EDUC373
Literacy in a Multicultural Society
S2 External 2017
Department of Educational Studies

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# General Information

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X5B358

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Credit points
3

Prerequisites
(39cp at 100 level or above) or admission to BEd(Sec)

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 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 a second language.

# Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are
Learning Outcomes

1. To understand the nature of second language acquisition
2. To understand the cultural and social context of language learning
3. To understand Australian literacy contexts
4. Be able to use some key terms used in literacy in a multicultural society
5. Understand the nature of reading and writing difficulties in students from both ESL and English speaking backgrounds
6. Demonstrate strategies to support all learners in literacy success
7. Appreciate issues of responsibility for equity in literacy teaching

General Assessment Information

When preparing your assignments, it is essential that:

- Students regularly save a copy of all assignments before submission,
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- If an assessment is considered to be below passing standard, another staff member on the unit will provide a second opinion. No failed assessment may be re-submitted.

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format for submission.
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin’s Originality Report as a learning tool to improve their academic writing if this option is made available in the Unit.

Final Submissions
• Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

• **Do not contact staff asking them to check your submission.**

• Late submissions due to last minute technical difficulties may incur a lateness penalty.

• Your assignment will be marked based on what is received – any omissions will not be accepted after your submission. Please check very carefully.

Please note:

GRADES for TASKS will be released through Grade Mark online in iLearn. An announcement will be made when your Grades and Comments are available.

http://www.mq.edu.au/iLearn/student_info/gradebook.htm

This link provides guidance as to how you can access the Grades.

## Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>35%</td>
<td>No</td>
<td>week 7</td>
</tr>
<tr>
<td>ESL literacy strategies</td>
<td>35%</td>
<td>No</td>
<td>week 9</td>
</tr>
<tr>
<td>exam</td>
<td>30%</td>
<td>No</td>
<td>exam period</td>
</tr>
</tbody>
</table>

## Essay

**Due:** **week 7**  
**Weighting:** 35%

Ways of seeing Language.

*Language can be seen as a problem, a right, or a resource. What attitudes may be embedded in the subconscious assumptions of teachers? What is my experience and attitude?*

Reflect on your understanding of both theoretical and practical aspects of **one or two** of the 3 ways of seeing language, in multicultural/multilingual classrooms, globally and locally. Include reflection on your intercultural experience and attitude to language diversity.

This Assessment Task relates to the following Learning Outcomes:

• To understand the nature of second language acquisition

• To understand the cultural and social context of language learning
To understand Australian literacy contexts
• Appreciate issues of responsibility for equity in literacy teaching

ESL literacy strategies
Due: week 9
Weighting: 35%

You and a partner are conducting professional development for a school staff. You must explain to the staff in 10 minutes the literacy issues faced by ESL students in one Stage only, across the curriculum at that particular school. You suggest a range of ICT tools for differentiation and literacy support.

This Assessment Task relates to the following Learning Outcomes:
• To understand Australian literacy contexts
• Be able to use some key terms used in literacy in a multicultural society
• Understand the nature of reading and writing difficulties in students from both ESL and English speaking backgrounds
• Demonstrate strategies to support all learners in literacy success

exam
Due: exam period
Weighting: 30%

a 2 hour exam assessing content knowledge and engagement with selected issues.

This Assessment Task relates to the following Learning Outcomes:
• Be able to use some key terms used in literacy in a multicultural society
• Understand the nature of reading and writing difficulties in students from both ESL and English speaking backgrounds
• Appreciate issues of responsibility for equity in literacy teaching

Delivery and Resources

Delivery: Teaching and learning is delivered through two weekly lectures which are recorded on ECHO 360, and one weekly tutorial. External students must attend two one-day on-campus days.

Resources: all resources are available on ilearn

Technology: Students will need regular access to a computer and the internet. There are computers in C5C rooms 211, 213, 217 and the TEL labs C5A 201, 204, 210. Students will need their own student username and password to log into ILearn.
What has changed? This unit has had changes made to lectures and assessments since its last offering, due to evaluation, student input and consultation.

**Unit Schedule**

<table>
<thead>
<tr>
<th>Wk</th>
<th>Readings Due</th>
<th>Tentative Lecture Schedule</th>
<th>Tutorials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Haugen McIntosh; Olson; Welch</td>
<td>Introduction; Ways of seeing language; Australian context multiculturalism.DET ESL</td>
<td>Focus on Welsh reading</td>
</tr>
<tr>
<td>4</td>
<td>Bochner &amp; Jones; Diaz &amp; Harvey</td>
<td>First and second language development</td>
<td>analysis of readings</td>
</tr>
<tr>
<td>5</td>
<td>Markose; Sarra;Rose</td>
<td>Teacher strength; Aboriginal literacy issues</td>
<td>compulsory Essay scaffolding workshop</td>
</tr>
<tr>
<td>6</td>
<td>Dooley; Cope &amp; Kalantzis</td>
<td>Multiliteracies; role of ICTs</td>
<td>Cope and Kalantzis</td>
</tr>
<tr>
<td>7</td>
<td>Gibbons</td>
<td>classroom discourse and intercultural enquiry; primary school literacies and ESL</td>
<td>Gibbons plus activities</td>
</tr>
<tr>
<td>8</td>
<td>Moloney</td>
<td>1 lecture only role of teacher identity and modelling</td>
<td>activities</td>
</tr>
<tr>
<td>9</td>
<td>Cooper &amp; Kiger</td>
<td>Reading difficulties</td>
<td>analysis Cooper &amp; Kiger</td>
</tr>
<tr>
<td>10</td>
<td>Sitko</td>
<td>Focus on writing difficulties. Analysis of writing features</td>
<td>presentations Assessment 2</td>
</tr>
<tr>
<td>11</td>
<td>ESL Scales</td>
<td>Overview of Reading and Writing</td>
<td>presentations ctd</td>
</tr>
<tr>
<td>12</td>
<td>Nieto</td>
<td>Anti-racism initiatives; teaching in an IEC(Intensive English Centre)Revision lectures</td>
<td>presentations ctd</td>
</tr>
<tr>
<td>13</td>
<td>no reading</td>
<td>Two revision lectures</td>
<td></td>
</tr>
</tbody>
</table>

Learning and Teaching Activities

**Lectures**  
Monday 9am, Wednesday 2pm

tutorials  
1 hour weekly

externals  
2 compulsory one-day on campus sessions

**Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](https://policy.mq.edu.au/). Students
should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy  http://mq.edu.au/policy/docs/academic_honesty/policy.html


In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

**Student Code of Conduct**

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct:  https://students.mq.edu.au/support/student_conduct/

**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.

**Student Support**

Macquarie University provides a range of support services for students. For details, visit  http://students.mq.edu.au/support/

**Learning Skills**

Learning Skills  (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- **Workshops**
- **StudyWise**
- **Academic Integrity Module for Students**
- **Ask a Learning Adviser**

**Student Enquiry Service**

For all student enquiries, visit Student Connect at  ask.mq.edu.au

**Equity Support**

Students with a disability are encouraged to contact the  Disability Service who can provide
appropiate help with any issues that arise during their studies.

**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.

**Graduate Capabilities**

**Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

**Learning outcomes**

- Understand the nature of reading and writing difficulties in students from both ESL and English speaking backgrounds
- Demonstrate strategies to support all learners in literacy success

**Assessment task**

- ESL literacy strategies

**Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

**Learning outcomes**

- To understand the nature of second language acquisition
- To understand the cultural and social context of language learning
- To understand Australian literacy contexts
- Be able to use some key terms used in literacy in a multicultural society

https://unitguides.mq.edu.au/unit_offerings/72058/unit_guide/print
Demonstrate strategies to support all learners in literacy success

Assessment tasks

- ESL literacy strategies
- Exam

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- To understand the cultural and social context of language learning
- Understand the nature of reading and writing difficulties in students from both ESL and English speaking backgrounds
- Demonstrate strategies to support all learners in literacy success
- Appreciate issues of responsibility for equity in literacy teaching

Assessment tasks

- Essay
- ESL literacy strategies
- Exam

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcome

- Demonstrate strategies to support all learners in literacy success

Assessment task

- ESL literacy strategies

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's
historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

**Learning outcomes**

- To understand the cultural and social context of language learning
- Appreciate issues of responsibility for equity in literacy teaching