Course Outline

Code: EDU361

Title: Teaching English: Language, Literature and Literacy

Faculty: Science, Health, Education and Engineering
School: Education
Teaching Session: Semester 2
Year: 2018
Course Coordinator: Carol Smith  Email: csmith3@usc.edu.au
Course Moderator: Beverly Dann

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 refine your English teaching skills and demonstrate content knowledge required to teach English in primary classrooms. You explore 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 will deconstruct and evaluate a sequence of lessons according to the Australian Curriculum: English (Primary), Queensland Curriculum Assessment Authority (QCAA) requirements and support students' learning needs and goals.

   1.2 Course content
   Structure and substance of the Australian Curriculum: English (Prep - Primary)
   Pedagogies for student engagement
   The Four Resources Model: theoretical connections and practical application to the Australian Curriculum: English (Prep - Primary)
   Enduring English teaching strategies
   English sequence of lessons
   Assessment, differentiation and student learning goals
   Technical skills, including grammar, spelling, punctuation and comprehension

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?

<table>
<thead>
<tr>
<th>Specific Learning Outcomes</th>
<th>Assessment Tasks</th>
<th>Graduate Qualities or Professional Standards mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of this course you should be able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate broad knowledge and understanding of contemporary and seminal literature on the teaching and learning of language, literature and literacy.</td>
<td>Task 1 Task 3</td>
<td>Knowledgeable. Creative and critical thinkers</td>
</tr>
<tr>
<td>Demonstrate broad theoretical and technical knowledge and understanding of the Australian Curriculum: English (Primary) and QCAA policy.</td>
<td>Task 1 Task 2</td>
<td>Knowledgeable. Creative and critical thinkers.</td>
</tr>
<tr>
<td>Analyse and apply the Australian Curriculum: English (Primary) Content Descriptors and Achievement Standards to learning and teaching and The Four Resources Model.</td>
<td>Task 1 Task 2</td>
<td>Creative and critical thinkers. Engaged.</td>
</tr>
<tr>
<td>Apply knowledge and understanding of effective English teaching and learning sequences and teaching strategies.</td>
<td>Task 2 Task 3</td>
<td>Creative and critical thinkers. Engaged.</td>
</tr>
<tr>
<td>Evaluate units of work in regards to content, learning sequences, measurable milestones, student learning goals and modifications.</td>
<td>Task 3</td>
<td>Creative and critical thinkers. Engaged.</td>
</tr>
</tbody>
</table>

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

This course is only available to students enrolled in ED303 and ED304.

5.2 Pre-requisites

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

5.3 Co-requisites

EDU340

5.4 Anti-requisites

Nil

5.5 Specific assumed prior knowledge and skills (where applicable)

As a culminating English Course for your specialisation in English, it is expected that have passed all previous English courses in the Program and have a solid understanding of the curriculum content, pedagogy and teaching strategies.

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 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

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Assessment Tasks</th>
<th>Individual or Group</th>
<th>Weighting %</th>
<th>Duration / length</th>
<th>When should I submit?</th>
<th>Where should I submit it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2 Written Texts and Appraisal</td>
<td>Individual</td>
<td>25%</td>
<td>1200-1500 words</td>
<td>Week 4 Friday 5pm</td>
<td>Blackboard SafeAssign</td>
</tr>
<tr>
<td>2</td>
<td>Digital Presentation and Summary</td>
<td>Individual</td>
<td>25%</td>
<td>5-7 minute video &amp; Template</td>
<td>Week 7 Monday 9am</td>
<td>Media upload to Blackboard &amp; Template upload to SafeAssign</td>
</tr>
<tr>
<td>3</td>
<td>Reflective Essay</td>
<td>Individual</td>
<td>50%</td>
<td>2000 words</td>
<td>Week 10 Friday 5pm</td>
<td>Blackboard SafeAssign</td>
</tr>
</tbody>
</table>

100%

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, that you can use in a Year 6 class (Primary) or Prep (Early Childhood) to teach text structures, and language features to a range of learners.

**Product:** 2 Written Texts and Appraisal

**Format:** Produce two texts, one imaginative and the other informative or persuasive, to showcase the genre and language features that Year 6 or Prep students are required to learn. Provide a written appraisal (250 words) of how the texts meet the practices included in the Four Resources Model and Year 6 or Prep language and literacy requirements outlined in the Australian Curriculum: English.

**Criteria:**
- Knowledge and understanding of curriculum and the Four Resources Model.
- Analysis of texts and their relationship to the curriculum and the Four Resources Model.
- Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions.

Assessment Task 2: Digital Presentation and Summary

**Goal:** The goal of this task is to demonstrate your knowledge of the Four Resources Model and English teaching strategies.

**Product:** Digital Presentation and Summary

**Format:** This assessment task forms two parts;

**Part One**
Choose one digital text that is relevant to a class of English students in a nominated year level (example: [http://www.magickeys.com](http://www.magickeys.com)). Next, using this online text you will select appropriate teaching strategies that enable you to apply the Four Resources Model to the effective teaching of all learners. You will present your learning and teaching decisions, for this class context, via a 5 – 7 minute pre-recorded video that is embedded in a PowerPoint presentation.

**Part Two**
You will compile a summary of the English teaching strategies that you employ to teach the text to a range of learners. This summary will be documented on the template provided in tutorials.

NB. You will be invited to share your media file and summary with peers for possible collation of strategies across the “community of learners”.

**Criteria:**
- Knowledge of curriculum requirements in a specified year level, and choice of appropriate digital teaching text.
- Knowledge and understanding of the Four Resources Model;
- Application of effective English teaching strategies for all learners;
- Written and verbal communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions.
Assessment Task 3: Reflective Essay

<table>
<thead>
<tr>
<th>Goal:</th>
<th>The goal of this task is to evaluate a unit of work (sequence of lessons) for Prep - Primary, assess a student’s responses and establish new learning goals for one student.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product:</td>
<td>Reflective Essay</td>
</tr>
</tbody>
</table>
| Format: | There are three aspects to this task that is based on your evaluation of a unit of work (sequence of lessons) and students’ assessment data.  
1. You will be provided with a Unit of Work and a selection of children’s responses to the unit. You will choose one student’s responses and identify their English strengths and weaknesses, as they relate to curriculum outcomes.  
2. 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 will be employed to achieve those goals. Provide a rationale for the choice of strategies. Refer to the research and policy documents (Australian Curriculum: English) to substantiate choices.  
3. 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. |
| Criteria: | • Evaluation of a unit of work (sequence of lessons); learning sequences, content, assessment, and differentiation according to curriculum requirements and students’ learning outcomes;  
• Assessment of a student’s learning and creation of goals and modifications;  
• Identification of effective teaching strategies with research-based rationale;  
• Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions. |

7. What are the course activities?

7.1 Directed study hours

This course requires an overall time commitment of an average 12 hours of study per week. A blended learning approach is used to deliver this course. This course is delivered as a 2 hour lecture and a 2 hour tutorial equivalent each week.

7.2 Course content

<table>
<thead>
<tr>
<th>Week # / Module #</th>
<th>What key concepts/content will I learn?</th>
</tr>
</thead>
</table>
| Module 1         | Revisit the demands of the Australian Curriculum: English. The strands from F-6.  
Meta-language and definitions of key terms  
The language learning theories that provide the framework for the curriculum.  
The Four Resources Model. |
| Weeks 1-3        | Teaching texts using the Four Resources Model to guide practice.  
Locating online texts that can be used to achieve English learning outcomes from F-6.  
Aligning the chosen texts with particular year levels and the strands in the Australian Curriculum.  
Selecting codes from the Four Resources Model to guide the teaching of a selected digital text.  
Fine-tuning oral language presentation skills, and digital technologies. |
| Module 2         | Investigating the relationship between children’s learning outcomes and a sequence of lessons.  
Identifying features of sequence of lessons.  
Revisiting lesson plans and their relationship to a sequence of lessons.  
Evaluating a student’s strengths and weaknesses at text, word and sentence level.  
Establishing new learning goals for the student to achieve learning outcomes.  
Reflecting on the strengths and weaknesses of the sequence of lessons. |
| Weeks 4-7        |                                                                                                                                                                                                  |
| Module 3         |                                                                                                                                                                                                  |
| Weeks 8-10       |                                                                                                                                                                                                  |

Please note that the course content 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)**

Please note that you need to have regular access to the resource(s) listed below as they are required:

<table>
<thead>
<tr>
<th>Author</th>
<th>Year</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tompkins, G., Campbell, R., Green, D., Smith, C.</td>
<td>2015</td>
<td>Literacy for the 21st Century</td>
<td>Pearson</td>
</tr>
</tbody>
</table>

8.2 **Specific requirements**

N/A

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


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
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au
### 10.7 School specific information

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Australian Professional Standards for Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Graduate Career Stage</strong></td>
</tr>
<tr>
<td><strong>Task 1: Written Texts and Appraisal</strong></td>
<td>2.1: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area</td>
</tr>
<tr>
<td></td>
<td>2.4: Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</td>
</tr>
<tr>
<td></td>
<td>3.4: Demonstrate knowledge of a range of resources, including ICTs that engage students in their learning.</td>
</tr>
<tr>
<td><strong>Task 2: Digital Presentation</strong></td>
<td>1.3: Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</td>
</tr>
<tr>
<td></td>
<td>2.1: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area</td>
</tr>
<tr>
<td></td>
<td>2.5: Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</td>
</tr>
<tr>
<td></td>
<td>3.4: Demonstrate knowledge of a range of resources, including ICTs that engage students in their learning.</td>
</tr>
<tr>
<td><strong>Task 3: Report</strong></td>
<td>2.1: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area</td>
</tr>
<tr>
<td></td>
<td>2.2: Organise content into an effective learning and teaching sequence</td>
</tr>
<tr>
<td></td>
<td>2.3: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans</td>
</tr>
<tr>
<td></td>
<td>2.5: Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</td>
</tr>
<tr>
<td></td>
<td>3.2: Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.</td>
</tr>
<tr>
<td></td>
<td>3.4: Demonstrate knowledge of a range of resources, including ICTs that engage students in their learning.</td>
</tr>
<tr>
<td></td>
<td>5.1: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning</td>
</tr>
<tr>
<td></td>
<td>5.2: Demonstrate understanding of the purpose of providing timely and appropriate feedback to students about their learning</td>
</tr>
</tbody>
</table>