

Course Outline

Code: EDU347

Title: Teaching Junior Secondary English

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| School: | Education |
| Teaching Session: | Semester 1 |
| Year: | 2019 |
| Course Coordinator: | Dr Carol McCarthy-Smith Email: csmith3@usc.edu.au |
| Course Moderator: | Dr Margaret Marshman |

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 build and apply foundational knowledge and understanding of the developmental nature of English learning obtained from the Australian Curriculum: English for students in Years 7-10. You will explore contemporary theoretical perspectives that inform pedagogy in and across this discipline in these year levels, and apply this knowledge to understand how to teach literary texts and develop lesson plans and units of work. You will learn how to adapt learning for individuals from a broad range of social, cultural and language contexts by using explicit teaching strategies and ICT.

1.2 Course topics

- Current language learning theory that informs curriculum
- Australian Curriculum English and associated terminology
- Literary texts used in Junior Secondary English classes
- Strategies for differentiating teaching to meet the specific learning needs of a broad range of students from different social, cultural and language contexts
- Concepts, principles and structure associated with designing Lesson plans and Units of Work that include assessment
- Literacy and numeracy demands across the curriculum
- ICT applications in teaching, learning and communicationUse data to inform teaching, specifically NAPLAN (Years 7 and 9) and Australian Curriculum student achievement standards

2. What level is this course?

300 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 3rd or 4th 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?

| Specific Learning Outcomes On successful completion of this course you should be able to: | Assessment Tasks You will be assessed on the learning outcome in task/s: | Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to you becoming: |
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| Apply your knowledge of language learning theory and its connection to English development (from Year 7 through to Year 10) as represented in the Australian Curriculum: English to critically evaluate and justify lesson planning and unit of work decisions. | 1. 1. Diagnostic test 2. Mini-lesson 3. Unit of work evaluation | Knowledgeable. |
| Plan, organise and integrate English content into authentic learning sequences demonstrating understanding of concepts, principles and structure of English pedagogy | 2. Mini-lesson 3. Unit of work evaluation | Empowered. |
| Communicate in different modes to an informed academic audience and virtual hypothetical students | 2. Mini-lesson 3. Unit of work evaluation | Knowledgeable. |
| Set achievable, challenging learning goals to match student abilities and identify authentic assessment and moderation processes | 2. Mini-lesson 3. Unit of work evaluation | Ethical. |
| 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. | 2. Mini-lesson | Ethical. |

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 Enrolment restrictions

Students must be enrolled in Programs: AE304 or ED307 or ED315 plus an English major or minor or UU301 or XU301)

5.2 Pre-requisites

Nil

5.3 Co-requisites

Nil

5.4 Anti-requisites

Nil

5.5 Specific assumed prior knowledge and skills (where applicable)

Nil

6. How am I going to be assessed?

6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 Assessment tasks

| Task No. | Assessment Tasks | Individual or Group | Weighting | What is the duration / length? | When should I submit? | Where should I submit it? |
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| 1 | Diagnostic Test | Individual | 20% | 1000 words, 60 minute exam | Week 4 during lecture supervised by tutors | Lecture theatre |
| 2 | Sequence of lessons and video | Individual | 40% | 1500 words. Lessons and 5 minute video Presentation | By 5pm Friday, Week 7 | Blackboard Safe Assign - Media File |
| 3 | Unit of Work Evaluation | Individual | 40% | 2000 words | By 5pm Friday, Week 10 | Blackboard Safe Assign |
| | | | 100% | | | |

Assessment Task 1: Diagnostic Test

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| Goal: | The goal of this task is to demonstrate your foundational knowledge of the Australian and Queensland English curriculum and policy and underpinning language theory for secondary schooling in Years 7-10. |
| Product: | Diagnostic Test |
| Format: | <p>The purpose of this task is to provide you opportunities to refresh, revise and renew your foundational knowledge of the Australian Curriculum: English and language learning theory in preparation for the next two tasks.</p> <p>If the test reveals that you have some knowledge gaps or misunderstandings you will be offered additional voluntary tutorials to help you build your knowledge and/or skill base. This process of diagnosing and then providing follow up support mirrors how you can support students as a practising teacher.</p> <p>The test comprises multiple choice and short answer questions. One of these will include making and justifying an ethical judgment. You can access the <i>Australian Curriculum: English</i> during the test.</p> <p>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 where there are gaps in your knowledge and this material will assist your revision for the mini diagnostic test that follows.</p> |
| Criteria: | <ul style="list-style-type: none"> • Knowledge and understanding of key concepts and principles of language development as outlined in the Australian Curriculum: • Ability to explain content and apply knowledge using appropriate meta- language. • Ability to critically evaluate curriculum materials as they relate to junior secondary English learners • Use of appropriate, controlled and effective language use according to standard Australian English at text, sentence and word level. |
| Generic skill assessed | Skill assessment level |
| Problem solving | Graduate |

Assessment Task 2: Sequence of lessons and video

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| Goal: | The goal of this task is to apply your knowledge of how to align teaching strategies and literary texts to design and deliver a sequence of lesson plans and a video segment. | |
| Product: | Sequence of Lesson Plans and Video | |
| Format: | <p>There are three aspects to this task.</p> <ol style="list-style-type: none"> 1. Introduce a literary text that can be used in junior secondary English and critically evaluate and justify the text choice and a range of teaching strategies you will use to teach the text in a particular year level. This is presented to a virtual hypothetical tutor as an introduction to the video presentation (As in Step 3). (Suggested time 1 minute). 2. Create 3 sequential lesson plans that are based on the chosen literary text and that develop writing knowledge and skill in a particular genre. Reference must be made to ACARA requirements for genre and a link must be provided to the chosen literary text. 3. Conduct a mini-lesson (video presentation) that is based on one of the lesson plans. The focus is on one aspect of teaching writing to a virtual hypothetical class of students (suggested 4 minutes). Please provide them clear directions. | |
| Criteria: | <ol style="list-style-type: none"> 1. Critical evaluation of literary text, lesson content and teaching strategies for the selected age range. 2. Evidence of how to teach writing in a particular genre – ACARA links required. 3. Organisation of materials and associated technical skills – logical development of lesson plans, teaching strategies, video segment/ Powerpoint. 4. Oral language presentation skills – gesture, tone, audience awareness. 5. Use of appropriate, controlled and effective language use according to standard Australian English at text, sentence and word level. | |
| Generic skill assessed | | Skill assessment level |
| Applying technologies | | Graduate |

Assessment Task 3: Unit of Work Evaluation

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| Goal: | The goal of this task is to give you the opportunity to develop your ability to evaluate a unit of work and student assessment data | |
| Product: | Unit of Work Evaluation | |
| Format: | <p>During tutorials in Weeks 8 and 9, you will be assigned to a group and together you will interpret a school student's assessment data and evaluate a unit of work that has been supplied to you by your tutor. Your group will work together to identify the student's English strengths and weaknesses in relation to the outcomes they achieved at the conclusion of the unit of work. Consideration will also be given to what was taught, the strategies and resources used, what was assessed and how it was assessed and what teaching needs to occur to improve the student's ongoing development.</p> <p><u>Individually</u>, you are required to write a unit of work evaluation in essay form which outlines your:</p> <ul style="list-style-type: none"> • Evaluation of the student data and ways to improve learning outcomes • Evaluation of the unit of work in relation to the students' achievement levels and teaching strategies that were employed. • Evaluation of the unit of work • Thoughts on the assessment used and assessment strategies you could employ • Thoughts on moderation of assessment and why moderation is important • Opinions on effective reporting to students, parents/carers • Rationale for keeping accurate and reliable records of student achievement in English. | |

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| Criteria: | <ol style="list-style-type: none"> 1. Accurate evaluation of the student's literacy strengths and weaknesses and appropriate future planning to achieve outcomes. 2. Identification and critical evaluation of teaching and assessment strategies. 3. Discussion of and rationale for ongoing teaching and assessment and moderation as it relates to the student, reporting and record-keeping. 4. Accurate reference to research and policy documents that include those from ACARA English and correct referencing of the same. 5. Use of appropriate, controlled and effective language use according to standard Australian English at text, sentence and word level. |
| Generic skill assessed | Skill assessment level |
| Collaboration | Graduate |

7. What are the course activities?

7.1 Directed study hours

The directed study hours for this course are a portion of the workload for this course. A 12-unit course will have a total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

7.3 Course content

| Teaching Week / Module | What key concepts/content will I learn? | What activities will I engage in to learn the concepts/content? | |
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| | | Directed Study Activities | Independent Study Activities |
| Module 1 Weeks 1-3 | Australian Curriculum English: F-12 Language acquisition and literary theories – including the Four Resources Model An introduction of the role texts in language learning | Exploration of policy documents. Developing referencing skills Navigating the Australian Curriculum English website. Reintroduction to the genres of adult literature Learning how to interpret and critically evaluate documents, make and justify ethical decisions and write responses. Feedback on knowledge and skill provided in Week 3. | Melbourne Declaration A Flying Start for QLD Children United in our pursuit of Excellence QLD Closing the Gaps Report Towards a 10-year plan for STEM Investigate relevant English policy documents ALEA Library work Read young adult literature Set Text Chapters: Further readings and tutorial/online activities see Blackboard – teaching module 1 |

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| Module 2 Weeks 4-7 | English teaching strategies for diverse learners in a range of contexts | Introduction to teaching strategies that include those that are non-verbal and ICT based (with emphasis on the safe, responsible and ethical use of ICTs). Apply teaching strategies in group situations during tutorials to cater for Aboriginal and Torres Strait Islander and other groups' histories, cultures and languages. Link teaching strategies to stages and strands of English learning in curriculum documents. Referencing skills Identify points of view. Developing a lesson plan? Organising and integrating lesson content, skill, strategies including ICT for diverse learners in a lesson plan. Learning how to conduct a mini-lesson-content, procedure, resources and timing. | Read a variety of journal articles based on explicit English teaching strategies Practise the use of strategies Practise correct referencing Viewing English lessons Planning lessons that are sequenced and integrated and relate to a stage of learning. Computer lab work Set Text Chapters: Further readings and tutorial/online activities see Blackboard – teaching module 2 |
| Module 3 Weeks 8-10 | Planning, organising and integrating English content into a unit of work. | What is a unit of work? Interpreting student data and evaluating teaching programs Assessment in English, feedback, moderation and reporting | Investigation of units of work provided in texts. Set Text Chapters: Further readings and tutorial/online activities see Blackboard – teaching module 3 |

Please note that the course activities may be subject to variation.

8. What resources do I need to undertake this course?

Please note that 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)

Nil

8.2 Specific requirements

Nil

9. Risk management

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student 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. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module 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:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will 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 and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 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>

10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au

10.7 School specific information

The assessment tasks in this course support pre-service teachers to explicitly demonstrate the following Australian Professional Standards for Teachers (Graduate):

| Assessment Task | Australian Professional Standards for Teachers (Graduate) |
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| Task 1: Diagnostic Test | 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. 2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas. 5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. 5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. |
| Task 2: Sequence of Lessons and Video | 2.2 Organise content into an effective learning and teaching sequence. 2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. 2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics. 3.3 Include a range of teaching strategies. 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities. 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions. 4.3 Demonstrate knowledge of practical approaches to manage challenging behavior. |

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| Assessment Task | Australian Professional Standards for Teachers (Graduate) |
| | 4.5 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. |
| Task 3: Unit of Work Evaluation | <p>3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</p> <p>3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</p> <p>5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</p> <p>5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</p> <p>5.5 Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.</p> |