

# EDU119 English Language and Literacy

School: School of Education and Tertiary Access

2026 | Trimester 2

UniSC Sunshine Coast  
UniSC Moreton Bay  
UniSC Fraser Coast

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

**ONLINE**

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

*Please go to [unisc.edu.au](http://unisc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

This course develops your personal proficiency in, and knowledge of, the structure and usage of the English language and concepts of literacy acquisition. You will acquire knowledge of the different functions of language, textual features, traditional and functional grammar terms, and aspects of language and literacy acquisition. You will develop awareness of the essential role that English language and literacy plays from early childhood through to the secondary school years.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – Learning materials will be provided online to be completed each week.	2hrs	Week 1	9 times
<b>Tutorial/Workshop 1</b> – Face-to-face at Sippy Downs, Fraser Coast and Moreton Bay.	2hrs	Week 1	10 times
<b>ONLINE</b>			
<b>Learning materials</b> – Learning materials will be provided online to be completed each week.	2hrs	Week 1	9 times
<b>Tutorial/Workshop 1</b> – Tutorial will take place online via Zoom.	2hrs	Week 1	10 times

### 1.3. Course Topics

- What is language and literacy?
- What are the parts of speech?
- What is grammar?
- What is genre?
- Providing feedback on writing
- Phonological and phonemic awareness and phonics
- Vocabulary acquisition and learning
- Oracy and language diversity
- Language and literacy games and activities

## 2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
1 Apply knowledge of English language structures and academic literacy	Knowledgeable Creative and critical thinker	1, 1.2, 2, 2.1, 2.2, 2.5, 5, 5.2
2 Reflect on personal experience of language and literacy learning and the literature on the evolution of language and literacy teaching.	Creative and critical thinker Empowered	1, 1.2, 1.3, 2.5, 3.6, 6, 6.1, 6.2
3 Evaluate your personal English language and literacy competencies and needs for development.	Knowledgeable Engaged	2, 2.1, 2.2, 2.5, 6, 6.1, 6.2
4 Communicate using appropriate, coherent and cohesive English language at whole text, word and sentence level.	Knowledgeable Empowered	2.5, 3.5, 7, 7.1, 7.2

\* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1	PROFESSIONAL KNOWLEDGE: Know students and how they learn
1.2	Understand how students learn: Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.3	Students with diverse linguistic, cultural, religious and socioeconomic backgrounds: Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
2	PROFESSIONAL KNOWLEDGE: Know the content and how to teach it
2.1	Content and teaching strategies of the teaching area: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area

CODE	COMPETENCY
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2.2	Content selection and organisation: Organise content into an effective learning and teaching sequence.
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2.5	Literacy and numeracy strategies: Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
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3.5	Use effective classroom communication: Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
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3.6	Evaluate and improve teaching programs: Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
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5	PROFESSIONAL PRACTICE: Assess, provide feedback and report on student learning
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5.2	Provide feedback to students on their learning: Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning
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6	PROFESSIONAL ENGAGEMENT: Engage in professional learning
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6.1	Identify and plan professional learning needs: Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.
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6.2	Engage in professional learning and improve practice: Understand the relevant and appropriate sources of professional learning for teachers
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7	PROFESSIONAL ENGAGEMENT: Engage professionally with colleagues, parents/carers and the community
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7.1	Meet professional ethics and responsibilities: Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
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7.2	Comply with legislative, administrative and organisational requirements: Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
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## 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

Not applicable

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

### 5.5. Microcredential Information

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

Low-weighted (25%) weekly quiz tasks (Task 1) will provide early feedback on your conceptual understanding of the Learning Material and Tutorial content, academic literacy and your communicative competency. Weekly formative blended learning activities using My Writing Lab (Task 2b) will provide ongoing feedback to develop your language awareness from week 1 to week 6.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	25%	Weekly, fifteen-minute quizzes from week 1 to week 9.	Throughout teaching period (refer to Format)	Online Test (Quiz)
All	2a	Written Piece	Individual	35%	90 minutes	Week 6	Online Submission
All	2b	Quiz/zes	Individual	0%	Approximately 1 hour per week over 6 weeks.	Refer to Format	Online Submission
All	3	Written Piece	Individual	40%	1000 words	Week 10	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Weekly quizzes

<b>GOAL:</b>	To consolidate your learning of the concepts presented each week in learning materials.		
<b>PRODUCT:</b>	Quiz/zes		
<b>AUTHORSHIP STATEMENT:</b>			
<b>FORMAT:</b>	Context: Your understanding of concepts delivered in Learning Materials and applied in Tutorials. Student's role: Complete weekly quizzes which are due by 5 pm Friday each week in weeks 1 to 9. Mode: Canvas quizzes.		
<b>CRITERIA:</b>	<p><b>No.</b></p> <p>1 Understanding of concepts delivered in Learning Materials and applied in Tutorials through weekly online quizzes.</p>	<p><b>Learning Outcome assessed</b></p> <p>1 3</p>	
<b>GENERIC SKILLS:</b>	Problem solving		

**All - Assessment Task 2a:** English language and literacy awareness

<b>GOAL:</b>	To apply your personal knowledge of academic English language and demonstrate knowledge of the process of literacy acquisition and learning.													
<b>PRODUCT:</b>	Written Piece													
<b>AUTHORSHIP STATEMENT:</b>														
<b>FORMAT:</b>	Context: Your personal English language and literacy awareness. Student's role: Drawing on week 1-6 Learning Materials and readings, write a 250 word long open book response and answer questions on English grammar. Mode: Written.													
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Demonstration of personal awareness of the English language and literacy in academic contexts.</td> <td>1</td> </tr> <tr> <td>2</td> <td>Application of knowledge of language and literacy acquisition and learning.</td> <td>2</td> </tr> <tr> <td>3</td> <td>Coherent and cohesive written communication.</td> <td>4</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Demonstration of personal awareness of the English language and literacy in academic contexts.	1	2	Application of knowledge of language and literacy acquisition and learning.	2	3	Coherent and cohesive written communication.	4	
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2	Application of knowledge of language and literacy acquisition and learning.	2												
3	Coherent and cohesive written communication.	4												
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation													

**All - Assessment Task 2b:** My Lab Writing

<b>GOAL:</b>	To apply your knowledge of four components of written English language: metalanguage and parts of speech; sentence level grammar; English punctuation, and English usage and style.							
<b>PRODUCT:</b>	Quiz/zes							
<b>AUTHORSHIP STATEMENT:</b>								
<b>FORMAT:</b>	Your English language knowledge. Student's role: complete formative grammar activities by Friday 5 pm, week 6 to prepare for assessment task 2a. Mode: online. Medium: multiple choice and short response quizzes.							
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<b>GENERIC SKILLS:</b>	Problem solving, Information literacy							

### All - Assessment Task 3: Personal reflection

<b>GOAL:</b>	To personally reflect upon your English language learning experience in relation to articles which describe the current and past history of English language teaching in Australia.													
<b>PRODUCT:</b>	Written Piece													
<b>AUTHORSHIP STATEMENT:</b>														
<b>FORMAT:</b>	Context: Your English language learning experience. Student's role: Reflect personally. Audience: Your tutor. Mode: written. Medium: Reflective essay. Text type: Personal response in the first person but in an academic register.													
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1	Knowledge of explicit teaching of English grammar.	1												
2	Engagement with the topic of your personal language and literacy awareness through personal reflection.	2												
3	Effectiveness of written communication.	4												
<b>GENERIC SKILLS:</b>	Communication													

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Recommended	Lester Faigley, Gabriella Munoz, Michael Carey	2017	The Little Pearson Handbook	4th Australasian edition	n/a
Required	Pearson Education	0	My Writing Lab Global software licence	n/a	Pearson Education

### 8.2. Specific requirements

Students require access to the internet and a laptop or PC to do assessment tasks on this course. For assessment task 2b, students will need a MyLab Writing licence. Details will be provided on this resource closer to the commencement of the course.

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

#### **Eligibility for Supplementary Assessment**

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

### 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty

From 15 minutes to 30 minutes: 20% penalty

More than 30 minutes: 100% penalty

### 10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

### 10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

### 10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)