

EDU361

Teaching English: Language, Literature and Literacy

School: School of Education and Tertiary Access

2023 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

In this course, you refine your English teaching skills and demonstrate content knowledge required to teach English in primary classrooms. You explore further how language learning theories provide the framework for the Australian Curriculum: English. You pursue innovative ways to teach English using The Four Resources Model and a range of English teaching strategies. You deconstruct and evaluate a sequence of lessons according to the Australian Curriculum: English (Primary), Queensland Curriculum Assessment Authority (QCAA) requirements to support students' learning needs.

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, course readings, and required texts. | 2hrs | Week 1 | 10 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 |
| Seminar – Online via Zoom | 1hr | Week 4 | 6 times |

1.3. Course Topics

Australian Curriculum: English

The Four Resources Model (Luke & Freebody, 1990).

Digital Literacy

English teaching strategies

English Unit of Work

Assessment, differentiation, and student learning goals

Teaching English language skills including: comprehension, fluency, punctuation, grammar, vocabulary, phonemic awareness, phonics.

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 broad knowledge and understanding of contemporary and seminal literature on the teaching and learning of language, literature and literacy. | Knowledgeable Creative and critical thinker | 2 |
| 2 Demonstrate broad theoretical and technical knowledge and understanding of the Australian Curriculum English (Primary) and QCAA policy. | Knowledgeable Creative and critical thinker | 2, 2.1, 2.3 |
| 3 Analyse and apply the Australian Curriculum English (Primary) Content Descriptors and Achievement Standards to learn and teach The Four Resources Model. | Creative and critical thinker Engaged | 2, 2.1, 2.2, 2.3, 2.6, 3 |
| 4 Apply knowledge and understanding of effective English teaching and learning sequences and teaching strategies. | Creative and critical thinker Engaged | 1.5, 2, 2.1, 3, 3.1, 3.2, 3.3 |
| 5 Evaluate units of work in regards to content, learning sequences, measurable milestones, student learning goals and modifications. | Creative and critical thinker Engaged | 3.6, 5.4 |

* Competencies by Professional Body

| CODE | COMPETENCY |
|---|------------|
| AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP | |

| CODE | COMPETENCY |
|------|---|
| 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. |
| 2.6 | Information and Communication Technology (ICT): Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. |
| 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. |
| 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

(EDU213 or EDU113 and enrolled in Program ED303) or (CMN116 and (EDU213 or EDU113) and enrolled in Program ED304)

5.2. Co-requisites

EDU340

5.3. Anti-requisites

Not applicable

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

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

Students' personal language skills will be assessed and feedback provided in the first 2 weeks of the semester, when drafts of their first written task are considered.

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 | Written Piece | Individual | 25% | 1200-1500 words | Week 4 | Online Assignment Submission with plagiarism check |
| All | 2 | Oral and Written Piece | Individual | 25% | 5-minute Powerpoint presentation with audio | Week 8 | Online Assignment Submission with plagiarism check |
| All | 3 | Essay | Individual | 50% | 2000 words | Week 10 | Online Assignment Submission with plagiarism check |

All - Assessment Task 1: Written Texts and Appraisal

| | | | |
|------------------------|---|---|----------------------------------|
| GOAL: | The goal of this task is to use current curriculum to create two texts - one imaginative and the other informative or persuasive, which you can use in two classes. One is to be for a Year 6 class (Primary) and the other for a year level of your choice. Your written texts will be used to teach text structures, and language features to a range of learners. | | |
| PRODUCT: | Written Piece | | |
| FORMAT: | Produce two texts, one imaginative and the other informative or persuasive, to showcase the genre and language features which students in Year 6 and those in another year level are required to learn. For each text, provide a reflective written appraisal (250 words) of how you felt about crafting the texts to meet the language and literacy requirements outlined in the Australian Curriculum: English for the chosen year levels. | | |
| CRITERIA: | No. | | Learning Outcome assessed |
| | 1 | Knowledge and understanding of the English curriculum and the Four Resources Model. | 1 |
| | 2 | Texts fit the selected genre and include relevant graphics. | 1 |
| | 3 | Academic literacies including English expression grammar, vocabulary, spelling, punctuation and APA 7 referencing conventions are observed. | 2 |
| | 4 | Reflection on the writing task and connections to the curriculum and the Four Resources Model are provided. | 3 |
| GENERIC SKILLS: | | | |

All - Assessment Task 2: Powerpoint Presentation with Audio

| | | |
|------------------------|---|---|
| GOAL: | The goal of this task is to demonstrate your ability to teach a digital text using the Four Resources Model and English teaching strategies. | |
| PRODUCT: | Oral and Written Piece | |
| FORMAT: | <p>This assessment task requires you to choose one digital text that can be used as a resource for teaching literacy to a class of English students in a nominated year.</p> <p>You will be provided with some options during tutorials.</p> <p>Please choose from the range of digital texts which are available rather than a recording of a read-aloud.</p> <p>Next, using this online text, select appropriate teaching strategies which enable you to apply the Four Resources Model and achieve effective learning for all students.</p> <p>You will present your learning and teaching decisions, for this class context, via a 5 minute pre-recorded audio that is embedded in a PowerPoint presentation. This time does not include the viewing of the text.</p> <p>NB. You will be invited to share your media file and summary with peers for possible collation of strategies across the "community of learners".</p> | |
| CRITERIA: | No. | Learning Outcome assessed |
| | 1 | Knowledge of curriculum requirements in a specified year level, and appropriate choice of a digital teaching text. 1 2 |
| | 2 | Practices in the Four Resources Model to achieve learning outcomes are evident. 1 3 |
| | 3 | English teaching strategies can effectively reach all learners; 3 4 |
| | 4 | Academic literacies, ICT resources, and APA 7 referencing conventions are evidenced. 1 |
| GENERIC SKILLS: | | |

All - Assessment Task 3: Reflective Essay

| | | | |
|------------------------|---|---|----------------------------------|
| GOAL: | The goal of this task is to evaluate a Unit of Work (sequence of lessons) for Prep - Primary, assess a student's response to the Unit and establish new learning goals for one student. | | |
| PRODUCT: | Essay | | |
| FORMAT: | <p>There are three aspects to this task which are based on your evaluation of a Unit of Work (sequence of lessons) and students' assessment data.</p> <p>You will be provided with a Unit of Work and a selection of children's responses to the unit.</p> <p>You will choose one student's response and identify their English strengths and weaknesses, as they relate to year-level curriculum outcomes.</p> <p>As a result of your reflection, establish future learning goals (modifications) for English teaching and learning for the student and discuss which English teaching strategies could be employed to achieve those goals.</p> <p>Provide a rationale for the choice of strategies. Refer to the research and policy documents (Australian Curriculum: English and others) to substantiate choices.</p> <p>Finally, suggest recommendations for the Unit of Work and its content that includes learning sequences, teaching strategies, resources, assessment and differentiation strategies as became apparent from all students' responses.</p> | | |
| CRITERIA: | No. | | Learning Outcome assessed |
| | 1 | The Unit of Work evaluation includes commentary on learning sequences, content, assessment, and differentiation according to curriculum requirements and students' learning outcomes; | 2 5 |
| | 2 | A student's response to the Unit of Work is assessed. | 1 5 |
| | 3 | Appropriate learning goals and possible modifications for the student and the Unit of Work are made. | 1 5 |
| | 4 | Academic literacies at text, word, and letter level and includes APA 7 referencing conventions are observed. | 1 |
| GENERIC SKILLS: | | | |

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.

7.1. Schedule

| PERIOD AND TOPIC | ACTIVITIES |
|------------------|------------|
| n/a | n/a |

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 | 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:

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