



EDUC371

Reading Acquisition in the Primary Classroom

S1 External 2018

Department of Educational Studies

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Policies and Procedures</u>	5
<u>Graduate Capabilities</u>	6

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 Alice Chik alice.chik@mq.edu.au
Credit points 3
Prerequisites Admission to BEd(Primary) or (39cp at 100 level or above including EDUC260)
Corequisites
Co-badged status
Unit description This unit offers a systematic, research-based guide to teaching literacy in the first three years of school. Its aim is to ensure that teachers can work with at-risk or reluctant readers in the classroom as effectively as with children for whom reading seems to come naturally. Taking an analytic approach to reading, the unit helps teachers to move children through the key stages of early reading acquisition. It takes a balanced view of reading instruction, stressing the importance of phonological processes at the beginning of literacy instruction as well as semantic and syntactic ones.

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:

1. Examine different theoretical perspectives & current research on how children learn to read;
2. Demonstrate knowledge of material covered in lectures, readings and tutorials;
3. Critically review and apply current practices in teaching reading comprehension;
4. Develop classroom strategies that enhance literacy learning for all students especially those at-risk of failure; including the use of visual displays and cooperative learning;
5. Explore ways of assessing, developing and implementing intervention programs for at-risk readers;

6. Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching; and
7. Apply critical and creative thinking to organising and disseminating information.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>In class Quiz</u>	20%	No	Week 6 / 1st On Campus day
<u>Major Task</u>	40%	No	April 23 (8am)
<u>Examination</u>	40%	No	Examination week

In class Quiz

Due: **Week 6 / 1st On Campus day**

Weighting: **20%**

The in-class quiz will be held during the Week 6 tutorial. The quiz will focus on your understanding of the content from Week 1 to Week 5 This paper-based quiz will include multiple-choice questions and short-answer questions.

On successful completion you will be able to:

- 1. Examine different theoretical perspectives & current research on how children learn to read;
- 2. Demonstrate knowledge of material covered in lectures, readings and tutorials;
- 6. Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching; and
- 7. Apply critical and creative thinking to organising and disseminating information.

Major Task

Due: **April 23 (8am)**

Weighting: **40%**

There are two parts and you must respond to both parts.

Part A: Build a reading programme profile (20%)

The essay should be about 800 words (+/- 10%, i.e. between 720 and 880 words) long. You will construct the reading programme profile of a school based on publicly available information.

Part B: Design a Reading-focused Programme (20%)

In this section, you will present a Reading-focused Programme with reference to the NSW English K – 10 Syllabus and your responses in Part A. If your programme does not align with

your responses in Part A, you will receive 0% for this part.

On successful completion you will be able to:

- 1. Examine different theoretical perspectives & current research on how children learn to read;
- 2. Demonstrate knowledge of material covered in lectures, readings and tutorials;
- 3. Critically review and apply current practices in teaching reading comprehension;
- 4. Develop classroom strategies that enhance literacy learning for all students especially those at-risk of failure; including the use of visual displays and cooperative learning;
- 5. Explore ways of assessing, developing and implementing intervention programs for at-risk readers;
- 6. Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching; and
- 7. Apply critical and creative thinking to organising and disseminating information.

Examination

Due: **Examination week**

Weighting: **40%**

The 2-hour exam will be held during the formal examination period.

You will be examined on your knowledge and understanding of the material covered in the lectures and workshops. You will need to be familiar with the lecture material and slides and the key concepts of this unit and the material explored in your workshops. Revise your studies by focusing on, and thinking about, the core topics that have framed this unit.

On successful completion you will be able to:

- 1. Examine different theoretical perspectives & current research on how children learn to read;
- 2. Demonstrate knowledge of material covered in lectures, readings and tutorials;
- 3. Critically review and apply current practices in teaching reading comprehension;
- 4. Develop classroom strategies that enhance literacy learning for all students especially those at-risk of failure; including the use of visual displays and cooperative learning;
- 5. Explore ways of assessing, developing and implementing intervention programs for at-risk readers;
- 6. Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching; and
- 7. Apply critical and creative thinking to organising and disseminating information.

Delivery and Resources

Internal students: Tutorial classes commence in Week 1 (2 hours/week)

EDUC371 has ONE lecture per week of one hour's duration and one two-hour tutorial. Tutorials and lectures will begin Week 1 of Semester 1.

External Students: On-Campus Session

Two on-campus sessions will be held. Attendance is **expected**.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). 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](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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

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 outcomes

- 1. Examine different theoretical perspectives & current research on how children learn to read;
- 2. Demonstrate knowledge of material covered in lectures, readings and tutorials;
- 3. Critically review and apply current practices in teaching reading comprehension;
- 4. Develop classroom strategies that enhance literacy learning for all students especially

- those at-risk of failure; including the use of visual displays and cooperative learning;
- 5. Explore ways of assessing, developing and implementing intervention programs for at-risk readers;
 - 6. Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching; and
 - 7. Apply critical and creative thinking to organising and disseminating information.

Assessment tasks

- Major Task
- Examination

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- 2. Demonstrate knowledge of material covered in lectures, readings and tutorials;
- 3. Critically review and apply current practices in teaching reading comprehension;
- 4. Develop classroom strategies that enhance literacy learning for all students especially those at-risk of failure; including the use of visual displays and cooperative learning;
- 5. Explore ways of assessing, developing and implementing intervention programs for at-risk readers;
- 6. Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching; and
- 7. Apply critical and creative thinking to organising and disseminating information.

Assessment tasks

- Major Task
- Examination

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally

and socially.

This graduate capability is supported by:

Learning outcomes

- 2. Demonstrate knowledge of material covered in lectures, readings and tutorials;
- 3. Critically review and apply current practices in teaching reading comprehension;
- 4. Develop classroom strategies that enhance literacy learning for all students especially those at-risk of failure; including the use of visual displays and cooperative learning;
- 5. Explore ways of assessing, developing and implementing intervention programs for at-risk readers;
- 6. Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching; and
- 7. Apply critical and creative thinking to organising and disseminating information.

Assessment tasks

- Major Task
- Examination

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

- 1. Examine different theoretical perspectives & current research on how children learn to read;
- 2. Demonstrate knowledge of material covered in lectures, readings and tutorials;
- 3. Critically review and apply current practices in teaching reading comprehension;
- 4. Develop classroom strategies that enhance literacy learning for all students especially those at-risk of failure; including the use of visual displays and cooperative learning;
- 5. Explore ways of assessing, developing and implementing intervention programs for at-risk readers;
- 6. Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching; and

- 7. Apply critical and creative thinking to organising and disseminating information.

Assessment tasks

- In class Quiz
- Major Task
- Examination

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

- 1. Examine different theoretical perspectives & current research on how children learn to read;
- 2. Demonstrate knowledge of material covered in lectures, readings and tutorials;
- 3. Critically review and apply current practices in teaching reading comprehension;
- 4. Develop classroom strategies that enhance literacy learning for all students especially those at-risk of failure; including the use of visual displays and cooperative learning;
- 5. Explore ways of assessing, developing and implementing intervention programs for at-risk readers;
- 6. Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching; and
- 7. Apply critical and creative thinking to organising and disseminating information.

Assessment tasks

- In class Quiz
- Major Task
- Examination

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- 1. Examine different theoretical perspectives & current research on how children learn to read;
- 2. Demonstrate knowledge of material covered in lectures, readings and tutorials;
- 3. Critically review and apply current practices in teaching reading comprehension;
- 4. Develop classroom strategies that enhance literacy learning for all students especially those at-risk of failure; including the use of visual displays and cooperative learning;
- 5. Explore ways of assessing, developing and implementing intervention programs for at-risk readers;
- 6. Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching; and
- 7. Apply critical and creative thinking to organising and disseminating information.

Assessment tasks

- Major Task
- Examination

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

- 1. Examine different theoretical perspectives & current research on how children learn to read;
- 2. Demonstrate knowledge of material covered in lectures, readings and tutorials;
- 3. Critically review and apply current practices in teaching reading comprehension;
- 4. Develop classroom strategies that enhance literacy learning for all students especially those at-risk of failure; including the use of visual displays and cooperative learning;
- 5. Explore ways of assessing, developing and implementing intervention programs for at-risk readers;
- 6. Reflect on course material and how it impacts on their understanding of reading acquisition and classroom teaching; and

- 7. Apply critical and creative thinking to organising and disseminating information.

Assessment tasks

- Major Task
- Examination

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

- 3. Critically review and apply current practices in teaching reading comprehension;
- 4. Develop classroom strategies that enhance literacy learning for all students especially those at-risk of failure; including the use of visual displays and cooperative learning;
- 5. Explore ways of assessing, developing and implementing intervention programs for at-risk readers;

Assessment tasks

- Major Task
- Examination