



APPL941

Literacies

S2 Day 2017

Dept of Linguistics

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General Information

Unit convenor and teaching staff

Ingrid Piller

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Credit points

4

Prerequisites

Admission to MAppLing or PGDipAppLing or MAppLingTESOL or MTransInterMAppLingTESOL

Corequisites

Co-badged status

Unit description

In this unit you will be introduced to the theory and practice of literacy studies from a social perspective. The subject draws on social theories and research in literacy and linguistics, with a particular focus on the sociolinguistics of language learning and multilingualism. The unit explores the nature of literacies, schooled and grassroots literacies, and literacies in their social, global, historical and technological contexts. Throughout the unit, participants are encouraged to reflect on literacies in their own fields of experience and how these relate to fair and equitable access to social goods such as education, employment, welfare or community participation.

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:

Demonstrate an understanding of theoretical principles and recent developments in literacy research in a variety of social, global, historical and technological contexts.

Critically evaluate relevant theoretical and empirical literature in literacy research and discuss a range of approaches to literacy.

Identify and analyze the function of literacy in different communities and explore how diverse literacies relate to fair and equitable access to social goods such as education, employment, welfare or community participation.

Analyze and report on data relevant to the intersection between literacies and educational achievement.

Communicate to a professional audience advanced knowledge and understanding of socially relevant issues related to literacies.

Assessment Tasks

Name	Weighting	Hurdle	Due
Participation	15%	No	10/11/17
Mid-term exam	25%	No	15/09/17
Presentation	20%	No	07/11/17
Research blog post	40%	No	19/11/17

Participation

Due: **10/11/17**

Weighting: **15%**

Participation will be measured by comments posted in response to research blog posts tagged "[Literacy](#)" on [Language on the Move](#). A number of such posts exist and new posts will become available throughout the term.

Each comment of 70-100 words will be valued at 1% up to 15 comments. Before posting your first comment, review the "[Online Communication Strategies](#)" on the [Fostering OnLine Discussion](#) site.

Comments on [Language on the Move](#) are subject to moderation. Once approved, they will be publicly visible. You may therefore wish to use a pseudonym instead of your real name.

In order for your comment to be credited (irrespective of whether you use your real name or a pseudonym), you additionally need to copy and paste the URL of your comment [on ilearn].

It is recommended that you comment regularly throughout the term and don't leave it all until the last minute (i.e. the final due date on Nov 10). It will be impossible to get an extension on this task for any reason.

On successful completion you will be able to:

- Demonstrate an understanding of theoretical principles and recent developments in literacy research in a variety of social, global, historical and technological contexts.
- Critically evaluate relevant theoretical and empirical literature in literacy research and discuss a range of approaches to literacy.
- Identify and analyze the function of literacy in different communities and explore how

diverse literacies relate to fair and equitable access to social goods such as education, employment, welfare or community participation.

- Analyze and report on data relevant to the intersection between literacies and educational achievement.
- Communicate to a professional audience advanced knowledge and understanding of socially relevant issues related to literacies.

Mid-term exam

Due: **15/09/17**

Weighting: **25%**

This is an online exam consisting of multiple-choice and closed questions based on the content covered in Weeks 1-7. The exam will open in ilearn on September 12 and close on September 15 at 11pm. During that period, the exam will need to be undertaken within a 45 minutes time limit. Late submissions will not be possible.

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Presentation

Due: **07/11/17**

Weighting: **20%**

You will be required to make a 10-minute individual oral presentation in class or on video. The presentation will be on a topic you will be able to select from a list provided in Week 1. Presentations will be scheduled in Weeks 6-13.

A marking rubric will be made available in Week 1.

On successful completion you will be able to:

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- Critically evaluate relevant theoretical and empirical literature in literacy research and discuss a range of approaches to literacy.

- Identify and analyze the function of literacy in different communities and explore how diverse literacies relate to fair and equitable access to social goods such as education, employment, welfare or community participation.
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Research blog post

Due: **19/11/17**

Weighting: **40%**

For your research blog post you will write about the same topic you covered in your oral presentation. This time, you will be required to communicate the topic in writing to a broad professional audience.

The task consists of two parts: an actual blog post (1,200 words) and a reflection (600 words). Detailed guidelines and a marking rubric will be made available in Week 1.

Research blog posts of particularly high quality will be considered for publication on [Language on the Move](#).

In order to make optimal use of feedback received on the presentation, you may wish to submit your research blog post within a week or two of your oral presentation instead of waiting until the deadline. There will be no extensions.

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- Identify and analyze the function of literacy in different communities and explore how diverse literacies relate to fair and equitable access to social goods such as education, employment, welfare or community participation.
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Delivery and Resources

There is a set reading for each session except Week 1 and Week 13. It is your responsibility to read the set reading PRIOR to attending class and to come to class prepared. The list of set readings can be found in the unit schedule below.

Unit Schedule

Week	Date	Topic	Required reading - to be read PRIOR to attending class
31	Aug 01	Introduction	-
32	Aug 08	Technologies of literacy and a – very short – history of writing	Gnanadesikan, A. E. (2009). The First IT Revolution. <i>The Writing Revolution</i> (pp. 1-12). Malden, MA and Oxford: Wiley-Blackwell. Gnanadesikan, A. E. (2009). The Alphabet Meets the Machine. <i>The Writing Revolution</i> (pp. 249-272). Malden, MA and Oxford: Wiley-Blackwell.
33	Aug 15	Literacy studies: an overview of the field and key debates	Hull, G. A., & Hernandez, G. (2008). Literacy. In B. Spolsky, et al. (Eds.), <i>The Handbook of Educational Linguistics</i> (pp. 328-340). Malden, MA and Oxford: Wiley-Blackwell.
34	Aug 22	Home-school connections and literacy in the early years	Heath, S. B. (1982). What No Bedtime Story Means: Narrative Skills at Home and School. <i>Language in Society</i> , 11(1), 49-76.
35	Aug 29	Literacy in the Persianate World [self-study; no class]	Spooner, B., & Hanaway, W. L. (2012). Introduction: Persian as Koine: Written Persian in World-Historical Perspective. In B. Spooner, et al. (Eds.), <i>Literacy in the Persianate World: Writing and the Social Order</i> (pp. 1-68). Philadelphia: Penn State University Press.
36	Sep 05	Literacy education in diverse schools: the key issues	Piller, I. (2016). Linguistic Diversity in Education. <i>Linguistic Diversity and Social Justice: An Introduction to Applied Sociolinguistics</i> (pp. 98-129). New York: Oxford University Press.
37	Sep 12	Home-school connections for literacy learning in migrant families	Li, G. (2003). Literacy, Culture, and Politics of Schooling: Counternarratives of a Chinese Canadian Family. <i>Anthropology & Education Quarterly</i> , 34(2), 182-204. Li, G. (2010). Race, Class, and Schooling: Multicultural Families Doing the Hard Work of Home Literacy in America's Inner City. <i>Reading & Writing Quarterly</i> , 26(2), 140-165.
40	Oct 03	Literacy in and out of class in higher education	Wang, X. (2017). Spatial and Literacy Practices of Chinese International Students across a Bridge Writing Classroom and Wechat. <i>Language and Education</i> , 1-19. Wang, X. (2017). Transnational Chinese Students' Literacy and Networking Practices. <i>Journal of Adolescent & Adult Literacy</i> , 60(6), 687-696.
41	Oct 10	Feedback in academic writing	Chang, G. C.-L. (2014). Writing Feedback as an Exclusionary Practice in Higher Education. <i>Australian Review of Applied Linguistics</i> , 37(3), 262-275.
42	Oct 17	Beyond schooled literacies	Nabi, R., et al. (2009). Part II and III: Case Studies and Findings. <i>Hidden Literacies: Ethnographic Studies of Literacy and Numeracy Practices in Pakistan</i> (pp. 19-121). Bury St Edmunds: Uppingham Press.

43	Oct 24	Literacy and development	Street, B. V. (2011). Literacy Inequalities in Theory and Practice: The Power to Name and Define. <i>International Journal of Educational Development</i> , 31(6), 580-586.
44	Oct 31	Globalized corporate literacies in the linguistic landscape	Jaworski, A. (2015). Globalese: A New Visual-Linguistic Register. <i>Social Semiotics</i> , 25(2), 217-235.
45	Nov 07	Review, conclusion	-

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). 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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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 Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

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

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.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of theoretical principles and recent developments in literacy research in a variety of social, global, historical and technological contexts.
- Critically evaluate relevant theoretical and empirical literature in literacy research and discuss a range of approaches to literacy.
- Identify and analyze the function of literacy in different communities and explore how diverse literacies relate to fair and equitable access to social goods such as education, employment, welfare or community participation.
- Analyze and report on data relevant to the intersection between literacies and educational achievement.
- Communicate to a professional audience advanced knowledge and understanding of socially relevant issues related to literacies.

Assessment tasks

- Participation
- Mid-term exam
- Presentation
- Research blog post

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of theoretical principles and recent developments in literacy research in a variety of social, global, historical and technological contexts.
- Critically evaluate relevant theoretical and empirical literature in literacy research and discuss a range of approaches to literacy.
- Identify and analyze the function of literacy in different communities and explore how diverse literacies relate to fair and equitable access to social goods such as education, employment, welfare or community participation.
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Assessment tasks

- Participation
- Mid-term exam
- Presentation
- Research blog post

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

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- Critically evaluate relevant theoretical and empirical literature in literacy research and discuss a range of approaches to literacy.
- Identify and analyze the function of literacy in different communities and explore how diverse literacies relate to fair and equitable access to social goods such as education, employment, welfare or community participation.
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- Participation
- Mid-term exam
- Presentation
- Research blog post

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

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- Critically evaluate relevant theoretical and empirical literature in literacy research and discuss a range of approaches to literacy.
- Identify and analyze the function of literacy in different communities and explore how diverse literacies relate to fair and equitable access to social goods such as education, employment, welfare or community participation.
- Analyze and report on data relevant to the intersection between literacies and educational achievement.
- Communicate to a professional audience advanced knowledge and understanding of

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Assessment tasks

- Participation
- Mid-term exam
- Presentation
- Research blog post

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of theoretical principles and recent developments in literacy research in a variety of social, global, historical and technological contexts.
- Critically evaluate relevant theoretical and empirical literature in literacy research and discuss a range of approaches to literacy.
- Identify and analyze the function of literacy in different communities and explore how diverse literacies relate to fair and equitable access to social goods such as education, employment, welfare or community participation.
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- Participation
- Mid-term exam
- Presentation
- Research blog post

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to

national and global issues

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of theoretical principles and recent developments in literacy research in a variety of social, global, historical and technological contexts.
- Critically evaluate relevant theoretical and empirical literature in literacy research and discuss a range of approaches to literacy.
- Identify and analyze the function of literacy in different communities and explore how diverse literacies relate to fair and equitable access to social goods such as education, employment, welfare or community participation.
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Assessment tasks

- Participation
- Mid-term exam
- Presentation
- Research blog post