

# EDU348 Teaching Senior Secondary English

**School:** School of Education and Tertiary Access

2024 | Semester 2

UniSC Sunshine Coast  
UniSC Moreton Bay

**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](http://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

In this course, you will develop knowledge and skills for implementing the Queensland Senior Secondary English curriculum. You will learn how to design lesson plans and learning sequences that will engage diverse learners. You will explore and analyse a range of pedagogy, assessment and reporting strategies that maximise learning outcomes for senior students, including developing strategies for supporting literacy, numeracy and ICT learning within English.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	2hrs	Week 1	9 times
<b>Tutorial/Workshop 1</b> – The workshop is synchronous and involves on-campus engagement and application of learning materials.	2hrs	Week 1	10 times

### 1.3. Course Topics

- Current Senior English syllabuses
- English curriculum planning and alignment
- Specific learning and teaching requirements and strategies in English, including integration of ICT and numeracy
- Literacy and critical literacy in English subjects
- Engaging with diverse learners
- Assessment and reporting practices in English in the senior phase
- Aboriginal and Torres Strait Islander histories and culture in Senior Secondary English (cultural sustainability)

## 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 Apply knowledge of Senior Secondary English curriculum through the incorporation of relevant pedagogy to design learning sequences and programs which will advance students' knowledge and skills.	Knowledgeable Creative and critical thinker Engaged	1.1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5
2 Employ a student-centred and aligned approach to assessment practices, reporting and student achievement.	Knowledgeable Creative and critical thinker Ethical	1.1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5
3 Demonstrate the use of explicit English teaching strategies and pedagogy that engage students in quality learning in Senior Secondary English.	Knowledgeable Creative and critical thinker Engaged	1.1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5
4 Reflect on the role of literary and non-literary texts in Senior Secondary English.	Creative and critical thinker Sustainability-focussed	1.1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5

### \* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1.1	Physical, social and intellectual development and characteristics of students: Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
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
2.2	Content selection and organisation: Organise content into an effective learning and teaching sequence.
2.3	Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.4	Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians: Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5	Literacy and numeracy strategies: Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
2.6	Information and Communication Technology (ICT): Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

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.
3.5	Use effective classroom communication: Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
3.6	Evaluate and improve teaching programs: Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
4.1	Support student participation: Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2	Manage classroom activities: Demonstrate the capacity to organise classroom activities and provide clear directions
4.5	Use ICT safely, responsibly and ethically: Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
5.1	Assess student learning: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
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
5.3	Make consistent and comparable judgements: Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.4	Interpret student data: Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
5.5	Report on student achievement: Demonstrate understanding of a range of strategies for reporting to students and parents/ carers and the purpose of keeping accurate and reliable records of student achievement

## 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 (AE304 and an English Major or English Studies Extended Minor) or (ED315 and an English Minor)

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

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

It is expected that students who engage in this course will have completed successfully tertiary English course studies.

## 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

Task 1 is due at the beginning of Week 4. Students will have access to formative feedback in tutorials from Week 1 onwards.

### 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	30%	1000-1500 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Artefact - Professional	Individual	45%	2000-2500 words	Week 7	Online Assignment Submission with plagiarism check
All	3	Artefact - Creative, and Oral	Individual	25%	5-10 minutes	Refer to Format	In Class

#### All - Assessment Task 1: Investigation of the General English Syllabus

<b>GOAL:</b>	The goal of this task is for you to investigate and evaluate the Senior Secondary English syllabus		
<b>PRODUCT:</b>	Examination - not Centrally Scheduled		
<b>FORMAT:</b>	Referring to the Queensland General English syllabus (QCAA) and the associate list of prescribed texts, provide responses to the items on the examination paper. This is an open book exam that is to be completed in the student's own time.  Due 4 pm Monday Week 4.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Analysis of syllabus design and how it contributes to student learning in the 21st century, making provisions for student diversity	1 2
	2	Reflection on the roles of texts in student learning in Senior English	4
	3	Evaluation of assessment task design and grading processes	2
	4	Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy	1
<b>GENERIC SKILLS:</b>	Communication, Information literacy		

## All - Assessment Task 2: Unit of work outline and accompanying learning/teaching sequence

<b>GOAL:</b>	The goal of this task is for you to design and create an 8-week unit outline for the first half of Unit 2 in the General English Syllabus or the Essential English Syllabus. You also need to create one accompanying lesson plan.		
<b>PRODUCT:</b>	Artefact - Professional		
<b>FORMAT:</b>	<p>Devise an eight-week outline for one half of Unit 2 in the General English Syllabus or the Essential English Syllabus. Unit 2 is taught in Year 11. The outline must demonstrate the principles of constructive alignment and student-centred learning. Use the following headings for your outline:</p> <ul style="list-style-type: none"> <li>• Introduce the focus topics and texts of study</li> <li>• Select learning objectives (from the syllabus) for this 8 week outline</li> <li>• Resources (including focus and supplementary texts that you will use in this unit)</li> <li>• Considerations for diversity, including considerations of Australian, Aboriginal and Torres Strait Islander cultures.</li> <li>• Incorporation of 21st century skills (including ICT, literacy and implicit numeracy)</li> <li>• A summative assessment task sheet, including the task requirements and conditions, and criteria (from the syllabus)</li> <li>• A short explanation of the intended moderation process for the assessment task.</li> <li>• A statement of intended reporting of assessment feedback to students and parents</li> <li>• Tabulated scope and sequence of teaching and learning activities for the eight weeks that includes timely formative feedback mechanisms throughout so the teacher can evaluate student data to inform ongoing teaching.</li> </ul> <p>Plus, develop one lesson plan for either the first or second lesson of the unit. In your lesson plan show:</p> <ul style="list-style-type: none"> <li>• Lesson title and focus.</li> <li>• Lesson learning goals. (Use cognitive verbs specific to the lesson.)</li> <li>• Learning and teaching activities.</li> <li>• Resources.</li> <li>• Differentiation opportunities.</li> <li>• Formative feedback mechanisms</li> </ul> <p>Due 4 pm Friday Week 7.</p>		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Knowledge and understanding of English texts and curriculum documents to design and create an aligned unit of work outline including one lesson plan with appropriate cognitive verbs.	1 3
	2	Implementation of pedagogy for student-centred learning (including ICT, literacy and numeracy opportunities, and provisions for cultural diversity where appropriate).	1
	3	Development and embedding of formative and summative assessment processes.	2
	4	Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy	1
<b>GENERIC SKILLS:</b>	Communication, Organisation		

### All - Assessment Task 3: Introduction to a text with accompanying multimodal resource

<b>GOAL:</b>	The goal of this task is for you to demonstrate your capacity to introduce a prescribed text for study in Senior Secondary English. Design and create a digital resource to engage students with this text.																				
<b>PRODUCT:</b>	Artefact - Creative, and Oral																				
<b>FORMAT:</b>	<p>Submission: Weeks 8-10 in tutorials according to schedule.</p> <p>Task: You are to make a 5-10 minute presentation to introduce senior secondary students to a new text. The text must be chosen from a QCAA prescribed text list.</p> <p>You must demonstrate:</p> <ul style="list-style-type: none"><li>• Teaching practices for student engagement</li><li>• Knowledge of how the text will contribute to student learning and assessment</li><li>• An understanding of its literary and aesthetic value.</li></ul> <p>To support your presentation, design and create a multi-modal resource to introduce the text to students.</p> <p>Purpose: To introduce a text, to inform and educate.</p> <p>Audience: Senior secondary General English students.</p> <p>Mode: Oral with multi-modal support.</p>																				
<b>CRITERIA:</b>	<table><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr><tr><td>1</td><td>Choice and justification of the value of the text.</td><td>4</td></tr><tr><td>2</td><td>Alignment of the chosen text with the Senior Secondary English Curriculum.</td><td>1 4</td></tr><tr><td>3</td><td>Creation of a digital multi-modal education resource to introduce a text to senior English students.</td><td>3</td></tr><tr><td>4</td><td>Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.</td><td>1</td></tr><tr><td>5</td><td>Oral presentation skills for an audience of senior secondary students.</td><td>3</td></tr></table>	No.		Learning Outcome assessed	1	Choice and justification of the value of the text.	4	2	Alignment of the chosen text with the Senior Secondary English Curriculum.	1 4	3	Creation of a digital multi-modal education resource to introduce a text to senior English students.	3	4	Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.	1	5	Oral presentation skills for an audience of senior secondary students.	3		
No.		Learning Outcome assessed																			
1	Choice and justification of the value of the text.	4																			
2	Alignment of the chosen text with the Senior Secondary English Curriculum.	1 4																			
3	Creation of a digital multi-modal education resource to introduce a text to senior English students.	3																			
4	Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.	1																			
5	Oral presentation skills for an audience of senior secondary students.	3																			
<b>GENERIC SKILLS:</b>	Communication, Organisation, Applying technologies																				

## 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

There are no required/recommended resources for this course.

### 8.2. Specific requirements

Nil

## 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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto:studentcentral@usc.edu.au)