u>Delivery and Resources</u>	8
<u>Policies and Procedures</u>	9
<u>5Rs Framework</u>	11

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

Convenor

Hua-Chen Wang

huachen.wang@mq.edu.au

Contact via iLearn Dialogue

29WW 363

By appointment

Credit points

10

Prerequisites

Admission to MSpecEd or GradDipSpecEd or MInc&SpecEd or GradDipInc&SpecEd or GradCertLearnDiffSuppTeach

Corequisites

Co-badged status

Unit description

This unit is designed to provide knowledge and skills necessary to guide instructional and assessment practices in the areas of reading and writing in English, including processes for providing effective support to facilitate learning for students with reading and writing difficulties. It focuses on current research-based theories and pedagogies for reading and writing. Topics of the unit include key components of reading and writing such as phonics, reading fluency, reading comprehension, text types and spelling.

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 advanced discipline knowledge and an understanding of evidence-based practice in the areas of reading and writing instruction.

ULO2: Analyse strengths and weaknesses in current strategies and approaches to reading and writing instruction for diverse learners.

ULO3: Draw on unit content, professional experience and the evidence-based practice

literature to evaluate and critically reflect on instruction in reading and writing for diverse learners

ULO4: Critically evaluate a range of approaches to instruction and intervention in reading and writing to diverse learners.

ULO5: Apply knowledge of evidence-based practice in reading and writing to the design and adjustment of assessment tasks, instructional strategies and progress monitoring to diverse learners.

General Assessment Information

- Students should be aware of and apply the University policy on academic honesty (see: <https://policies.mq.edu.au/document/view.php?id=3>)
- Unless a Special Consideration (see: <https://students.mq.edu.au/study/assessment-exams/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.
- Please format assessments using 12-point font and 1.5 spacing.
- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.
- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.
- Word limits are strictly applied. Work above the word limit will not be marked.
- All assessments are marked using a rubric or a clear marking scheme.
- Marking of all assessments is moderated by the Unit Convenor.
- Applications for extensions must be made via AskMQ (<https://ask.mq.edu.au/>).

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

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 course 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 <https://ask.mq.edu.au>.

Assessment Tasks

In accordance with the Academic Integrity Policy a student must take responsibility, be proactive, take ownership and hold oneself responsible for ensuring all information and content, including citations and references in their assessment, have been generated and communicated in an ethical, honest and responsible manner. Failure to show responsibility by checking the accuracy and integrity of your own content, citations and references, or the submission of falsified content, is a breach of the Academic Integrity Policy.

Online Discussion Forum Participation

Students are to contribute to online discussion forums under each topic. The due dates for each task are indicated on iLearn. You will be asked to submit your discussion forum posts at the end of the semester using a template provided on iLearn.

Reading and Reading Comprehension Problem Set

Students are to answer a set of questions on the competency in essential discipline knowledge in reading and reading comprehension, as well as questions related to program design and assessments relevant to the topic (2,200 to 2,700 words).

Writing Problem Set

Students are to answer a set of questions on the competency in essential discipline knowledge in writing skills, as well as questions related to program design and assessments relevant to the topic (1,500 to 2,000 words).

Assessment Tasks

Name	Weighting	Hurdle	Due
Reading and Reading Comprehension Problem Set	50%	No	2024-09-27

Name	Weighting	Hurdle	Due
Online Discussion Forum Participation	10%	No	23:55, Sunday, Weekly.
Writing Problem Set	40%	No	2024-11-01

Reading and Reading Comprehension Problem Set

Assessment Type ¹: Problem set

Indicative Time on Task ²: 35 hours

Due: **2024-09-27**

Weighting: **50%**

Students are to answer a set of questions related to effective program design and assessments for reading and reading comprehension (2,200 to 2,700 words).

On successful completion you will be able to:

- Demonstrate advanced discipline knowledge and an understanding of evidence-based practice in the areas of reading and writing instruction.
- Analyse strengths and weaknesses in current strategies and approaches to reading and writing instruction for diverse learners.
- Critically evaluate a range of approaches to instruction and intervention in reading and writing to diverse learners.
- Apply knowledge of evidence-based practice in reading and writing to the design and adjustment of assessment tasks, instructional strategies and progress monitoring to diverse learners.

Online Discussion Forum Participation

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 10 hours

Due: **23:55, Sunday, Weekly.**

Weighting: **10%**

Students are to contribute to online discussion forums under each topic.

On successful completion you will be able to:

- Demonstrate advanced discipline knowledge and an understanding of evidence-based practice in the areas of reading and writing instruction.
- Analyse strengths and weaknesses in current strategies and approaches to reading and writing instruction for diverse learners.
- Draw on unit content, professional experience and the evidence-based practice literature to evaluate and critically reflect on instruction in reading and writing for diverse learners

Writing Problem Set

Assessment Type ¹: Problem set

Indicative Time on Task ²: 25 hours

Due: **2024-11-01**

Weighting: **40%**

Students are to answer a set of questions related to effective program design and assessments for writing (1,500 to 2,000 words).

On successful completion you will be able to:

- Demonstrate advanced discipline knowledge and an understanding of evidence-based practice in the areas of reading and writing instruction.
- Analyse strengths and weaknesses in current strategies and approaches to reading and writing instruction for diverse learners.
- Critically evaluate a range of approaches to instruction and intervention in reading and writing to diverse learners.
- Apply knowledge of evidence-based practice in reading and writing to the design and adjustment of assessment tasks, instructional strategies and progress monitoring to diverse learners.

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

Carine et al. (2017). Direct Instruction Reading (6th ed.). Text available via Person website.

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 external students especially 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 iLearn unite site. You must listen to all lectures.

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.

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Email: help.mq.edu.au.

On Campus: Ground floor at 18 Wally's Walk

Structure

The weekly program for the course with the accompanying readings/ preparation is available on the unit iLearn site.

In the tutorial 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. There will be a supporting iLearn site for the unit providing additional readings, links and materials. The weekly program for the course with the accompanying readings/ preparation is available on the following pages or on the unit iLearn site.

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 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://studentsupport.mq.edu.au>

dents.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 Advocacy](#) provides independent advice on MQ policies, procedures, and processes

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.

School of Education Procedures

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

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

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 online forums. Given the unit materials are fully online and can be accessed with time and location flexibility, students are encouraged to plan their study times, break down their major assessment to small parts and work through them progressively, and practise time management skills throughout the unit. Being able to draw on personal resources 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 and writing. After learning about the topics in the unit, students are asked to critically evaluate and reflect on their knowledge and practice. It is important to reflect and challenge our existing beliefs and make effective and impactful decisions based on research evidence to ensure quality teaching outcomes.

Responsive. For the online discussion assessment, 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 of reading and writing development. This knowledge forms a basis for future learning and understanding of the principles for effective instruction in reading and writing. 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.

Unit information based on version 2024.01 of the [Handbook](#)