



## COURSE OUTLINE

EDU746

# Teaching Senior Secondary Languages

School: School of Education and Tertiary Access

2022 | Semester 2

Online

ONLINE

You can do this course without coming onto campus.

Please go to the USC website 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 specialised knowledge and skills for implementing the Queensland Senior Secondary Languages curriculum. You will learn how to design lesson plans and learning sequences that will engage diverse learners. You will explore and evaluate 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 Languages.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE			
<b>Learning materials</b> – You are required to engage with associated activities and required/recommended course reading materials accessed through Canvas	2hrs	Week 1	10 times
<b>Tutorial/Workshop 1</b> – A mix of synchronous and asynchronous materials and activities accessible through Canvas. This course will be supported by technology-enabled learning and teaching.	2hrs	Week 1	10 times

### 1.3. Course Topics

Course topics

- Pedagogical Content Knowledge: Languages
- Secondary Curriculum Frameworks in Languages Learning Area senior phase
- Communicative Language Teaching Methods
- Cross-cultural, Asian and Indigenous perspectives
- Intercultural understanding
- Requirements for senior assessment and reporting in Languages
- Integration of resources, including information and communication technologies (ICT) into Languages curriculum
- Strategies for differentiating teaching to meet the specific learning needs of students

## 2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

## 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 deep knowledge of content and pedagogy for senior secondary Language curriculum in Queensland, and identify professional learning goals in a specific curriculum area.	Knowledgeable Creative and critical thinker	2, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.5, 5.1, 5.2, 5.3, 5.5
2 Design and implement masterful teaching and learning strategies, including ICT, that support the diversity of learners engaged in senior secondary languages learning.	Knowledgeable Creative and critical thinker	2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3, 3.1, 3.2, 3.3, 4.5
3 Reflect on and evaluate senior secondary Language curriculum design and implementation with a focus on how students learn.	Knowledgeable Creative and critical thinker	2, 2.1, 2.2, 2.3, 3, 3.1, 3.2, 3.3, 3.6
4 Apply the principles of assessment and moderation that measure and report on senior students' progress in Languages.	Knowledgeable Creative and critical thinker	5, 5.1, 5.2, 5.3, 5.5

### \* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
2	Know the content and how to teach it
2.1	Content and teaching strategies of the teaching area
2.2	Content selection and organisation
2.3	Curriculum, assessment and reporting
2.4	Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians
2.5	Literacy and numeracy strategies
2.6	Information and Communication Technology (ICT)
3	Plan for and implement effective teaching and learning
3.1	Establish challenging learning goals
3.2	Plan, structure and sequence learning programs
3.3	Use teaching strategies
3.4	Select and use resources

CODE	COMPETENCY
3.5	Use effective classroom communication
3.6	Evaluate and improve teaching programs
4.1	Support student participation
4.2	Manage classroom activities
4.5	Use ICT safely, responsibly and ethically
5	Assess, provide feedback and report on student learning
5.1	Assess student learning
5.2	Provide feedback to students on their learning
5.3	Make consistent and comparable judgements
5.5	Report on student achievement

## 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

Enrolled in Program ED706 and a Languages Teaching area

### 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 you will engage in this course when you have undertaken tertiary content courses in the teaching area allocated upon acceptance to the program of study. You will be required to draw upon that content knowledge to complete this course.

## 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 during workshops

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	10%	20 minutes	Week 3	Online Test (Quiz)
All	2	Oral and Written Piece	Individual	40%	Oral: 10 minutes Written: 2000 words with references	Week 6	Online Submission
All	3	Written Piece	Individual	50%	The artefacts will be supported by a written justification of 2500 words, supported by relevant referencing to justify choices. The artefacts are not included in the word count.	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: On line quiz

<b>GOAL:</b>	The goal of this task is to develop your understanding of the QCAA developed Senior curriculum syllabus for Languages		
<b>PRODUCT:</b>	Quiz/zes		
<b>FORMAT:</b>	You will be answering a series of questions in relation to the key components of the syllabus, including aims and objectives, rationale, assessment, as well as the key structures and organisation of the syllabus.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Knowledge and understanding of senior secondary curriculum content and pedagogical knowledge.	1 2 3

All - Assessment Task 2: Advocacy video with written summary

<b>GOAL:</b>	The goal of this task is to develop your ability to 'sell' your subject in a secondary school setting such as a subject selection evening.
<b>PRODUCT:</b>	Oral and Written Piece
<b>FORMAT:</b>	You must explain key aspects of the syllabus, especially assessment, as well as the benefits of taking an additional Language and specific reasons why your target Language should be studied by students at Senior Secondary.

CRITERIA:	No.	Learning Outcome assessed
	1	Applied knowledge and understanding of senior secondary curriculum content and pedagogy to meet the needs of learners. 1 2 3
	2	Knowledge and understanding of the benefits of learning an additional Language including your target Language 1 2 3
	3	Use of credible evidence and sources. 1 2 3 4
	4	Written communication skills and academic literacies including English expression grammar, spelling, punctuation and APA referencing conventions. 1 2 3 4
	5	Oral communication skills 1 2 3

### All - Assessment Task 3: Formative assessment artefact

<b>GOAL:</b>	The goal of this task is for you to create a formative assessment artefact for a QCAA senior Languages syllabus.	
<b>PRODUCT:</b>	Written Piece	
<b>FORMAT:</b>	Conceptualise an authentic assessment task for Languages, develop a learning sequence, create a task sheet for students and write an accompanying ISMG based on Syllabus Unit 1 or 2 and aligned to a summative assessment task and a corresponding formal ISMG for units 3 and 4	
CRITERIA:	No.	Learning Outcome assessed
	1	Knowledge and understanding of the senior syllabus for your target Language 1 2 3 4
	2	Written communication skills 1 2 3 4
	3	Use of sources to justify decisions 1 2 3 4

## 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. Directed study hours may vary by location. 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

It is expected that all students have access to electronic devices and suitable internet access to engage with the course materials. To engage in the fieldwork in senior secondary classrooms students will be required to have a Blue Card.

## 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. SafeUSC

USC 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 SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUSC 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
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

USC 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:

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