

EDU340 Teaching Reading and Writing

School: School of Education and Tertiary Access

2024 | Semester 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.

Please go to usc.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 current and past theories and models of English language teaching. You will view the variety of practices relevant to children's development from the acquisition stage of learning through to Year 6. You will engage in studies of 'how' and 'why' it is essential to differentiate instruction to teach reading, writing, listening, and speaking to children from a broad range of contexts. A variety of teaching strategies will be explored and you will gain competence in matching teaching strategies to students' use of cueing systems and processing strategies. You will learn how to assess student's reading and writing competence.

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, approaches and theories of English language learning.

Australian Curriculum: English

English teaching strategies

English assessment tasks

Learning and teaching comprehension, grammar, vocabulary, spelling, punctuation, fluency, phonemic awareness, phon

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 diverse range of language learning theories and their connections to the Australian Curriculum English and teaching practices.	Knowledgeable Creative and critical thinker	2, 2.1
2 Produce a portfolio of language teaching strategies that encompasses reading, writing, speaking and listening and accounts for processing strategies, cueing systems, and curriculum learning outcomes.	Knowledgeable Empowered	1.5, 2.1, 3.3
3 Analyse a student's responses to six language assessment tasks and plan appropriate future instruction at text, word and letter level using the Australian Curriculum English, specific teaching strategies and recommendations made in the research literature as a guideline.	Knowledgeable Empowered	2, 2.3, 3, 3.1, 3.2, 3.3, 5.1

* 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	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
2.3	Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
3	PROFESSIONAL PRACTICE: Plan for and implement effective teaching and learning
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.
5.1	Assess student learning: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.

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 ED301, ED303, ED304, ED306, AE301, AE302, BE301, SE301, ED601, ED602, ED603, ED503

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

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	Examination - not Centrally Scheduled	Individual	20%	100 minutes - 1500 words	Week 4	In Class
All	2	Portfolio	Individual	35%	2000 words including Justification	Week 8	Online Assignment Submission with plagiarism check
All	3	Report	Individual	45%	2000 words	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 your knowledge, of the factors which contribute to your current understanding of the teaching of reading, writing, speaking, and viewing.
PRODUCT:	Examination - not Centrally Scheduled
FORMAT:	In this test, you have opportunities to demonstrate how the research literature on language learning theories and curriculum has influenced the teaching of reading and writing to children who are at different stages of physical, social, and intellectual development. The test comprises multiple-choice and short-answer questions. One of these allows you to disclose your current position on teaching reading and writing. You are encouraged to bring one single-sided page of notes to the exam. A voluntary, formative assessment which will comprise a short 'open book' practice test (30 minutes) will be held and marked by you in the Week 3 tutorial. The feedback from this formative test will provide you with an understanding of the gaps in your knowledge. This material will assist your revision for the following examination.

CRITERIA:	No.	Learning Outcome assessed
	1	Knowledge and understanding of the chosen language theory/ies 1
	2	Language learning theories are analysed and a theoretical position in relation to reading and writing is articulated. 1
	3	Content knowledge of the Australian Curriculum: English. 1
	4	Academic literacies at text, word, and letter level and APA 7 referencing conventions are included. 1

All - Assessment Task 2: Portfolio of Language Teaching Strategies

GOAL:	The goal of this task is for you to produce a portfolio of English teaching strategies that can be used to develop student's English skills in reading, writing, and oral language in a nominated year level.	
PRODUCT:	Portfolio	
FORMAT:	<p>On Canvas, you will be provided with a range of teaching strategies that can be used to teach reading, writing, and oral language.</p> <p>From the list that is provided, choose 12 strategies that can be used to address the Content Descriptors/ Elaborations in ACARA: English in Early, Middle, and Upper Primary.</p> <p>When assembling the portfolio that is to be 'Principal ready' and is organised according to one strategy per page, remember to: explain the purpose of each teaching strategy, outline the procedure required for its implementation, justify your choice of strategy according to how it can develop students' use of cueing systems and processing strategies in relation to the Australian Curriculum: English Learning Outcomes.</p> <p>comment on modifications of use for a range of learners.</p> <p>Reference your teaching strategies as you go.</p>	
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	Knowledge and understanding of the links between the strategies, the targeted cueing systems and processing strategies and the Australian Curriculum; English is evidenced. 1 2
	3	Organisation of the portfolio for a professional audience (ie. Principal ready). 2
	4	Writes using academic literacies including English expression at text, word and sentence level, and correct APA 7 referencing. 2

All - Assessment Task 3: Report

GOAL:	<p>The goal of this task is for you to analyse one child's responses to a range of English assessment tasks and then design an appropriate teaching and learning sequence.</p> <p>You will assess the child's strengths and weaknesses according to the specific assessment tasks and then apply your understanding of language theory and teaching strategies (Tasks 1 & 2) to propose a future teaching plan for the student. You will link the proposed teaching to the Australian Curriculum: English year-level learning outcomes.</p>															
PRODUCT:	Report															
FORMAT:	<p>On Canvas you will be provided with a template for a Report.</p> <p>In the report, you will analyse one child's strengths and weaknesses at text, word, and letter level.</p> <p>Following the analysis of the tasks, you will create a language learning program for the student, based on their demonstrated competencies at word, letter, and text level in reading and writing. This program should show that you: understand the student's current reading and writing abilities, can plan a subsequent learning and teaching sequence that includes: explicit teaching strategies, evidence of knowledge of language theory and the curriculum, and appropriate assessment as part of the teaching/ learning plan.</p>															
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Analysis of English assessment tasks.</td><td>1 3</td></tr><tr><td>2</td><td>Application of research literature and Australian curriculum English documents (used for Assignments 2 and 3) to plan for future language development</td><td>1</td></tr><tr><td>3</td><td>Selection of teaching strategies and potential formative assessment to support ongoing teaching and learning are discussed;</td><td>2 3</td></tr><tr><td>4</td><td>Academic literacies including correct English use at text, sentence and word level and APA 7 referencing guidelines are used.</td><td>3</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Analysis of English assessment tasks.	1 3	2	Application of research literature and Australian curriculum English documents (used for Assignments 2 and 3) to plan for future language development	1	3	Selection of teaching strategies and potential formative assessment to support ongoing teaching and learning are discussed;	2 3	4	Academic literacies including correct English use at text, sentence and word level and APA 7 referencing guidelines are used.	3
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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

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Gail E. Tompkins, Carol Smith, Rod Campbell, David Green	2019	Literacy for the 21st Century	4	Pearson

8.2. Specific requirements

Lap tops

Recommended Text

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:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. 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>

10.9. 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.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au