



## COURSE OUTLINE

# EDU213 Teaching English: Curriculum and Pedagogy

**Course Coordinator:** Carol Smith (csmith3@usc.edu.au) **School:** School of Education and Tertiary Access

2021 | Semester 2

USC Sunshine Coast  
USC Moreton Bay  
USC Fraser Coast

**ON CAMPUS**

Most of your course is on campus but you may be able to do some components of this course online.

*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 develop foundational knowledge and understanding of the developmental nature of English learning for early childhood and primary students. You will investigate and come to understand the Australian Curriculum: English document and website and associated terminology. You will use this knowledge to select appropriate literary texts, and teaching and assessment strategies that respond to learning English at different ages and stages. You will also specifically learn how to teach English at text, word and sentence level according to national and state curriculum frameworks.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ON CAMPUS</b>			
<b>Tutorial/Workshop 1</b> – A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. This course will be supported by technology-enabled learning and teaching including zoom.	2hrs	Week 1	10 times
<b>Lecture</b> – You are required to engage with an online lecture, associated activities and required/recommended course reading materials accessed through Blackboard and using the required text.	2hrs	Week 1	10 times

### 1.3. Course Topics

Australian Curriculum: English and associated terminology  
Early Years Learning Framework  
Queensland Kindergarten Learning Guidelines  
Literary texts  
Aboriginal and Torres Strait Islander Perspectives  
Language acquisition theories  
Lesson Planning

## 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

## 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
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Demonstrate foundational knowledge of Australian Curriculum English, specifically language features at text, word and sentence level, teaching strategies, literacy learning, and children's literature across a range of genres	Knowledgeable
2 Communicate in written and oral form to an informed academic audience in different modes	Knowledgeable
3 Design literacy plans including sequences and rotations, with informal formative assessment and feedback	Creative and critical thinker Empowered
4 Interpret and analyse Australian Curriculum   English, Early Years Learning Framework, Queensland Kindergarten Learning Guideline	Knowledgeable Empowered

## 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 ED010, ED011, ED303, ED304, ED306

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

EDU113

### 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

During weeks 1 & 2 students personal language skills will be assessed and feedback will be provided by tutors.

### 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	20%	1500 word equivalent	Week 4	Online Assignment Submission with plagiarism check
All	2	Oral	Individual	40%	2000 word equivalent for task	Week 7	Online Assignment Submission with plagiarism check
All	3	Plan	Individual	40%	2000 words	Week 10	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Children's Literature Resource

<b>GOAL:</b>	The goal of this task is to apply knowledge of the Australian Curriculum in the learning area of English, the EYLF and the QKLG to produce a resource of appropriate literary texts for learning and teaching English.	
<b>PRODUCT:</b>	Written Piece	
<b>FORMAT:</b>	<p>You will be provided on Blackboard with a template to use for this task. You will need to: refer to the Australian Curriculum: English and or, the Early Years Learning Framework and the Queensland Kindergarten Guidelines, and other relevant documents.</p> <p>Select a range of four (4) literary texts which are appropriate for use in: the early years, lower primary, middle primary, upper primary.</p> <p>Three texts must be representative of three genres listed in the Australian Curriculum: English; imaginative, persuasive, informative, (fantasy, narrative, historical fiction, biography, poetry); and one of the texts must be an Aboriginal and Torres Strait Islander story.</p> <p>Match each text to the Literature Strand in a nominated year level in the Australian Curriculum: English.</p> <p>Partner this information with two links to the Language Strand in the same year level; and justify how your text selection can contribute to children's developing knowledge of language features which are outlined in the Language Strand of the curriculum. You need to refer to language theory here.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Demonstrates knowledge of the Australian Curriculum: English; <b>1 4</b>
	2	Makes appropriate text selection for the nominated year levels and demonstrates understanding of Aboriginal and Torres Strait Islander story and meanings; <b>1</b>
	3	Aligns the chosen texts with appropriate language features nominated in the Australian Curriculum in a particular year level: <b>1</b>
	4	Justifies the suitability of texts as a resource to further children's English development: and <b>4</b>
	5	Employs proficient English writing skills and accurate use of language conventions at text, word and letter level. <b>2</b>

### All - Assessment Task 2: Teaching Strategies Presentation

<b>GOAL:</b>	The goal of this task is to demonstrate knowledge and application of English teaching strategies appropriate to the chosen year levels.	
<b>PRODUCT:</b>	Oral	
<b>FORMAT:</b>	You will return to the literary texts you chose for Task 1. From the four texts, select two (2). Identify two (2) language features (in each text) that you could focus on when using the text. Next, articulate two (2) teaching strategies you could use to teach each chosen language feature ie. a total of four (4) strategies. In a Powerpoint presentation, you will embed an audio in which you: introduce the two texts and discuss how you can achieve specific curriculum learning outcomes by using features of the text and the application of explicit teaching strategies.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Demonstrates knowledge of specific features of the chosen English texts; ①
	2	Selects appropriate teaching strategies to achieve language learning outcomes identified in one year level in the Australian Curriculum: English; ①
	3	Employs ICT presentation skills which include audience engagement, demonstration of use, and explanations; and ②
	4	Uses proficient oral and written English at text, word and letter level. ②

### All - Assessment Task 3: Lesson Plan

<b>GOAL:</b>	The goal of this task is to develop a Lesson Plan.	
<b>PRODUCT:</b>	Plan	
<b>FORMAT:</b>	This task requires you to showcase 'how' you plan to teach reading and writing by attending to particular language features which are outlined in ACARA: English. You will return to the text selection you made in Task 1. Choose a text that you did not use in Task 2 to be the focus of a planned Guided Reading and Writing session in a Literacy Block. The Guided Reading and Writing sessions are for 20 minutes each, and form part of the Lesson Plan. The Lesson Plan format is provided on Blackboard. The format includes: One Lesson Plan that demonstrates specifically how to develop particular learning goals which are associated with language features identified in one year level in the Australian Curriculum: English; Specific detail of how to teach Guided Reading and Writing using aspects of your chosen text; Identification of teaching strategies and possible modifications which will include use of ICT to teach language features in reading and writing to a range of learners; Evidence of informal assessment of learning; and Rationale (200 words) for the development of the Lesson Plan to include the teaching strategies used to achieve the learning outcomes identified in ACARA: English.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Demonstrates knowledge of the Australian Curriculum: English; ①
	2	Produces a well-structured Lesson Plan to include appropriate goals which are associated with: ACARA: English language features, and a chosen text, timing of Guided Reading and Writing sessions, teaching strategies, and informal assessment options ③
	3	Provides a rationale for decisions made in the development of the plan including the selection of teaching strategies in the Guided Reading and Writing sessions ③
	4	Uses proficient English writing skills at text, word and letter level ②

## 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.

## 7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Weeks 1-3 Australian Curriculum: English	n/a
Weeks 4-7 Teaching English Efficiently	
Week 8-10 Organising for Teaching	

## 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 Blackboard 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	PUBLISHER
Required	Tompkins, G., Smith, C., Campbell., R., Green, D.	2019	Literacy for the 21st Century	Pearson

### 8.2. Specific requirements

Literary texts  
Lap top

## 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 Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

### 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. 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).

#### 10.5. 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.

#### 10.6. 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.

#### 10.7. 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: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

#### 10.8. 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

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