APPL941

Literacies

S2 Day 2018

Dept of Linguistics

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General Information

Unit convenor and teaching staff
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Margaret Wood
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Credit points
4

Prerequisites
Admission to MAppLing or PGDipAppLing or MAppLingTESOL or MTransInterMAAppLingTESOL

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://students.mq.edu.au/important-dates

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.

**General Assessment Information**

Submission dates are non-negotiable. Late submissions will not be accepted and will attract a mark of 0 on the assessment task unless you have received special consideration.

**How to apply for special consideration for a late submission of an assignment**

All requests for special consideration, including extensions, must be submitted via [ASK@mq.edu.au](mailto:ASK@mq.edu.au) and provide suitable supporting documentation.

For more information on Special Consideration, see the university website: [https://students.mq.edu.au/study/my-study-program/special-consideration](https://students.mq.edu.au/study/my-study-program/special-consideration)

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
<td>No</td>
<td>05/11/2018</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>10%</td>
<td>No</td>
<td>26/08/2018</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>10%</td>
<td>No</td>
<td>07/10/2018</td>
</tr>
<tr>
<td>Quiz 3</td>
<td>10%</td>
<td>No</td>
<td>04/11/2018</td>
</tr>
<tr>
<td>Presentation</td>
<td>20%</td>
<td>No</td>
<td>05/11/2018</td>
</tr>
<tr>
<td>Research blog post</td>
<td>35%</td>
<td>No</td>
<td>16/11/2018</td>
</tr>
</tbody>
</table>

**Participation**

Due: **05/11/2018**

Weighting: **15%**

Participation will be measured by 15 small homework tasks to be undertaken throughout the term. Each task will consist of a comment of 70-100 words in response to research blog posts on *Language on the Move*. One or two tasks will be released each week and each task will be valued 1%.

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.

Quiz 1
Due: 26/08/2018
Weighting: 10%
This is an online quiz consisting of multiple-choice and closed questions based on the content covered in Weeks 1-4. The quiz will open in ilearn on August 24 and close on Aug 26 at 11pm. During that period, the quiz will need to be undertaken within a 45 minutes time limit. Late submissions will not be possible.

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.
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Quiz 2
Due: 07/10/2018
Weighting: 10%
This is an online quiz consisting of multiple-choice and closed questions based on the content covered in Weeks 1-8. The quiz will open in ilearn on October 05 and close on October 07 at 11pm. During that period, the quiz will need to be undertaken within a 45 minutes time limit. Late submissions will not be possible.
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.

**Quiz 3**

*Due: 04/11/2018*

*Weighting: 10%*

This is an online quiz consisting of multiple-choice and closed questions based on the content covered in Weeks 1-12. The quiz will open in iLearn on November 02 and close on November 04 at 11pm. During that period, the quiz will need to be undertaken within a 45 minutes time limit. Late submissions will not be possible.

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.

**Presentation**

*Due: 05/11/2018*

*Weighting: 20%*

You will be required to make a 10-minute individual oral presentation in class or on video. Presentations will be scheduled throughout the term will be on assigned topics and dates.

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.
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Research blog post

Due: 16/11/2018
Weighting: 35%

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 on ilearn.

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, your research blog post will be due within two of your oral presentation date. The last possible submission date is November 16. There will be no extensions.

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.

Delivery and Resources

There is a set reading for each session except Weeks 1, 12 and 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 and is accessible on MQ Library's virtual unit shelf via ilearn.

Unit Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>31</td>
<td>July 30</td>
<td></td>
</tr>
</tbody>
</table>
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). 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). 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).

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 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 appropriate 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/.

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
• 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
• Quiz 1
• Quiz 2
• Quiz 3
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**

- 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
- Quiz 1
- Quiz 2
- Quiz 3
- 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

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

Assessment tasks

- Participation
- Quiz 1
- Quiz 2
- Quiz 3
- 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.
- 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
• 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
• Presentation
• Research blog post