



SPED824

Effective Instruction in Reading and Spelling

S1 External 2018

Department of Educational Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

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Contact via Dialogue

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By appointment

Mark Carter

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Credit points

4

Prerequisites

Admission to GradCertLearnDiffSuppTeach or GradDipSpecEd or MSpecEd

Corequisites

SPED821

Co-badged status

Unit description

This unit is designed to provide students with the information and skills necessary to guide their instruction of students in the areas of reading and spelling. It focuses on current research-based theoretical, conceptual and pedagogical components of reading and spelling.

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:

Apply knowledge of instructional sequences to the design and adjustment of assessment tasks, instructional strategies and monitoring in the areas of reading and spelling.

Critically evaluate a range of approaches to instruction in reading and spelling.

Analyse strengths and weaknesses in current strategies and approaches to teaching reading and spelling to students with special education needs.

Review, analyse and synthesise appropriate strategies to meet the needs of particular students with considerations of the advantages and disadvantages of various options. Draw on unit content, professional experience and the evidence-based practice literature to evaluate and critically reflect on instruction in reading and spelling for students with special education needs.

General Assessment Information

Grading Procedures

Results for assessments will be reported as grades (i.e., HD, D, Cr, P, F). Where grades are used to report results for assessment components with significant weighting, convenors may also optionally add the suffixes of + (plus) or - (minus) to the generic descriptor in order to provide additional detail. For example:

Pass + Pass Pass -

In this case, a “Pass +” would indicate performance in the upper end of the pass range, a grade of “Pass” would indicate a mid-range pass and a “Pass -” would indicate performance at the lower end of the pass range. This principle is applied to all grade descriptors (i.e., HD, D, CR, P, F)

Raw scores for all assessments will be moderated according to the University guidelines so that work judged to be of a given standard is awarded a moderated score within the following distribution: High Distinction 85-100; Distinction 75-84, Credit 65-74; Pass 50-64; Fail 0-49.

For example, if it is judged that the HD standard for a particular assessment is met by work scoring 90-100, raw scores will be adjusted so that students received moderated scores between 85 and 100. This moderation takes into account both the stated performance standards for the assessment component and the degree of difficulty of the specific task.

Assessment Weighting

All assessment tasks must be attempted for students to be eligible for an overall passing grade in the unit.

Students are required to gain an overall pass on the unit, but do not have to pass all assessment components. If you perform poorly on one component, you may compensate for this with a better performance in the other components.

Consistent with the University Assessment Policy, moderated scores will be used in the calculation of final grades. The final unit score will be the weighted average of the moderated scores for the unit.

Resubmission

Students are required to gain an overall pass on the unit, but do not have to pass all assessment components. If you perform poorly on one component, you may compensate for this with an improved performance in the other component. **Resubmission is not permitted.**

Appeals against grades for individual assessment components

If any student has concern about the marking of an assessment, they must:

- Consult the member of staff who marked the work.
- If there is no satisfactory resolution, an appeal should be made in writing to the unit convenor within **one week** of the marked assessment being returned or of results being made available. The student should explicitly state the basis of the appeal.

The Unit convenor will review the marking and may, at their discretion, ask for a re-marking by a second marker. If re-marking by a second marker is judged appropriate, the final mark will normally be the average of the two marks awarded for the assessment task. Students should note that the revised mark for the task may be higher, the same, or lower than the original mark.

Please note that it is policy to double mark all failing assessments. The decision of the unit convenor is final.

Appeals against final unit grades

See the Policies and Procedures section for details on appeals against Unit Grades.

Academic Honesty and Plagiarism

You must read the Academic Honesty Policy in the the Policies and Procedures section of this guide

Important points:

- Close paraphrasing of another persons' writing is considered to be plagiarism. You must express ideas using your own words.
- Claim of ignorance of the University policy on plagiarism is NOT a defence. If you do not understand the Academic Honesty Policy, please seek advice from a member of the academic staff.

Information Regarding the Assignment

What is required for the assignment?

In general, good presentation, correct grammar, spelling and appropriate word choice will be expected. Express your ideas concisely and clearly, and observe any stated word limits.

Strict APA referencing procedures should be used.

How do I submit my assignment?

You will submit your assignment through the iLearn website via the link in the Assessment section.

How do I know my assignment submission was successful?

Staff will NOT respond to requests to confirm that assignments have been correctly submitted. You will receive an email receipt on successful submission of your assignment in your student email account. Make sure that this has been received and retain this receipt. No claims will be considered regarding missing assignments without this receipt. You can also re-download your assignment to double-check it was submitted.

Assignment extensions and late penalties

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a "Special Consideration" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. *Extensions can only be granted if they meet the Special Consideration policy and are submitted via ask.mq.edu.au.* This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, and currently available at: <https://students.mq.edu/study/my-study-program/special-consideration>

Assignments received after the due date will be accepted provided they are received no later than 10 calendar days late. Note that this is a period of grace, not a new dead line, and extension requests for events after the original due date will not be considered. No assignment will be accepted after 10 days, except when an extension has been approved. Note that the 10 day period of grace applies only to the original due date. No period of grace applies when an extension has been granted. When an extension has been granted, the work must be submitted by the revised due date or a mark of zero will be awarded.

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of special consideration, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

What if my hard drive crashed, my pet hippopotamus ate my computer etc?

Computer problems will not be accepted as reasons for extensions. You are responsible for making sure your work is adequately backed up. Make sure your work is regularly backed up on a USB drive or to a cloud-based backup and don't leave your submission to the last minute.

Always keep your hippopotamus and computer in separate rooms.

When is the deadline for submission?

The deadline is 11:55 pm on the due date. Note that this means you must submit **BEFORE 11:55 pm**. Note that it takes time to upload your assignment to Turnitin. This is normally quite quick but will depend on the speed of your internet connection at the time. The submission time is the time that assignment is recorded as received by Turnitin as we can not verify the time you started uploading. You need to allow time for the upload. **Do not leave submission of your assignment to the last hours (or minutes).**

What if my assignment is only 11 seconds late?

Late is late. Any submission after the deadline will be considered late. Do not leave submission of your assignment to the last hours (or minutes).

What if I accidentally submit a blank assignment, the wrong document, etc?

We can only mark what you submit. Make sure you re-download your assignment from the location that it was submitted and verify the correct document has been submitted. No consideration will be offered if you submit the incorrect document. You may submit your assignment as many times as you wish before the due date and only the last submitted version will be marked.

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.

Final Submissions

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.
- Late submissions due to last minute technical difficulties will incur a lateness penalty.

What if I exceed the word limits?

Some components of the assignment will have specific word limits. Components of answers beyond the stated word limit will not be marked. **That is, answers will only be marked up to the stated word limit.**

How will I get feedback for my assignment?

Individual feedback will be provided electronically where you submitted your assignment. Assignment grades will be available in the Grades section of the website.

Assignment Rubric

In general, markers will be looking for the following qualities in your responses to the questions

and scenarios in assignments:

- Clear and fluent communication of key concepts and principles.
- Address of the critical points in the questions and scenarios provided.
- Appropriate and concise justifications and descriptions where needed.
- Integration of information from relevant content in the unit.
- Quality of critical analysis, insight, and originality.
- Evidence of generalisation of the concepts and principles addressed in the unit to new examples.
- Evidence of a deep understanding of the range of factors underpinning program design in reading.

You are encouraged to evaluate your work against these criteria.

Information Regarding the Final Examination

Final Examination Rubric

In general, markers will be looking for the following qualities in your responses in the final examination:

- Depth and breadth of knowledge of concepts and principles addressed in the unit
- Integration of concepts and principles from relevant content across the unit
- Evidence of generalisation of the concepts and principles addressed in the unit to new examples
- Synthesis of relevant content to address practical problems.
- Quality of critical analysis, insight, and originality.
- Ability to apply conceptual understanding to novel examples

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Assignment</u>	35%	No	4/5/18 BEFORE 11:55PM
<u>Component Skills Reading Test</u>	0%	Yes	28th May 2018
<u>Online participation</u>	5%	No	6th June 2018

Name	Weighting	Hurdle	Due
Final Examination	60%	No	Examination period

Assignment

Due: **4/5/18 BEFORE 11:55PM**

Weighting: **35%**

Assignment Description

The assignment (1,800 - 2,300 words) will be on effective program design in reading. It will involve extended responses typically to between 3 and 5 questions. This assessment will typically include some scenario-based questions with a focus on integrating relevant content from the unit. These questions may involve analysis of assessment results, curriculum analysis, short critical review of research, scenario-based development of intervention strategies, addressing specific conceptual and theoretical issues in curriculum adaptation, etc.

The assignment will be available on the unit iLearn site from Tuesday 3rd April 2018.

See the General Assessment Information section for information on submission procedures, extensions, etc.

On successful completion you will be able to:

- Apply knowledge of instructional sequences to the design and adjustment of assessment tasks, instructional strategies and monitoring in the areas of reading and spelling.
- Critically evaluate a range of approaches to instruction in reading and spelling.
- Analyse strengths and weaknesses in current strategies and approaches to teaching reading and spelling to students with special education needs.
- Review, analyse and synthesise appropriate strategies to meet the needs of particular students with considerations of the advantages and disadvantages of various options.
- Draw on unit content, professional experience and the evidence-based practice literature to evaluate and critically reflect on instruction in reading and spelling for students with special education needs.

Component Skills Reading Test

Due: **28th May 2018**

Weighting: **0%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

A text-based assessment of competency in phonological awareness and phonics. This is assessed on a pass/fail basis. Students may attempt this assessment multiple times but they must pass this test in order to pass the unit. Please see the 'Assessment' section of the iLearn

site for more details. The assessment will be available on 16th March.

On successful completion you will be able to:

- Apply knowledge of instructional sequences to the design and adjustment of assessment tasks, instructional strategies and monitoring in the areas of reading and spelling.

Online participation

Due: **6th June 2018**

Weighting: **5%**

What does online participation involve?

Online participation involves making posts on the Topic Discussion Forums of the unit website. Once a post is made in a Topic Discussion Forum, anybody in the unit can read or respond to it. Discussion questions for each topic will be included in the Topic Study Guide for the topic available on the iLearn site. Alternatively, you may ask your own questions, give answers or offer comment. Only posts to Topic Forums will be counted.

Online participation allows you to give feedback and receive feedback from other students and staff, to explore issues in discussion with other students and staff and to practice required skill competencies.

When can I contribute?

Topic discussion forums will close progressively through the semester. All forums will close at 11.55pm.

The content of each forum will remain accessible, but posts made after the closing date will not count towards your assessment.

Closing Dates for Discussion Forums

Topic

Closing Date

1. Approaches to Reading Instruction

11th March 2018

2. Emergent Literacy and Phonological Awareness

18th March 2018

3. Word Reading 1

25th March 2018 4. Word Reading 2 3rd April 2018 5. Reading Connected Text 15th April 2018

6. Reading Fluency 6th May 2018 7. Putting It All Together 13th May 2018 8. Approaches to

Spelling Instruction 20th May 2018 9. Spelling Assessment 27th May 2018 10. Spelling

Instruction 3rd June 2018

How much do I have to contribute?

Each student is expected to make a minimum of ten (10) contributions to the topic discussions over the course of the semester. Each post should be a minimum of 50 words in length.

You should post in at least eight (8) of the ten topics.

Instructions on how to compile and submit posts will be provided on the iLearn website.

Do discussion posts count towards assessment?

Yes. Discussion contributions are weighted at 5% of your final grade. Only contributions to Topic Forums are counted, social posts and general questions and comments do not count towards your assessment. If you make fewer than ten posts to topic forums, your maximum possible mark will correspond to the number of posts made.

How do I know my submission was successful?

There are two options for you to see your uploaded Assignments/Post compilations.

1. Return to the Assignment activity submission point where the uploaded file will be viewable.
2. If the Activities block is available for the unit, click on the Assignments link. All Assignment activities, including those that are 'already open' and 'closed', will be viewable here.

Students should print a copy of one of these screens after submission. No claims regarding missing post compilation submissions will be considered under any circumstances without a copy of this printout.

On successful completion you will be able to:

- Critically evaluate a range of approaches to instruction in reading and spelling.
- Analyse strengths and weaknesses in current strategies and approaches to teaching reading and spelling to students with special education needs.
- Review, analyse and synthesise appropriate strategies to meet the needs of particular students with considerations of the advantages and disadvantages of various options.
- Draw on unit content, professional experience and the evidence-based practice literature to evaluate and critically reflect on instruction in reading and spelling for students with special education needs.

Final Examination

Due: **Examination period**

Weighting: **60%**

THIS UNIT INCLUDES A FINAL EXAMINATION THAT MUST BE COMPLETED IN AUSTRALIA IN THE NOMINATED EXAMINATION PERIOD.

Distance students will be required to attend a nominated external examination centre in Australia. If you are not able to meet these requirements, ensure you withdraw from the unit before the HECS cut-off date.

A three-hour examination will be held during the University examination period. It will be comprised typically of questions that require short answer and will include questions addressing conceptual understanding and practical application of unit content. All unit content is examinable. Students will be allowed to bring one A4 sheet of notes (single-sided) into the examination. These notes may be typed or hand written and your name must be placed in the top right hand corner. **These notes must be submitted with your examination.** A sample examination paper will be provided at the end of the unit.

Please note that exams are scheduled Monday to Saturday. University rules specify that students must ensure that they are available for the full duration of the final examination period.

On successful completion you will be able to:

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- Critically evaluate a range of approaches to instruction in reading and spelling.
- Analyse strengths and weaknesses in current strategies and approaches to teaching reading and spelling to students with special education needs.
- Review, analyse and synthesise appropriate strategies to meet the needs of particular students with considerations of the advantages and disadvantages of various options.
- Draw on unit content, professional experience and the evidence-based practice literature to evaluate and critically reflect on instruction in reading and spelling for students with special education needs.

Delivery and Resources

General Organisation of the Unit

The unit is organised in external mode only, and in a flexible delivery format.

Delivery is designed such that students may seek as much or as little assistance as required in completing the unit. In flexible delivery units, it is critical that students are organised and disciplined. It is suggested that you allocate a total of 8-12 hours per week to study for this unit. If you get significantly behind in your topic coverage, it may be impossible to catch up. Please start your study as soon as possible.

Unit delivery: Teaching and learning activities

- **Study guides** provide an overview of topics and guide learning.
- **Readings** are designed to prepare students for the seminars as well as broaden their understanding of topics.
- **Online presentations** provide information and highlight key concepts.
- **Review quizzes** enable you to monitor your own learning. The review quizzes will

remain open throughout the semester.

- **Forums** provide students with the opportunity to ask question and discuss issues relevant to the unit. Contributions to the online discussion forum can be a beneficial way of exchanging ideas and discussing unit content with other students. Although unit convenors typically check the Discussion Forums daily (on weekdays), they will not respond to all posts, as discussion between students may be more appropriate. **Forums should be checked every 48 hours for important announcements.**
- **Dialogue** allows students to communicate privately with the unit staff. **Dialogue should be checked every 48 hours for important information.**
- **Zoom Meetings** allow students to meet online with unit staff to seek clarification or discuss relevant issues.
- **Assessments** allow students to refine and demonstrate achievement of unit learning outcomes.

Technologies used and required

The unit uses an iLearn web site. You may access the site from:

<https://ilearn.mq.edu.au>

Zoom Meetings will be used for consultation. You can sign up to use the service for free (<https://www.zoom.us>) and download clients for computers and mobile devices here:

https://www.zoom.us/download#client_4meeting Details regarding how to join the each meeting will be posted on the iLearn site.

Unit Schedule

The following table gives an overview of topics covered in the unit and the suggested completion date.

Topic	Recommended Completion Date	Content
1.	11/3/18	Approaches to Reading Instruction
2.	18/3/18	Emergent Literacy and Phonological Awareness
3.	25/3/18	Word Reading 1
4.	3/4/18	Word Reading 2
5.	15/4/18	Reading Connected Text

6.	6/5/18	Reading Fluency
7.	13/5/18	Putting it all together
8.	20/5/18	Approaches to Spelling Instruction
9.	27/5/18	Spelling Assessment
10.	3/6/18	Spelling Instruction

Zoom Meetings

Consultation with the unit convenor via Zoom meetings is available weekly by appointment. Please contact the unit convenor via Dialogue to arrange a time.

All students are strongly encouraged to join the scheduled Zoom meeting on Friday 8/6/18 at 5.30pm (Sample Examination Review)

Note: If no students join the Zoom meeting in the first 10 minutes, the remainder of the session will be cancelled.

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

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

- Apply knowledge of instructional sequences to the design and adjustment of assessment tasks, instructional strategies and monitoring in the areas of reading and spelling.
- Review, analyse and synthesise appropriate strategies to meet the needs of particular students with considerations of the advantages and disadvantages of various options.
- Draw on unit content, professional experience and the evidence-based practice literature to evaluate and critically reflect on instruction in reading and spelling for students with special education needs.

Assessment tasks

- Assignment
- Online participation
- Final Examination

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

- Apply knowledge of instructional sequences to the design and adjustment of assessment tasks, instructional strategies and monitoring in the areas of reading and spelling.
- Critically evaluate a range of approaches to instruction in reading and spelling.
- Analyse strengths and weaknesses in current strategies and approaches to teaching reading and spelling to students with special education needs.
- Review, analyse and synthesise appropriate strategies to meet the needs of particular students with considerations of the advantages and disadvantages of various options.
- Draw on unit content, professional experience and the evidence-based practice literature to evaluate and critically reflect on instruction in reading and spelling for students with special education needs.

Assessment tasks

- Assignment
- Component Skills Reading Test

- Online participation
- Final Examination

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:

Learning outcomes

- Apply knowledge of instructional sequences to the design and adjustment of assessment tasks, instructional strategies and monitoring in the areas of reading and spelling.
- Critically evaluate a range of approaches to instruction in reading and spelling.
- Analyse strengths and weaknesses in current strategies and approaches to teaching reading and spelling to students with special education needs.
- Review, analyse and synthesise appropriate strategies to meet the needs of particular students with considerations of the advantages and disadvantages of various options.
- Draw on unit content, professional experience and the evidence-based practice literature to evaluate and critically reflect on instruction in reading and spelling for students with special education needs.

Assessment tasks

- Assignment
- Online participation
- Final Examination

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

- Apply knowledge of instructional sequences to the design and adjustment of assessment tasks, instructional strategies and monitoring in the areas of reading and spelling.
- Critically evaluate a range of approaches to instruction in reading and spelling.

- Analyse strengths and weaknesses in current strategies and approaches to teaching reading and spelling to students with special education needs.
- Review, analyse and synthesise appropriate strategies to meet the needs of particular students with considerations of the advantages and disadvantages of various options.
- Draw on unit content, professional experience and the evidence-based practice literature to evaluate and critically reflect on instruction in reading and spelling for students with special education needs.

Assessment tasks

- Assignment
- Final Examination

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

- Apply knowledge of instructional sequences to the design and adjustment of assessment tasks, instructional strategies and monitoring in the areas of reading and spelling.
- Critically evaluate a range of approaches to instruction in reading and spelling.
- Review, analyse and synthesise appropriate strategies to meet the needs of particular students with considerations of the advantages and disadvantages of various options.
- Draw on unit content, professional experience and the evidence-based practice literature to evaluate and critically reflect on instruction in reading and spelling for students with special education needs.

Assessment tasks

- Assignment
- Online participation
- Final Examination

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

- Apply knowledge of instructional sequences to the design and adjustment of assessment tasks, instructional strategies and monitoring in the areas of reading and spelling.
- Analyse strengths and weaknesses in current strategies and approaches to teaching reading and spelling to students with special education needs.
- Review, analyse and synthesise appropriate strategies to meet the needs of particular students with considerations of the advantages and disadvantages of various options.
- Draw on unit content, professional experience and the evidence-based practice literature to evaluate and critically reflect on instruction in reading and spelling for students with special education needs.

Assessment tasks

- Assignment
- Online participation

Changes from Previous Offering **Changes made since the last offering of the unit**

- The assessment tasks have been revised
- New readings have been added
- The quiz questions have been revised

Response to student feedback

Student feedback to our units is generally very positive, and we retain practices that students appreciate. We have made some changes to our units as a result of feedback:

- Assessment quizzes have been removed
- Discussion forum participation is now assessed

Other Important Information

Withdrawing from this Unit

If you are considering withdrawing from this unit, please seek academic advice by writing to <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.

Required Unit Materials and Readings

Texts

The required texts for this unit are:

Carnine, D. W., Silbert, J., Kame'enui, E. J., Tarver, S. G., & Jungjohann, K. (2006). *Teaching struggling and at-risk readers: A direct instruction approach*. Upper Saddle River, NJ: Pearson.

Dow, R.S., & Baer, G.T. (2013). *Self-paced phonics: A text for educators (5th ed)*. Boston, MA: Pearson.

The textbooks may be obtained from the Co-Op Bookshop.

Other Required Reading

Required readings for each topic are listed in the Study Guides for each topic, available from the iLearn site.

Compulsory readings may be downloaded from the MultiSearch section of the Library web site at:

<http://multisearch.mq.edu.au/> or from sites as advised in the study guides.

Unit Web Page

Access

An iLearn website has been established to support this unit. The website may be accessed at: <https://ilearn.mq.edu.au>

Where do I Start?

To get you started in this unit, tick off each action as you complete it.

ACTION	COMPLETED
Carefully read this unit guide	
Carefully read this unit guide a second time	
Organise purchase of the textbooks.	
Go to the unit website (from the Friday before semester starts) and check Dialogue and Discussion Forums for messages.	
If you have problems accessing the site contact IT Help urgently.	

Unit guide SPED824 Effective Instruction in Reading and Spelling

Go to the START HERE section of the website, read and follow the instructions.	
Go to the Topic 1 section of the website and follow the instructions.	