COGS2050
Reading in the Mind and Brain
Session 1, In person-scheduled-weekday, North Ryde 2024
School of Psychological Sciences

Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information</td>
<td>2</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>3</td>
</tr>
<tr>
<td>General Assessment Information</td>
<td>3</td>
</tr>
<tr>
<td>Assessment Tasks</td>
<td>4</td>
</tr>
<tr>
<td>Delivery and Resources</td>
<td>7</td>
</tr>
<tr>
<td>Unit Schedule</td>
<td>7</td>
</tr>
<tr>
<td>Policies and Procedures</td>
<td>7</td>
</tr>
<tr>
<td>Inclusion and diversity</td>
<td>9</td>
</tr>
<tr>
<td>Professionalism</td>
<td>10</td>
</tr>
</tbody>
</table>

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

**COGS2050 Convenor**  
Lisi Beyersmann  
lisi.beyersmann@mq.edu.au

**COGS2050 Tutor**  
Catherine Mason  
catherine.mason@mq.edu.au

### Administration

**Bianca De Wit**  
biana.dewit@mq.edu.au

### Lecturer

**Lyndsey Nickels**

**Lili Yu**

**Genevieve McArthur**

**Saskia Kohnen**

**Anne Castles**

### Credit points

10

### Prerequisites

60cp at 1000-level or above

### Corequisites

Co-badged status
Unit description
Reading is critical for human cognition and communication, with impairments in reading leading to significant individual and societal costs. This unit will provide a detailed introduction to the science of reading, drawing on the critical mass of expertise in this field at Macquarie University. Topics covered will include theories and models of skilled reading, processes in learning to read, acquired and developmental dyslexia and their assessment and treatment, and neural markers of reading and dyslexia.

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 about cognitive theories of reading and reading development.
- **ULO2**: Understand the bases of different types of dyslexia including both developmental and acquired impairments.
- **ULO3**: Identify the neural markers associated with reading, reading development, and dyslexia.
- **ULO4**: Critically evaluate the scientific evidence for assessing and treating different types of dyslexia.
- **ULO5**: Display effective scientific communication in written form.

General Assessment Information
Grade descriptors and other information concerning grading are contained in the Macquarie University Assessment Policy.

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade and a mark which must correspond to the grade descriptors specified in the Assessment Procedure (clause 128).

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a final mark of 50 or better.

Further details for each assessment task will be available on iLearn.

Late Submissions
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,

https://unitguides.mq.edu.au/unit_offers/162976/unit_guide/print
up until the 7th day (including weekends). After the 7th day, a grade of ‘0’ 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 concern.

For example:

<table>
<thead>
<tr>
<th>Number of days (hours) late</th>
<th>Total Possible Marks</th>
<th>Deduction</th>
<th>Raw mark</th>
<th>Final mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 day (1-24 hours)</td>
<td>100</td>
<td>5</td>
<td>75</td>
<td>70</td>
</tr>
<tr>
<td>2 days (24-48 hours)</td>
<td>100</td>
<td>10</td>
<td>75</td>
<td>65</td>
</tr>
<tr>
<td>3 days (48-72 hours)</td>
<td>100</td>
<td>15</td>
<td>75</td>
<td>60</td>
</tr>
<tr>
<td>7 days (144-168 hours)</td>
<td>100</td>
<td>35</td>
<td>75</td>
<td>40</td>
</tr>
<tr>
<td>&gt;7 days (&gt;168 hours)</td>
<td>100</td>
<td>-</td>
<td>75</td>
<td>0</td>
</tr>
</tbody>
</table>

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration.

### Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Case analysis</strong></td>
<td>30%</td>
<td>No</td>
<td>See ilearn</td>
</tr>
<tr>
<td><strong>Weekly online quizzes</strong></td>
<td>15%</td>
<td>No</td>
<td>Weekly, one week after the Q&amp;A session for that lecture</td>
</tr>
<tr>
<td><strong>Final exam</strong></td>
<td>40%</td>
<td>No</td>
<td>On campus, during the exam period</td>
</tr>
<tr>
<td><strong>Tutorial activity sheet</strong></td>
<td>15%</td>
<td>No</td>
<td>To be handed in at the end of each tutorial</td>
</tr>
</tbody>
</table>

### Case analysis

Assessment Type ¹: Report
Indicative Time on Task ²: 30 hours
Due: See ilearn
Weighting: 30%

Analysis of data from an individual with a reading impairment in relation to a theoretical model of
On successful completion you will be able to:

- Demonstrate knowledge about cognitive theories of reading and reading development.
- Understand the bases of different types of dyslexia including both developmental and acquired impairments.
- Critically evaluate the scientific evidence for assessing and treating different types of dyslexia.
- Display effective scientific communication in written form.

**Weekly online quizzes**

Assessment Type: Quiz/Test
Indicative Time on Task: 10 hours
Due: **Weekly, one week after the Q&A session for that lecture**
Weighting: **15%**

Short weekly online quizzes

On successful completion you will be able to:

- Demonstrate knowledge about cognitive theories of reading and reading development.
- Understand the bases of different types of dyslexia including both developmental and acquired impairments.
- Identify the neural markers associated with reading, reading development, and dyslexia.

**Final exam**

Assessment Type: Examination
Indicative Time on Task: 40 hours
Due: **On campus, during the exam period**
Weighting: **40%**

2-hour exam, combination of multiple-choice and short essay questions

On successful completion you will be able to:

- Demonstrate knowledge about cognitive theories of reading and reading development.
• Understand the bases of different types of dyslexia including both developmental and acquired impairments.
• Identify the neural markers associated with reading, reading development, and dyslexia.
• Critically evaluate the scientific evidence for assessing and treating different types of dyslexia.
• Display effective scientific communication in written form.

Tutorial activity sheet
Assessment Type 1: Participatory task
Indicative Time on Task 2: 10 hours
Due: To be handed in at the end of each tutorial
Weighting: 15%

Short and highly structured tutorial activity sheet to be completed and submitted after each tutorial. These will be marked on a credit/no-credit basis. Top 5 activities will be taken into account for this assessment task (1 tutorial activity may be missed (or awarded no-credit) without penalty).

On successful completion you will be able to:
• Demonstrate knowledge about cognitive theories of reading and reading development.
• Understand the bases of different types of dyslexia including both developmental and acquired impairments.
• Identify the neural markers associated with reading, reading development, and dyslexia.
• Critically evaluate the scientific evidence for assessing and treating different types of dyslexia.
• Display effective scientific communication in written form.

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
As a student enrolled in this unit, you will engage in a range of online and face-to-face learning activities, including readings, face-to-face tutorials, online quizzes, lectures and weekly Q&A seminars. Details can be found on the iLearn site for this unit.

Recommended Readings
Details of the readings will be available via the Leganto Link on the unit’s ilearn website.

Technology Used
Active participation in the learning activities throughout the unit will require students to have access to a tablet, laptop or similar device. Students who do not own their own laptop computer may borrow one from the university library.

Unit Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Q&amp;A lecture topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to COGS 2050</td>
</tr>
<tr>
<td>2</td>
<td>Learning to read I</td>
</tr>
<tr>
<td>3</td>
<td>Learning to read II</td>
</tr>
<tr>
<td>4</td>
<td>Skilled reading I</td>
</tr>
<tr>
<td>5</td>
<td>Skilled reading II</td>
</tr>
<tr>
<td>6</td>
<td>Acquired dyslexia I</td>
</tr>
<tr>
<td>7</td>
<td>Acquired Dyslexia II</td>
</tr>
<tr>
<td>8</td>
<td>Developmental Dyslexia I</td>
</tr>
<tr>
<td></td>
<td>SEMESTER BREAK</td>
</tr>
<tr>
<td>9</td>
<td>Developmental Dyslexia II</td>
</tr>
<tr>
<td>10</td>
<td>Intervention I</td>
</tr>
<tr>
<td>11</td>
<td>Intervention II</td>
</tr>
<tr>
<td>12</td>
<td>Neural Markers I</td>
</tr>
<tr>
<td>13</td>
<td>Neural Markers II</td>
</tr>
</tbody>
</table>

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
Student Support

- 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

https://unitguides.mq.edu.au/unit_offerings/162976/unit_guide/print
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](https://www.mq.edu.au/services/student-support), or contact [Service Connect](https://www.mq.edu.au/services/student-support).

**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](https://www.mq.edu.au/about_us/offices_and_units/information_technology/help/). The policy applies to all who connect to the MQ network including students.

**Inclusion and diversity**

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers’ responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.
Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.