



# EDUC3730

## Literacy in a Multicultural Society

Session 2, In person-scheduled-infrequent, North Ryde 2024

*Macquarie School of Education*

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#### **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](mailto:huachen.wang@mq.edu.au)

29WW Room 363

By appointment

Credit points

10

Prerequisites

130cp at 1000 level or above or ARTS2000

Corequisites

Co-badged status

Unit description

The aim of this unit is to extend knowledge of current theories, research and practice relevant to the teaching of literacy in global multicultural contexts. The emphasis is on learners of all ages from diverse social and cultural backgrounds, including those who are experiencing reading and writing difficulties. It is therefore relevant to the teaching of students using English as an additional language.

## 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 understanding of Second language acquisition.

**ULO2:** Demonstrate understanding of the cultural and social context of language learning in the Australian context.

**ULO3:** Demonstrate knowledge of key terms used in literacy in a multicultural society.

**ULO4:** Demonstrate understanding of reading and writing difficulties in EALD students.

**ULO5:** Demonstrate knowledge of strategies to support all learners in literacy success.

**ULO6:** Demonstrate understanding of issues of equity in literacy across the curriculum.

## 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.

### Exams

- The exam timetable is not typically finalised until mid-semester. Once it is available, please take careful note of the date and time of the exam. No early examinations can be

set for individuals. Do not plan leave until you have seen the exam timetable.

- The exam is an invigilated, on-campus exam. Students are expected to be available at the date and time designated in the exam timetable. If you experience serious and unavoidable difficulties at exam time, you can consider applying for Special Consideration. For students who have experienced serious and unavoidable difficulties at exam time, a later supplementary exam will be held, and any such students must make themselves available for whenever that is scheduled.

### **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 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 [ask.mq.edu.au](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.

### **Literacy Need Analysis**

This assignment task is to create literacy strategies in a culturally and linguistically diverse school. The strategies should be based on the unit content. More information can be found on iLearn unit site.

### **Referencing**

- You are expected to use APA referencing style in your research report.
- An APA referencing guide can be accessed through the Library's Multisearch function. It provides tools and templates to assist you to correct format citations in APA 7.
- If you would like additional assistance, the following website is also particularly useful: <https://libguides.mq.edu.au/referencing/APA7thEdition>

### **Word Count**

- 1,500 words. State your word count on your title page. Reports that exceed the word limit by 10% or more will be penalised.
- The reference list is not counted in the word limit.

### **Weekly Discussion Forum**

Students are to contribute to online discussion forums under each topic. The due dates for each

task will be 23:55, Wednesdays. Specific details will be provided on iLearn. You will be asked to submit your discussion forum posts at the end of the semester using a template provided on iLearn.

## **FINAL EXAMINATION**

The final exam, held in the formal examination period, is 2 hours long. It is designed to test your ability to apply conceptual knowledge developed throughout the unit. The exam will include a combination of multiple-choice, short answer and extended response questions. All modules/topics in the unit will be examinable.

### ***Exam Timing***

- Please view the exam timetable at <https://iexams.mq.edu.au/>. The exam timetable does not typically become available until the mid-session recess. Once it is available, please mark the date in your calendar.
- Please note: EDUC3730 teaching staff do not have any power to change the date and do not know the date in advance.
- You are expected to be available at the time designated in the exam timetable.

### ***Failure to Sit/Attend***

- Macquarie University policy requires that no early examinations be set for individuals. Late examinations are only given in exceptional circumstances. Please do not book holidays until you have seen the Exam Timetable.
- The only exception to not sitting an examination at the designated time is because of documented illness or unexpected and unavoidable misadventure. In these circumstances you must apply for Special Consideration within the window of time indicated in the university policy (see link above).

## **Assessment Tasks**

Name	Weighting	Hurdle	Due
<a href="#"><u>Literacy needs analysis</u></a>	45%	No	2024-10-04
<a href="#"><u>Participation:</u></a>	10%	No	23.55, Weekly, Wednesdays
<a href="#"><u>Exam</u></a>	45%	No	Exam period

### **Literacy needs analysis**

Assessment Type <sup>1</sup>: Report

Indicative Time on Task <sup>2</sup>: 35 hours

Due: **2024-10-04**

Weighting: **45%**

Critical analysis of specific literacy needs for a specific content area, design of pedagogical strategies. 2000 words

On successful completion you will be able to:

- Demonstrate understanding of Second language acquisition.
- Demonstrate understanding of the cultural and social context of language learning in the Australian context.
- Demonstrate knowledge of key terms used in literacy in a multicultural society.
- Demonstrate understanding of reading and writing difficulties in EALD students.
- Demonstrate knowledge of strategies to support all learners in literacy success.
- Demonstrate understanding of issues of equity in literacy across the curriculum.

## Participation:

Assessment Type **1**: Participatory task

Indicative Time on Task **2**: 10 hours

Due: **23.55, Weekly, Wednesdays**

Weighting: **10%**

Demonstration of participation in online forums

On successful completion you will be able to:

- Demonstrate understanding of Second language acquisition.
- Demonstrate understanding of the cultural and social context of language learning in the Australian context.
- Demonstrate knowledge of key terms used in literacy in a multicultural society.
- Demonstrate understanding of reading and writing difficulties in EALD students.
- Demonstrate knowledge of strategies to support all learners in literacy success.
- Demonstrate understanding of issues of equity in literacy across the curriculum.

## Exam

Assessment Type **1**: Examination

Indicative Time on Task **2**: 35 hours

Due: **Exam period**

Weighting: **45%**

Exam questions assessing key concepts and principles addressed in the unit

On successful completion you will be able to:

- Demonstrate understanding of Second language acquisition.
- Demonstrate understanding of the cultural and social context of language learning in the Australian context.
- Demonstrate knowledge of key terms used in literacy in a multicultural society.
- Demonstrate understanding of reading and writing difficulties in EALD students.
- Demonstrate knowledge of strategies to support all learners in literacy success.
- Demonstrate understanding of issues of equity in literacy across the curriculum.

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<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

### 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 unit iLearn site. You must listen to all lectures if you do not attend these 'live'.

PowerPoint slides of the weekly lecture are also available in iLearn.



## **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: 1800 67 4357 or 1800 67 4357

Log a request at [help.mq.edu.au](http://help.mq.edu.au).

On Campus: Ground floor at 18 Wally's Walk

## **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.
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## **Structure**

The unit structure can be found on the iLearn unit page.

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 website for the unit providing additional readings, links and materials. Lectures will also be available through iLearn from the following website link: <http://ilearn.mq.edu.au>

Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying readings/ preparation is available 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](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.

## **School of Education Procedures**

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

### **Attendance for undergraduate units**

See the university timetable for information about when classes begin in this unit. [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](#)

Activities completed during weekly tutorials (DAY or ONLINE DAY mode) or on campus days (INFQ mode) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken. Make up tasks may be given if attendance is missed to ensure all content is covered to meet accreditation requirements.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial

enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

### **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

### **Infrequent Attendance Students**

**Information about the dates of the on-campus sessions can be found in the university timetable. [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](https://staff.mq.edu.au/work/creating-your-timetable-enrolling-macquarie-university-sydney)**

- The on-campus sessions are essential to student engagement and learning and attendance is expected. Failure to attend or to have an approved Special Consideration may result in a Fail grade for the unit.
- Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.
- Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.
- Further specific details and any updates about times and locations will be posted on iLearn as an Announcement during first half of the semester.

### **Fitness to practice requirements**

Macquarie University operates under a 'Fitness to Practice' model as specified in the University's Academic Progression Policy. For this Unit, this means that, when undertaking a placement, a student is declaring that they are able to demonstrate professional competence, acceptable professional behaviour, freedom from impairment, and compliance with program specific requirements needed for a student to practice properly and safely throughout their Practical, Clinical or Professional program or unit. It is the responsibility of the student to determine whether they are fit to undertake a placement. Therefore, if a student is feeling unfit to undertake a placement, they should not do so. For more information <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/academic-progression>

## **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 beliefs on the topics of reading acquisition. After learning about the topics 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 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 foundational knowledge in reading and writing, including language components, phonemic awareness, phonics, vocabulary, reading comprehension and writing. This knowledge forms a basis for future learning and understanding of the principles for effective instruction in reading. Students are encouraged to see this as a starting point, not an end point.

**Research-engaged.** Students will understand contemporary research-informed approaches to reading and writing instruction for diverse learners.

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Unit information based on version 2024.04 of the [Handbook](#)