Code: EDU361
Title: Teaching English: Language, Literature and Literacy

School: Education
Teaching Session: Semester 2
Year: 2020
Course Coordinator: Dr Carol Smith Email: csmith3@usc.edu.au
Course Moderator: Dr Sharon Louth

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 – Year 6)
   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>You will be assessed on the learning outcome in task/s:</td>
<td>Completing these tasks successfully will contribute to you becoming:</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 regard 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 Response</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>PowerPoint Presentation with Audio</td>
<td>Individual</td>
<td>25%</td>
<td>5-7 minute audio</td>
<td>Week 8 Monday 9am</td>
<td>Media upload to Blackboard SafeAssign</td>
</tr>
<tr>
<td>3</td>
<td>Reflective Essay</td>
<td>Individual</td>
<td>50%</td>
<td>2000 words</td>
<td>Week 10 Thursday 5pm</td>
<td>Blackboard SafeAssign</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

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, which you can use in two classes. One is to be for a Year 6 class (Primary) and the other for a year level of your choice. Your written texts will be used to teach text structures, and language features to a range of learners.

**Product:** Two Written Texts and Response

**Format:** Produce two texts, one imaginative and the other informative or persuasive, to showcase the genre and language features which students in Year 6 and those in another year level are required to learn. Provide a written response (250 words) of how you felt about crafting the texts to meet the language and literacy requirements outlined in the Australian Curriculum: English for the chosen year levels.

**Criteria:**
- Knowledge and understanding of curriculum and theory.
- 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: PowerPoint Presentation with Audio

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

**Product:** PowerPoint Presentation with Audio.

**Format:** This assessment task requires you to choose one digital text that can be used as a resource for teaching literacy to a class of English students in a nominated year level (eg: http://www.magickeys.com). Please choose from the range of digital texts which are available rather than a recording of a read aloud. Next, using this online text, select appropriate teaching strategies which enable you to apply the Four Resources Model to provide effective teaching to all learners. You will present your learning and teaching decisions, for this class context, via a 5 – 7 minute pre-recorded audio that is embedded in a PowerPoint presentation. This time does not include the viewing of the resource. 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.
Assessment Task 3: Reflective Essay

Goal: The goal of this task is to evaluate a Unit of Work (sequence of lessons), assess a student’s response and establish new learning goals for one student.

Product: Reflective Essay

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.
2. You will choose one student’s response and identify their English strengths and weaknesses, as they relate to prescribed curriculum outcomes.
3. 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 could be employed to achieve those goals.
4. Provide a rationale for the choice of strategies. Refer to the research and policy documents (Australian Curriculum: English and others) to substantiate choices.
5. 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 to include: learning sequences, content, assessment, and differentiation according to curriculum requirements and students’ learning outcomes;
• Assessment of a student’s response to the unit of work;
• Creation of appropriate learning goals and possible modifications for the student and the unit of work.
• 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
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. 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.

This course will be delivered via technology-enabled learning and teaching. All lectures will remain in this mode for Semester 2 2020. When government guidelines allow, students that elected on-campus study via the class selection process will be advised when on campus tutorials and practical sessions will resume.

7.2 Course content

<table>
<thead>
<tr>
<th>Week # / Module #</th>
<th>What key concepts/content will I learn?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 Weeks 1-3</td>
<td>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.</td>
</tr>
<tr>
<td>Module 2 Weeks 4 -7</td>
<td>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.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Module 3</th>
<th>Weeks 8-10</th>
</tr>
</thead>
</table>
| 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. |

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., Smith, C., Campbell, R., Green, D.,</td>
<td>2019</td>
<td><em>Literacy for the 21st Century</em></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 on 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 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
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- **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>
</table>
| **Task 1: Written Texts and Appraisal** | 2.1: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area  
2.4: Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.  
3.4: Demonstrate knowledge of a range of resources, including ICTs that engage students in their learning. |
| **Task 2: PowerPoint Presentation with Audio** | 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.  
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.  
3.4: Demonstrate knowledge of a range of resources, including ICTs that engage students in their learning. |
| **Task 3: Reflective Essay**     | 2.1: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area  
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  
2.5: Know and understand literacy and numeracy teaching strategies and their application in teaching areas.  
3.2: Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.  
3.4: Demonstrate knowledge of a range of resources, including ICTs that engage students in their learning.  
5.1: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning  
5.2: Demonstrate understanding of the purpose of providing timely and appropriate feedback to students about their learning |