COURSE OUTLINE

EDU340 Teaching Reading and Writing

School: School of Education and Tertiary Access

2026 | Trimester 1

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.

Please go to 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

The course introduces you to reading and writing models, theories, and approaches in Australian contexts. The teaching of reading and writing is adapted according to developmental needs, giving consideration to phonics, fluency, whole language approaches, neuroscience, and critical literacy. Developmental progressions in oracy, reading and writing are explored, and effective instruction techniques are practiced, including auditory and visual processing strategies. Systems for meaning making are studied alongside strategies for differentiation. Students learn how to assess a Year One student's reading and writing competence, evaluate the recorded evidence and propose ways to improve the student's reading and writing at text, word, and letter level.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage with learning materials, accessed through Canvas.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – On campus tutorials.	2hrs	Week 1	10 times

1.3. Course Topics

- Models, theories, pedagogical approaches, and neuroscientific research that positively support reading and writing learning and instruction
- Developmental progressions in oracy, reading and writing, including biologically primary and secondary knowledge acquisitio
- Teaching reading and writing in an effective manner, including modelling, scaffolding, and teacher-led instruction for biological secondary knowledge acquisition (e.g. vocabulary, spelling, grammar)
- Systematic and explicit teaching practices, matching teaching strategies to children's developmental needs
- Phonemic awareness, phonics, phonological awareness, fluency, vocabulary, comprehension, oral language
- Auditory and visual processing strategies that include attending, searching, confirming, self-correcting
- Cueing systems - grapho-phonic (phonics, phonemic and phonological awareness), syntactic (grammar), semantic (meaning, vocabulary, comprehension) pragmatic (Standard and non-Standard English), and paralinguistic (punctuation, layout, captions
- Assessment, reporting and records keeping practices in reading and writing

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth 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 Demonstrate knowledge and understanding of the range of theories, models, and practices (including the science of reading) that have impacted the Australian Curriculum: English and reading, writing, and speaking teaching practices.	Knowledgeable Creative and critical thinker Information literacy	2.1, 2.3, 2.5, 3.2, 3.3, 3.4, 3.6, 5.4
2 Produce a Portfolio of Language Teaching Strategies that can be used to teach reading, writing, and speaking across a range of year levels, and accounts for processing strategies, cueing systems and English curriculum learning outcomes.	Knowledgeable Empowered Applying technologies	1.5, 2.1, 2.3, 2.5, 3.2, 3.3, 3.4, 3.6
3 Analyse a student's responses to five reading and writing assessment tasks, and plan appropriate future instruction at text, word, and letter level by using the Australian Curriculum: English, explicit teaching strategies and drawing upon research-based literature.	Knowledgeable Empowered Communication Information literacy	2.1, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 3.6, 5.4
4 Communicate in oral and written forms using appropriate, coherent, and cohesive English language at text, word, and letter level.	Communication Information literacy	2.5, 3.6, 5.4

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1.5	Differentiate teaching to meet the specific learning needs of students across the full range of abilities: Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
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
2.3	Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.5	Literacy and numeracy strategies: Know and understand literacy and numeracy teaching strategies and their application in teaching areas.

CODE	COMPETENCY
3.1	Establish challenging learning goals: Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2	Plan, structure and sequence learning programs: Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3	Use teaching strategies: Include a range of teaching strategies.
3.4	Select and use resources: Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.6	Evaluate and improve teaching programs: Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
5.4	Interpret student data: Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.

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

Enrolled in Program ED303, ED304, UB009

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

EDU640

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

You will have achieved a Pass in Senior English

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

Early feedback will be provided on preservice teachers' personal language skills. This will take the form of a written task in the first week of tutorials. A Practice Quiz will be held in Week 2.

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	30%	100 minutes	Week 4	In Class
All	2	Portfolio	Individual	35%	1500-1800 words	Week 8	Online Assignment Submission with plagiarism check
All	3	Report	Individual	35%	2000 words or equivalent	Week 10	Online Assignment Submission with plagiarism check and in class

All - Assessment Task 1: English theory and curriculum

GOAL:	The goal of this task is to have you demonstrate from research and the curriculum your knowledge, of the factors which contribute to current influences on the teaching of listening, speaking and creating; reading and viewing; and writing and creating. .
PRODUCT:	Quiz/zes
FORMAT:	The test comprises multiple-choice and short answer questions. You are encouraged to bring one page of single-sided notes to class.

CRITERIA:

No.		Learning Outcome assessed
1	Knowledge and understanding of the theoretical influences, including neuroscience research, that impact the teaching of reading and writing	1
2	Content knowledge of the Australian Curriculum: English.	1
3	Communicates in written forms using appropriate, coherent, and cohesive English language at text, word, and letter level.	4

GENERIC SKILLS:	Communication

All - Assessment Task 2: Portfolio of Teaching Strategies

GOAL:	The goal of this task is for you to produce a portfolio of listening, speaking and creating; reading and viewing; and writing and creating teaching strategies that can be used to develop student's English skills at a nominated year level.
PRODUCT:	Portfolio
FORMAT:	At the completion of this task, you can demonstrate to a School Principal your thinking on 'how' to teach listening, speaking and creating; reading and viewing; and writing and creating systematically and explicitly, in a year level of your choice (F-6). • You will choose a range of teaching strategies (12 in total) to effectively teach, model and scaffold listening, speaking and creating; reading and viewing; and writing and creating, to connect new information with prior learning to build student knowledge systems. • On CANVAS, a range of teaching strategies is provided, choose 12 strategies from what is given and describe how each strategy can be used to address the Content Descriptors/Elaborations in Australian Curriculum: English in early, middle, and upper primary. • When assembling the portfolio (one strategy per page), remember to: include four (4) strategies each for 1) listening, speaking and creating; 2) reading and viewing; and 3) writing and creating, explain the purpose of each strategy, the procedure to be adopted, provide a justification for choice that relates to how it can develop student's use of cueing systems, and processing strategies (brain research) in relation to the Australian Curriculum: English Learning Outcomes. A comment is required on modifications for use with a range of learners. • You are required to support each teaching strategy with references and research.

CRITERIA:

No.		Learning Outcome assessed
1	Explanation of each teaching strategy, and a justification for its use and the procedure to be adopted for its implementation. An appropriate range of teaching strategies is chosen for nominated year levels.	2
2	Explanation of the links between teaching strategies, theories of how children learn to read and write, and the Australian Curriculum; English.	1 2 4
3	Organisation of the portfolio for a professional audience (ie. Principal ready).	2 4
4	Writes using academic literacies including English expression at text, word and sentence level, and correct APA 7 referencing.	2 4

GENERIC SKILLS:	Communication, Organisation, Information literacy

All - Assessment Task 3: Report

GOAL:	The goal of this task is for you to analyse one child's responses to a range of English assessment tasks.
PRODUCT:	Report
FORMAT:	The final assessment piece requires you to analyse a Year 1 child's responses to a range of English assessment tasks in listening, speaking and creating; reading and viewing; and writing and creating and write a report to communicate your findings. • You will assess the child's strengths and the next steps in their learning according to the specific assessment tasks and then apply your understanding of research, language learning theory (which includes neuroscience research) and teaching strategies (Tasks 1 & 2) to propose a future teaching plan for the student. • You are required to link the proposed teaching to the Australian Curriculum: English year level learning outcomes.
CRITERIA:	

No.		Learning Outcome assessed
1	Demonstrated knowledge of how to assess and analyse one child's responses to a range of Year One listening, speaking and creating; reading and viewing; and writing and creating.	1 3
2	Applies research literature, information from Australian Curriculum: English documents, and knowledge of teaching strategies to plan for the student's future language development	1 3
3	Provides detailed analysis of the child's strengths and next steps in their learning in listening, speaking and creating; reading and viewing; and writing and creating.	1 3
4	Communicates in written forms using appropriate, coherent, and cohesive English language at text, word, and letter level	4

GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
2020 AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS				
All delivery modes	Portfolio	Portfolio of Teaching Strategies	2.1	Taught
			2.3	Practiced
			2.5	Practiced
			3.3	Practiced
			3.4	Practiced
	Quiz/zes	English theory and curriculum	2.1	Taught
			2.3	Taught
			2.5	Taught
	Report	Report	2.1	Practiced
			2.3	Practiced
			2.5	Practiced
			3.2	Taught
			3.3	Taught
			3.6	Practiced
			5.4	Taught, Practiced

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	Gail E. Tompkins	2016	Literacy for the 21st Century	4	Pearson

8.2. Specific requirements

Lap tops

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