

New Module Form/Module Narrative

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| 1. | Module code: | DAPP21-01 |
| 2. | Title: | Literacy Acquisition - Underpinning Theory |
| 3. | Credit points: | 30 |
| 4. | FHEQ level: | 7 |
| 5. | Start term: | Autumn, Spring, Summer |
| 6. | Module leader: | Gill Cochrane |
| 7. | Accredited by: | |
| 8. | Module restrictions: | |
| | (a) Pre-requisite | See programme entry criteria. |
| | (b) Programme restrictions | Level 5 or higher. |
| | (c) Level restrictions | None |
| | (d) Other restrictions or requirements | None |
| 9. | Aims: | To critically examine the research on literacy acquisition and related difficulties, considering both its applications and limitations. To appraise the utility of the construct of intelligence and how it is applied in learning environments. |
| 10 | Learning outcomes: <i>(Knowledge and Skills sections can be merged if appropriate)</i> | |
| | Knowledge and Skills | |
| | On successful completion of this module, the student will be able to: | |
| | 1. Evaluate a range of current research perspectives on literacy acquisition and dyslexia. | |
| | 2. Critically examine the influence of a range of factors on the typical acquisition of communication, language and literacy skills. | |
| | 3. Critically examine the influence of a range of factors on the atypical acquisition of communication, language and literacy skills. | |
| | 4. Appraise the utility of the construct 'intelligence' to teaching and learning | |
| 11 | Syllabus: | |
| | <ul style="list-style-type: none"> • Recent conceptualisations of dyslexia. • Research on literacy acquisition and development including social context, family context, and the individual's own views, strengths and motivations. • Construct of intelligence in education • Cognitive processing dimensions to consider when teaching and assessing | |
| 12 | Learning and teaching strategy: | |
| | Learning and teaching will be via a module on a virtual learning environment (VLE). | |
| | Module activities include: | |
| | <ul style="list-style-type: none"> • Formative exercises such as multiple-choice quizzes with instant feedback, short-answer questions. • Problem-based learning scenarios. | |

| | <ul style="list-style-type: none"> Directed reading of selected papers, book chapters, specialist online materials. Use of case study examples, videos and other learning materials. <p>The online learning environment supports a collaborative learning environment with:</p> <ul style="list-style-type: none"> Fellow students via peer review, presentations by students, group forums and participation in online discussion forums. Interaction with tutors including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums. Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics. | | | | | | | | | | | | | | | | | | | | | |
|---|--|------------|--------------|-----------------------------|--------------|--------------------------|--|----|------|-------|-----------------------------|---|----|------|---|-----------------------------|------------------|-----|--------------------|-----|-----------------------------|------|
| 13 | <p>Assessment scheme:</p> <p>(a) Formative assessment scheme (for example, would include but not be limited to)</p> <ul style="list-style-type: none"> Contribution to Compulsory Forum 1: Cognitive processes underlying learning (tutor monitored – generic feedback at end of task) Contribution to Compulsory Forum 2: Construct of intelligence (tutor monitored – generic feedback at end of task) Essay Plan (uploaded for tutor review) | | | | | | | | | | | | | | | | | | | | | |
| | <p>b) Summative assessment scheme</p> <table border="1"> <thead> <tr> <th>Task</th> <th>Weighting</th> <th>Word count</th> <th>LO mapped to</th> <th>Ethics approval required</th> </tr> </thead> <tbody> <tr> <td>Essay: (For example) Typical and atypical development of literacy skills with reference to theories and research.</td> <td>60</td> <td>3000</td> <td>1,2,3</td> <td><input type="checkbox"/> No</td> </tr> <tr> <td>(For example) Poster: Presentation poster (and explanatory notes) exploring the construct of intelligence with reference to theories and research.</td> <td>40</td> <td>2000</td> <td>4</td> <td><input type="checkbox"/> No</td> </tr> </tbody> </table> <p>Do all assessments need to be passed in order to pass the module Yes</p> <table border="1"> <tr> <td>Seen examination</td> <td>n/a</td> </tr> <tr> <td>Unseen examination</td> <td>n/a</td> </tr> <tr> <td>Coursework (no examination)</td> <td>100%</td> </tr> </table> | Task | Weighting | Word count | LO mapped to | Ethics approval required | Essay: (For example) Typical and atypical development of literacy skills with reference to theories and research. | 60 | 3000 | 1,2,3 | <input type="checkbox"/> No | (For example) Poster: Presentation poster (and explanatory notes) exploring the construct of intelligence with reference to theories and research. | 40 | 2000 | 4 | <input type="checkbox"/> No | Seen examination | n/a | Unseen examination | n/a | Coursework (no examination) | 100% |
| Task | Weighting | Word count | LO mapped to | Ethics approval required | | | | | | | | | | | | | | | | | | |
| Essay: (For example) Typical and atypical development of literacy skills with reference to theories and research. | 60 | 3000 | 1,2,3 | <input type="checkbox"/> No | | | | | | | | | | | | | | | | | | |
| (For example) Poster: Presentation poster (and explanatory notes) exploring the construct of intelligence with reference to theories and research. | 40 | 2000 | 4 | <input type="checkbox"/> No | | | | | | | | | | | | | | | | | | |
| Seen examination | n/a | | | | | | | | | | | | | | | | | | | | | |
| Unseen examination | n/a | | | | | | | | | | | | | | | | | | | | | |
| Coursework (no examination) | 100% | | | | | | | | | | | | | | | | | | | | | |
| 14 | <p>Timetabled examination required</p> <p>No</p> | | | | | | | | | | | | | | | | | | | | | |
| 15 | <p>Length of exam</p> <p>n/a</p> | | | | | | | | | | | | | | | | | | | | | |
| 16 | <p>Learning materials</p> <p>Many of the learning materials have been purpose-written for the module and are available on the learning platform.</p> <p>Most other reading materials that are part of the core materials can be accessed via links to the Dyslexia Action Electronic Library or via EBSCO Host.</p> | | | | | | | | | | | | | | | | | | | | | |

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| | <p>Essential:</p> <ul style="list-style-type: none"> ● Harley, T.A. (2013) <i>The Psychology of Language: From Data to Theory</i> (4th edition). Hove: Psychology Press. ● Eysenck, M. W., & Keane, M. T. (2020). <i>Cognitive psychology: A student's handbook</i>. Abingdon: Routledge ● Everatt, J., & Denston, A. (2019). <i>Dyslexia: Theories, assessment and support</i>. Routledge. ● Kilpatrick, D. A., Joshi, R. M., & Wagner, R. K. (2019). <i>Reading Development and Difficulties</i>. Springer International Publishing. <p>Recommended:</p> <p>Cain, K. (2010). <i>Reading development and difficulties</i>. John Wiley & Sons.</p> |
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| Programme(s) using this module (please submit a Programme Change Form and updated Programme specification): | | |
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| Programme code(s) | Programme title(s) | Core/Optional |
| n/a | | |

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| Validated collaborative partner (if applicable): |
| n/a |

Consultation

The following should be consulted. The checklist below may be used:

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|---|-----|
| University link tutors (if appropriate) | Yes |
| Students (via Programme Voice Groups and other channels of communication e.g. intranet) | Yes |
| External Examiner(s) | Yes |