

EDU361

Teaching English: Language, Literature 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.

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

As this is the final English course, in the suite of four, you will extend your English teaching skills and practices to demonstrate the content knowledge required to teach English F-6 in contemporary classrooms. You will revisit the Australian Curriculum: English and explore innovative ways to teach English using multimodal texts. You will reflect on the application of critical and digital literacies in planning, teaching, and crafting texts within and across contexts for early, middle, and upper primary students.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules and course readings.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – Tutorials are face-to-face. Weekly online materials and activities will be provided for your attention.	2hrs	Week 1	10 times

1.3. Course Topics

- Australian Curriculum: English – multimodal texts, digital and online media
- Theories that reflect decades of teaching English and Literacies that include historical and current debates (e.g., AI, Technology, Neuroscience)
- Teaching, including informal, diagnostic and formative assessment of reading and crafting multimodal texts (5 semiotic systems)
- Using digital and online media to convey meaning, address significant issues, and heighten engagement and impact.
- Organising and configuring the classroom for teaching multimodal and digital texts

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 and understanding of the interrelated structure of the Australian Curriculum: English.	Knowledgeable Engaged	2.1, 2.2, 2.3, 2.4, 2.5, 2.6
2 Critically reflect on teaching digital and/or multimodal literacies, with research that reflects current scholarship.	Knowledgeable Creative and critical thinker Engaged Applying technologies	2, 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.6, 4.5
3 Use personal knowledge and literary texts as starting points to create texts that are developed for particular purposes and audiences.	Creative and critical thinker Communication Applying technologies	1.2, 2.1, 2.2, 2.5, 3.4, 6.2, 6.3
4 Analyse and evaluate a Unit of English for a specific phase of learning.	Knowledgeable Creative and critical thinker Engaged	1.5, 2.1, 2.6, 3.1, 3.2, 3.3, 3.6
5 Communicate using appropriate, coherent, and cohesive English language at whole text, word, and sentence level.	Communication Organisation	3.6, 5.4

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1.2	Understand how students learn: Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
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
2.2	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.

CODE	COMPETENCY
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.
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.
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.
5.4	Interpret student data: Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
6.2	Engage in professional learning and improve practice: Understand the relevant and appropriate sources of professional learning for teachers
6.3	Engage with colleagues and improve practice: Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.

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

EDU213 and enrolled in Program ED303 or ED304 or UB009

5.2. Co-requisites

EDU340

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

Brief Q & A sessions where students work through scenarios based on content for the quiz.

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%	60 minutes	Week 4	In Class
All	2	Essay	Individual	35%	1000-1500 words	Week 7	Online Assignment Submission with plagiarism check
All	3	Essay	Individual	35%	1500-2000 words	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Quiz - including scenarios

GOAL:	The goal of this task is to demonstrate your understanding of the interrelated strands of the Australian Curriculum: English. This knowledge forms the basis for Task 2 and 3.										
PRODUCT:	Quiz/zes										
AUTHORSHIP STATEMENT:											
FORMAT:	The purpose of this task is to demonstrate your knowledge of the Australian Curriculum English, including current and historical theoretical debates. The assessment comprises multiple choice questions and will include scenarios to evaluate.										
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Apply knowledge and understanding of the interrelated structure of the Australian Curriculum: English</td> <td>1</td> </tr> <tr> <td>2</td> <td>Communication modalities, skills and academic literacies - including grammar, English expression, APA referencing conventions, and technical accuracy.</td> <td>5</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Apply knowledge and understanding of the interrelated structure of the Australian Curriculum: English	1	2	Communication modalities, skills and academic literacies - including grammar, English expression, APA referencing conventions, and technical accuracy.	5	
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1	Apply knowledge and understanding of the interrelated structure of the Australian Curriculum: English	1									
2	Communication modalities, skills and academic literacies - including grammar, English expression, APA referencing conventions, and technical accuracy.	5									
GENERIC SKILLS:	Communication										

All - Assessment Task 2: Critical Reflection

GOAL:	The goal of this task is to critically reflect on current debates that situate the teaching of English and Literacy (multimodal, digital and online media) within the broader issues that our students face today and into their futures.																
PRODUCT:	Essay																
AUTHORSHIP STATEMENT:																	
FORMAT:	Format: This task has two parts. A. Generate and craft an exemplar for the teaching of a multimodal text. B. Critically reflect on the process (part A) and the current debates to inform future teacher practice.																
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GENERIC SKILLS:																	

All - Assessment Task 3: Unit Plan Critical Analysis

GOAL:	The goal of this task is to critically evaluate a unit of work for the teaching of writing for a specific phase of learning and stage of student development (including neuroscience).																
PRODUCT:	Essay																
AUTHORSHIP STATEMENT:																	
FORMAT:	There are four parts to this task. 1. Read and interpret a unit plan for a specific phase of learning. 2. Critically evaluate the alignment of components 3. Identify and justify where you would make pedagogical inclusions and adjustments. 4. Write a critical analysis of the unit.																
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No.		Learning Outcome assessed															
1	Apply knowledge and understanding of the interrelated structure of the Australian Curriculum: English.	1															
2	Analyse and evaluate a Unit of English for a specific phase of learning.	4															
3	Identify and justify pedagogical inclusions and adjustments.	1 4															
4	Communication modalities, skills and academic literacies - including grammar, English expression, APA referencing conventions, and technical accuracy.	5															
GENERIC SKILLS:																	

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
2020 AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS				
All delivery modes	Essay	Critical Reflection	1.5	Practiced
			2.1	Assessed
			2.2	Assessed
			2.3	Assessed
			2.5	Assessed
		Unit Plan Critical Analysis	1.2	Assessed
			1.5	Practiced
			2.1	Assessed
			2.2	Assessed
			3.2	Assessed
	Quiz/zes	Quiz - including scenarios	2.1	Assessed

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
Required	Tompkins, Smith, Campbell, Green	2019	Literacy for the 21st Century	3	Pearson

8.2. Specific requirements

Lap tops
Digital texts

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](#)