



# SPED8933

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

Session 1, Online-flexible 2024

*Macquarie School of Education*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Lecturer

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NextSense Institute

Course Director and Unit Convenor

Susan Silveira

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NextSense Institute

Monday to Friday 9-5pm

Graduate Studies Coordinator

Tanya Kysa

[student.enquiries@nextsense.org.au](mailto:student.enquiries@nextsense.org.au)

Contact via 0484913641

NextSense Institute

Monday, Tuesday, Thursday, Friday 9.30am-3pm

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

### Academic honesty

- At all times, students should be aware of and apply the Macquarie University policy on academic honesty (<https://policies.mq.edu.au/document/view.php?id=3>)
- Information on the acceptable and permitted use of generative artificial intelligence tools (GAI) is outlined in the instructions for each unit assessment task

### Assessment preparation guidelines

- Allow a left and right-hand margin of at least 2cm in all assignments.
- All assignments should be types using a minimum of Arial, 12-point font and 1.5 spacing.
- Word limits (+/- 10%) should be adhered to.
- Faculty assignment cover sheets are NOT required.
- 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 Turnitin Similarity Report. The Turnitin 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.

- **GAIT use is NOT permitted.** For all SPED8933 assessment tasks students are not permitted to use any content or ideas generated by third parties or artificial intelligence sources (i.e., Generative Artificial Intelligence Tools or GAITs) for **any purpose**, including summarising texts on the subject. Students may continue to use spelling/grammar checkers, e.g., Microsoft spell-check, Grammarly, and Turnitin Draft Coach; and referencing software, e.g., Endnote and Mendeley.
- Engaging with GAITs for all SPED8933 assessment tasks constitutes, and will be treated as a breach of academic integrity.

### **Assessment submission guidelines**

- The assignment title page should include the student's name, student number, unit code, title of the assessment and correct submitted word count.
- All assignments must be submitted electronically through Turnitin as a 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 - 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.
- For written assignments, the Turnitin Similarity Report must also be submitted using the correct Turnitin submission point at the time of assignment submission.
- 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 responses to an online quiz, students agree that they:

- are not participating in any unacceptable academic activities such as cheating, collusion, deception, fabrication, impersonation, obstruction, plagiarism and/or sabotage.
- have not included content that has previously been submitted for academic credit in this or any other unit
- are submitting answers which are their own work

- acknowledge they 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>

### **Application for Special Consideration – extensions**

- Applications for Special Consideration - extensions must be made via AskMQ (<https://ask.mq.edu.au/>).

### **Late submission of assessments**

- 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.
- The Special Consideration outcome may result in a new question or topic.
- It is not the responsibility of unit staff to contact students who have failed to submit assessments. It is the student's responsibility to contact the unit convenor when assessments are missed.

### **Assessment marking**

- Word limits are strictly applied. Work 10% above the word limit will not be marked. Work below the word count may attract a penalty.
- All assessments are marked using a clear marking scheme or a rubric.
- Marking of all assessments is moderated by the Unit Convenor.
- Turnitin plagiarism detection software is used to check all written assessments.

### **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. For Professional Experience units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds. 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
<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 contact the Graduate Studies Coordinator Tanya Kysa on 0484913641 or [student.enquiries@nextsense.org.au](mailto:student.enquiries@nextsense.org.au), prior to withdrawing, for advice related to your progression. You can also seek academic advice via <https://ask.mq.edu.au> before withdrawing 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 the Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to the 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	23.55pm 18/03/2024
<a href="#">Case Study</a>	50%	No	23.55pm 06/05/2024
<a href="#">Topic Test</a>	30%	No	23.55pm 31/05/2024

## Topic Test

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

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

Due: **23.55pm 18/03/2024**

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: **23.55pm 06/05/2024**

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: **23.55pm 31/05/2024**

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



<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

### Required and recommended texts

Owens, R.E. (2019/2020). Language development: An introduction (10th ed.) Boston: Pearson.

Prior editions of this text are also suitable e.g., Owens, R.E. (2016). Language development: An introduction (9th ed.).

### 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

### Information about the iLearn site

SPED8933 has a full web presence through iLearn. All requirements for this unit begin Session 1 Week 1, 2024. 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, 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. Assistance is available from IT Helpdesk ph: 02 98504357 and 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.

## Unit Schedule

<p><b>WEEK 1</b></p> <p>19 February 2024</p>	<p><b>Topic 1:</b> The organization of communication, language and mode (Speech/Sign/AAC)</p>
<p><b>WEEK 2</b></p> <p>26 February 2024</p>	<p><b>Topic 2:</b> What is language? Theories of language acquisition and development.</p>
<p><b>WEEK 3</b></p> <p>4 March 2024</p>	<p><b>Topic 3:</b> Early Language: Growth of language 0-3 years.</p>
<p><b>WEEK 4</b></p> <p>11 March 2024</p>	<p><b>Topic 4 (Part A):</b> Early school-age language development (3-7 years).</p>
<p>18 March 2024</p>	<p><b>Online Topic Test due</b></p>
<p><b>WEEK 5</b></p> <p>18 March 2024</p>	<p><b>Topic 4 (* Part B):</b> Introduction to language sampling (early school-age), analysis and profiling learning goals.</p>
<p><b>WEEK 6</b></p> <p>25 March 2024</p>	<p><b>Topic 5:</b> Impact of hearing loss on early language acquisition and development.</p>
<p><b>WEEK 7</b></p> <p>1 April 2024</p>	<p><b>Topic 6:</b> Development of Pragmatic language abilities</p>
<p><b>WEEK 8</b></p> <p>8 April 2024</p>	<p><b>Topic 7:</b> Development of Semantic abilities</p>
<p><b>WEEK 9</b></p> <p>29 April 2024</p>	<p><b>Topic 8 (Part A):</b> School-age language: Refinement and issues</p>
<p><b>WEEK 10</b></p> <p>6 May 2024</p> <p>Case Study due</p>	<p><b>Topic 8 (* Part B):</b> Language sampling (upper primary school age), analysis and profiling learning goals.</p>

<b>WEEK 11</b> 13 May 2024	<b>Topic 9:</b> Perspectives on language, literacy, and deafness-1  <b>Topic 10:</b> Perspectives on language, literacy, and deafness-2
<b>WEEK 12</b> 20 May 2024	<b>Topic 11:</b> The roots of literacy acquisition: What is necessary and sufficient for literacy?  <b>Topic 12:</b> Language skills, vocabulary, and potential alternative processing approaches: Are there capacity constraints for deaf learners?
<b>WEEK 13</b> 27 May 2024	<b>Topic 13:</b> Dual language acquisition and English literacy. Issues in literacy and sign bilingualism.
31 May 2024	<b>Online Topic Test due</b>

## 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](http://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](#).

## 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 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/](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

### 5 Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout this unit. 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
Students gain exposure to the disability sector and develop an understanding of the critical role they will play, the need for personal resilience and resilient approaches when supporting people with disability.	Students are encouraged to critically reflect in the context of themselves as a practitioner, their previous and future professional experiences and the engagement they will have with people, organisations and society in general.	<p>The individualised learning content encourages students to be responsive to clients, organisations and critical issues faced in the disability sector.</p> <p>Students are expected to be responsive to the ideas of peers and provide meaningful and supportive feedback.</p>	<p>Students are encouraged to reflect and then identify their own learning needs for their context, to pursue learning that achieves great outcomes for all people they work with now and into the future.</p> <p>Students take responsibility for learning independently as well as fostering collaborative learning in other students.</p>	Students engage with literature and base their practice on evidence. Students practice academic integrity as they learn to explore contemporary and relevant literature.

Unit information based on version 2024.02 of the [Handbook](#)