

EDU776 Teaching Reading and Writing

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 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

This course is designed to build advanced skills and knowledge based on prior experiences of the Australian Curriculum: English. You will be able to expand your repertoire of approaches to differentiated teaching in the area of reading and writing. Offering a comprehensive exploration of past and present models, approaches, and theories of language acquisition, you will be empowered to make practical connections between the theory and practice of language instruction.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage with a weekly 2 hour Learning Materials, associated activities and required/recommended course reading materials accessed through Canvas and using the required text.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Canvas. This course will be supported by technology-enabled learning and teaching including zoom.	2hrs	Week 1	10 times

1.3. Course Topics

Models, approaches and theories of English language learning.

Teaching and assessing reading and writing

Employing teaching strategies

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

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 knowledge and understanding of the diverse range of language learning theories and their connections to the Australian Curriculum English and teaching practices.	Knowledgeable Ethical	2, 2.3, 7.2
2 Show competence in selecting teaching strategies that support the development of reading, writing, speaking and listening in diverse learners.	Knowledgeable Empowered	1, 1.2, 1.3, 1.4, 1.5, 1.6, 2, 2.1, 3.3, 6.4
3 Demonstrate understanding and ability to assess and account for the use of processing strategies and cueing systems used by readers and writers.	Knowledgeable Creative and critical thinker	1, 1.4, 1.5, 1.6, 2, 2.1, 3.3
4 Demonstrate mastery of pedagogy, formative and summative assessment, reporting and record keeping aligned with the Australian Curriculum English.	Knowledgeable Ethical	1, 1.2, 1.3, 1.4, 1.5, 1.6, 2, 2.1, 2.3, 3, 5, 5.2, 5.3, 5.4

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1	PROFESSIONAL KNOWLEDGE: Know students and how they learn
1.2	Understand how students learn: Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.3	Students with diverse linguistic, cultural, religious and socioeconomic backgrounds: Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4	Strategies for teaching Aboriginal and Torres Strait Islander students: Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
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.
1.6	Strategies to support full participation of students with disability: Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.
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

CODE	COMPETENCY
3.3	Use teaching strategies: Include a range of teaching strategies.
5	PROFESSIONAL PRACTICE: Assess, provide feedback and report on 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.
6.4	Apply professional learning and improve student learning: Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.
7.2	Comply with legislative, administrative and organisational requirements: Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.

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

EDU767 and enrolled in Program ED707

5.2. Co-requisites

Not applicable

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

Early feedback will be provided on preservice teachers' personal language skills following a written task completed in Week 1 and a practice quiz 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 mins - 1,500 words	Week 4	In Class
All	2	Portfolio	Individual	30%	2500 words	Week 8	Online Assignment Submission with plagiarism check
All	3	Report	Individual	50%	2500 words	Week 10	Online Assignment Submission with plagiarism check and in class

All - Assessment Task 1: Curriculum and theoretical knowledge

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:	<p>In this test, you have opportunities to demonstrate how past and present 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.</p> <p>The test comprises multiple-choice and short-answer questions. One of these provides you an opportunity 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 obtained from this formative test will provide you with information on the gaps in your knowledge. This material will assist your revision for the examination that follows.</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>Knowledge and understanding of language theories and their connection to teaching reading, writing, speaking, and listening in the Australian Curriculum: English.</td><td>1</td></tr><tr><td>2</td><td>Language learning theories can be evaluated and a theoretical position in relation to teaching reading and writing is made.</td><td>1</td></tr><tr><td>3</td><td>Content knowledge of Australian curriculum documents is evident.</td><td>1</td></tr><tr><td>4</td><td>Academic literacies at text, word, and letter level and APA 7 referencing conventions are noted.</td><td>4</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Knowledge and understanding of language theories and their connection to teaching reading, writing, speaking, and listening in the Australian Curriculum: English.	1	2	Language learning theories can be evaluated and a theoretical position in relation to teaching reading and writing is made.	1	3	Content knowledge of Australian curriculum documents is evident.	1	4	Academic literacies at text, word, and letter level and APA 7 referencing conventions are noted.	4
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All - Assessment Task 2: Portfolio of Language Teaching Strategies

GOAL:	The goal of this task is for you to produce a portfolio of teaching strategies that can be used to advance children's reading, writing, and oral language skills.															
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 you can use to address the Content Descriptors/Elaborations in ACARA: English in Early, Middle, and Upper Primary.</p> <p>When assembling your portfolio, which is to be 'Principal ready', and is organised according to one strategy per page, remember to:</p> <ul style="list-style-type: none">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 Australian Curriculum: English Learning Outcomes, align the strategy with practices in the Four Resources Model and elaborate on the advantages of this selection and combination of strategies. Where applicable, comment on modifications of use for a range of learners. Reference your teaching strategies as you go.															
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>An appropriate range of teaching strategies is chosen from the provided list and each strategy is assigned to an appropriate year level with an accompanying explanation of the strategy, justification for use, and procedure to be adopted.</td><td>2</td></tr><tr><td>2</td><td>Knowledge and understanding of the links between the strategies, cueing systems processing strategies, and practices in the Four Resources Model are evident.</td><td>3</td></tr><tr><td>3</td><td>The portfolio is fit for a professional audience (ie. Principal ready).</td><td>2 4</td></tr><tr><td>4</td><td>Academic literacies at text, word and letter level and APA 7 referencing conventions are observed.</td><td>4</td></tr></tbody></table>	No.		Learning Outcome assessed	1	An appropriate range of teaching strategies is chosen from the provided list and each strategy is assigned to an appropriate year level with an accompanying explanation of the strategy, justification for use, and procedure to be adopted.	2	2	Knowledge and understanding of the links between the strategies, cueing systems processing strategies, and practices in the Four Resources Model are evident.	3	3	The portfolio is fit for a professional audience (ie. Principal ready).	2 4	4	Academic literacies at text, word and letter level and APA 7 referencing conventions are observed.	4
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All - Assessment Task 3: Report

GOAL:	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 for that child. 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.	
PRODUCT:	Report	
FORMAT:	You will be provided a template for Report headings on CANVAS. From the assessments that are also on CANVAS, you will analyse one child's strengths and weaknesses at text, word, and letter level. Following an 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 must show that you: 1) Understand the student's current reading and writing abilities 2) Can plan a subsequent learning and teaching sequence that includes: <ul style="list-style-type: none"> • explicit teaching strategies, • evidence of consideration of the student's language skills; and knowledge of language theory including practices in the Four Resources Model and curriculum outcomes; • formulation of appropriate assessments as part of the teaching and learning plan.	
CRITERIA:	No.	Learning Outcome assessed
	1	Assessment data is surveyed and analysed. 4
	2	Research literature and Australian curriculum English documents (Used for Assignments 1 & 2) and including practices in the Four Resources Model are used to plan for future language development 1
	3	Relevant teaching strategies and potential assessment to support future teaching and learning are disclosed. 3 4
	4	Academic literacies at text, word and letter level and APAA 7 referencing conventions are evident. 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. 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	Gail E. Tompkins, Carol Smith, Rod Campbell, David Green	2019	Literacy for the 21st Century	n/a	Pearson

8.2. Specific requirements

Required text
Lap tops

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