



SPED8934

Language and Literacy Interventions for Deaf/Hard of Hearing Learners

Session 2, Online-flexible 2024

Macquarie School of Education

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

Trudy Smith

trudy.smith@mq.edu.au

Contact via 0408403829

NextSense Institute

Monday to Friday 9am-5pm

Course Director

Susan Silveira

susan.silveira@mq.edu.au

Contact via 0477202129

NextSense Institute

Monday to Friday 9-5pm

Graduate Studies Coordinator

Tanya Kysa

tanya.kysa@mq.edu.au

Contact via 0484913641

NextSense Institute

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

Administration

Celise Hill

celise.hill@mq.edu.au

NextSense Institute

Credit points

10

Prerequisites

SPED8933 or SPED933

Corequisites

Co-badged status

Unit description

This unit aims to provide students with the knowledge to be competent in assessment as part of an integrated approach to supporting the development and/or remediation of language and literacy abilities in deaf and hard of hearing children. The course provides a foundation for students to relate assessment of children's abilities to intervention and remediation approaches in each of those areas.

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 of the principles of assessment in special education

ULO2: Demonstrate knowledge of, and the capacity to access, current professional literature in assessment, development and remediation of language and communication abilities in children and adolescents with hearing loss

ULO3: Demonstrate knowledge of a range of strategies and programs designed to facilitate/ remediate language and literacy development

ULO4: Demonstrate competence in reporting assessment results and establishing short and long term learning goals

ULO5: Demonstrate knowledge and skill with formal and informal approaches to assessing the language and literacy abilities of children and adolescents with hearing loss

General Assessment Information

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
- 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.

Assessment preparation guidelines

- Word limits (+/- 10%) should be adhered to.
- 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.
- Faculty assignment cover sheets are NOT required.
- 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.**
- 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 SPED8934 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 SPED8934 assessment tasks constitutes and will be treated as a breach of academic integrity.

Assessment submission guidelines

- 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.

Online quizzes

In submitting responses to an online quiz, students agree that they:

- are aware of, and are acting in accordance with the Macquarie University Academic Integrity Policy and the standards set out in Schedule 2 (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/academic-integrity>)
- adhere to standard principles of ethical behaviour that apply to professionals such as themselves.
- complete the quiz with integrity and honesty and when they do otherwise, they risk causing personal reputational and academic harm.
- demonstrate an understanding of the impact of unethical behaviour on their chosen professional role in supporting people with sensory disability.
- will not participate in any unacceptable academic activities such as cheating, collusion, deception, fabrication, impersonation, obstruction, plagiarism and/or sabotage
- refrain from copying any or all aspects of the quiz using screenshots, photos or other methods.
- refrain from sharing any aspects of the quiz on social media or in other ways.
- not include content in their answer/s that have previously been submitted for academic credit in this or any other unit.
- submit answers which their your own work.
- acknowledge that they are not permitted to directly copy answers from this unit's learning content, or copy information from the Internet or from a Generated Artificial Intelligence source.

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
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 contact the Graduate Studies Coordinator Tanya Kysa on 0484913641 or 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](#)

Assessment Tasks

Name	Weighting	Hurdle	Due
Online test	20%	No	2024-08-17
Online quiz	35%	No	2024-09-07
Language Assessment Report	45%	No	2024-10-19

Online test

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 10 hours

Due: **2024-08-17**

Weighting: **20%**

Test of content

On successful completion you will be able to:

- Demonstrate knowledge of the principles of assessment in special education

Online quiz

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 20 hours

Due: **2024-09-07**

Weighting: **35%**

Quiz on Literacy Assessment

On successful completion you will be able to:

- Demonstrate knowledge of the principles of assessment in special education
- Demonstrate knowledge of a range of strategies and programs designed to facilitate/remediate language and literacy development

- Demonstrate knowledge and skill with formal and informal approaches to assessing the language and literacy abilities of children and adolescents with hearing loss

Language Assessment Report

Assessment Type ¹: Essay

Indicative Time on Task ²: 20 hours

Due: **2024-10-19**

Weighting: **45%**

Interpretation of the results of a language assessment. (2000 words)

On successful completion you will be able to:

- Demonstrate knowledge of the principles of assessment in special education
- Demonstrate knowledge of, and the capacity to access, current professional literature in assessment, development and remediation of language and communication abilities in children and adolescents with hearing loss
- Demonstrate knowledge of a range of strategies and programs designed to facilitate/ remediate language and literacy development
- Demonstrate competence in reporting assessment results and establishing short and long term learning goals
- Demonstrate knowledge and skill with formal and informal approaches to assessing the language and literacy abilities of children and adolescents with hearing loss

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

Assessment in Special and Inclusive Education by Salvia, Ysseldyke, and Witmer (13th Edition, 2017) (ISBN-10: 1-305-64235-X or ISBN-13: ISBN-13: 978-1-305-64235-5)

Journal of Deaf Studies and Deaf Education. Volume 29, Issue SI, February 2024. Special Issue:

Family-Centered Early Intervention Deaf/Hard of Hearing (FCEI-DHH). [Link to articles.](#)

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

SPED8934 has a full web presence through iLearn. All requirements for this unit begin Session 2 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. 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

Week	Date	Topic/ Activities	Reading
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1	Jul 22	<p>Topic 1: Principles of assessment</p> <ul style="list-style-type: none"> • The link between assessment and instruction: The instructional cycle • Assessment defined • Assessment vs testing • Types of educational assessment decisions • RIOT <p>Format: Online lecture, required reading and associated reflections/ activities</p>	Salvia, Ysseldyke, & Witmer (2017), Chapter 1 and 2
2	Jul 29	<p>Topic 2: Principles of assessment (2)</p> <ul style="list-style-type: none"> • Test reliability and validity • Evaluating a test • Test scores and interpretation • Assessment terminology <p>Format: Online lecture and required reading</p>	Salvia, Ysseldyke, & Witmer (2017), Chapters 4 and 5
3	Aug 5	<p>Topic 3: Administration of language and literacy assessments</p> <ul style="list-style-type: none"> • Impact of hearing loss on spoken language development – why language assessment is important. • Framework for language assessment • Domains for language assessment • Impact of hearing loss on language learning <p>Format: Online lecture and required reading.</p> <p>(Note: Assessment 1 Quiz opens 9th August, closes week 4 17th August: Principles of Assessment)</p>	Salvia, Ysseldyke, & Witmer (2017), Chapter 13

<p>4</p>	<p>Aug 12</p>	<p>Topic 4: Administration and interpretation of literacy assessments</p> <ul style="list-style-type: none"> • Phonemic and phonological awareness and decoding assessment tools • Vocabulary and syntax assessment tools • Comprehension assessment tools • Systematic vocabulary and reading instruction <ul style="list-style-type: none"> ◦ Literacy assessment procedures ◦ Selection of assessment and application ◦ Analysing, reporting and responding to assessment results <p>Format: Online lecture, required reading and associated reflections/ activities.</p>	<p>Salvia, Ysseldyke, & Witmer (2017), Chapter 15</p>
<p>5</p>	<p>Aug 19</p>	<p>Topic 5: Literacy assessment for d/hh children—the application of principles of assessment</p> <ul style="list-style-type: none"> • Designing and applying an assessment strategy for monitoring literacy development and designing intervention <p>Additional video content: Writing SMART Goals</p> <p>Format: On-line lecture, required reading and extra viewing.</p>	<p>Salvia, Ysseldyke, & Witmer (2017), Chapter 15</p>

6	<p>Aug 26</p>	<p>Topic 6: Goal setting</p> <ul style="list-style-type: none"> • Teacher of the Deaf Elaborations of the Australian Professional Standards for Teachers • The instructional cycle <ul style="list-style-type: none"> ◦ Assessing language skills ◦ Communicating assessment results ◦ Planning and implementing programs ◦ Diagnostic teaching ◦ Evaluating student outcomes and resources • Goal setting and IEPs <p>Additional video content: Completing reports with assessment data.</p> <p>Format: Online lecture, required reading and extra viewing.</p> <p>(Note: Assessment 2 Quiz opens 30th August, closes week 7, 7th September- Language and Literacy Assessment)</p>	<p>Salvia, Ysseldyke, & Witmer (2017), Chapter 17</p>
7	<p>Sept 2</p>	<p>Topic 7: Specific Teaching Strategies for intervention</p> <ul style="list-style-type: none"> • Planning and implementing programs- embedding goals into mainstream programs • Strategies to promote audition and language development • Pragmatic checklist • Designing lesson plans <p>Zoom Meeting 9 September: Using Assessment Data to Identify Goals</p> <p>Format: Online lecture, required reading and Zoom meeting.</p>	<p>Salvia, Ysseldyke, & Witmer (2017), chapter 20</p>

8	Sept 9	<p>Topic 8: <i>Intervention for school aged students</i></p> <ul style="list-style-type: none"> • Diagnostic teaching • Evaluating student outcomes and resources • Remedial approach to teaching <p>Format: Online lecture, required reading and associated reflections/ activities</p> <p>(Note: Assessment Task 3 available 13thSeptember)</p>	Salvia, Ysseldyke, & Witmer (2017), Chapter 11
Recess	Sept 16		
Recess	Sept 23		
9	Sept 30	<p>Topic 9: <i>Early intervention considerations</i></p> <ul style="list-style-type: none"> • Family Centred Early Intervention • Early support monitoring protocol • Approaches to fostering early literacy acquisition • Play <p>Zoom meeting 30 September: creating activities based on goals, assignment questions.</p> <p>Format: Online lecture and required reading, and Zoom meeting.</p>	JDSDE Special FCEI Edition 2024
10	Oct 7	<p>Topic 10: <i>Principles and strategies for teaching and remediating literacy development</i></p> <ul style="list-style-type: none"> • Instructional issues in literacy development. • Approaches to fostering early literacy acquisition • Specific remediation strategies • Metacognition <p>Format: Narrated PPT, suggested readings</p>	Listed on presentation

11	Oct 14	<p>Topic 11: <i>Consultation and Collaboration in Assessment and Intervention</i></p> <ul style="list-style-type: none"> • Communicating with peers and stakeholders • Coaching strategies • Inter- and trans-disciplinary teamwork <p>Format: Online lecture and required reading.</p> <p>(Assessment task 3 Due 19th October)</p>	Salvia, Ysseldyke, & Witmer (2017), Chapter 23
12	Oct 21	<p>Topic 12: <i>Considering issues in language assessment and development for students with diverse backgrounds</i></p> <ul style="list-style-type: none"> • Assessment strategies and instruments for assessing students with ESL • Assessment strategies and instruments for assessing students with additional disabilities • Indicators for intervention/remediation <p>Format: On-line lecture</p>	Salvia, Ysseldyke, & Witmer (2017), Chapter 21 and 6
13	Oct 28	<p>Topic 13: <i>Considering issues in language assessment and development for students who use sign language</i></p> <ul style="list-style-type: none"> • Assessment strategies and instruments for assessing Auslan development • Indicators for intervention/remediation <p>Format: On-line lecture</p>	

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://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/.

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.

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