

## Course Outline

**Code: EDU738**

### **Title: Teaching Senior Secondary English**

<b>School of:</b>	Education
<b>Teaching Session:</b>	Semester 2
<b>Year:</b>	2019
<b>Course Coordinator:</b>	Dr Alison Willis - <a href="mailto:awillis@usc.edu.au">awillis@usc.edu.au</a>
<b>Course Moderator:</b>	Dr Kenneth Young

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**

This course will develop your pedagogical skills and curriculum knowledge in relation to teaching English in Years 11–12 contexts. You will apply this knowledge to design and implement programs for senior students studying English subject/s. You will analyse texts in a wide range of forms and contexts and incorporate information technology to support a diverse range of learners. Perspectives, values and attitudes to significant issues on learning and teaching English will be explored via engagement with colleagues, professional networks and the wider community.

##### **1.2 Course topics**

- Australian Curriculum English
- Current Senior English syllabuses
- English curriculum planning and alignment
- Specific learning and teaching requirements and strategies in English, including integration of ICT
- Literacy and critical literacy in English subjects
- Engaging with diverse learners
- Assessment and reporting practices in English in the senior phase
- Aboriginal and Torres Strait Islander histories and culture in Senior Secondary English (cultural sustainability)

#### **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?

<b>Specific Learning Outcomes</b> On successful completion of this course you should be able to:	<b>Assessment Tasks</b> You will be assessed on the learning outcome in task/s:	<b>Graduate Qualities or Professional Standards mapping</b> Completing these tasks successfully will contribute to you becoming:
Apply deep knowledge of Senior Secondary English curriculum through the incorporation of relevant pedagogy to design learning sequences and programs that will advance students' knowledge and skills.	Task 1: Evaluation Task 3: Introduction with multimodal resource Task 2: Unit of work outline	Knowledgeable. Creative and critical thinkers.
Employ a student-centred and aligned approach to evaluate assessment practices, reporting and student achievement.	Task 1: Evaluation Task 2: Unit of work outline	Knowledgeable. Creative and critical thinkers.
Demonstrate the use of explicit English teaching strategies and pedagogy that engages students in quality learning in Senior Secondary English.	Task 3: Introduction with multimodal resource Task 2: Unit of work outline	Knowledgeable. Creative and critical thinkers.
Critically reflect on the role of literary and non-literary texts in Senior Secondary English.	Task 1: Evaluation Task 2: Introduction with multimodal resource	Sustainability-focussed. Creative and critical thinkers.

*Students may attend combined lectures with ED315, AE304 and SE303 undergraduate students. These parallel course deliveries are designed to give students access to expert lecturers. However, postgraduate courses may have additional or separate assessment tasks with appropriate Criteria: that acknowledge the different expectations, learning outcomes, prior knowledge and life experience of a student undertaking an AQF Level 9 program.*

#### 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 ED706 Master of Teaching (Secondary) students who have an English teaching area

##### 5.2 Pre-requisites

Nil

##### 5.3 Co-requisites

Nil

##### 5.4 Anti-requisites

N/A

##### 5.5 Specific assumed prior knowledge and skills (where applicable)

N/A

#### 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

Task 1 is due early Week 4. Students will have access to formative feedback in tutorials from Weeks 1-3.

### 6.3 Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	An evaluation of assessment, learning and teaching practices in Senior Secondary English	Individual	30%	1800 words	9 am Monday, Week 4	Blackboard (SafeAssign)
2	Unit of work outline and accompanying lesson plan	Individual	50%	2800 words	5 pm, Friday, Week 7	Blackboard (SafeAssign)
3	Introduction to a text with accompanying multimodal resource.	Individual	20%	10-12 minutes	In tutorials according to schedule in Weeks 8-10.	Blackboard (SafeAssign) – upload multimodal resource
			100%			

#### Assessment Task 1: Evaluation: General Senior English Syllabus

<b>Goal:</b>	The goal of this task is for you to Investigate and evaluate Senior Secondary English syllabus documents.
<b>Product:</b>	Evaluation: General Senior English Syllabus
<b>Format:</b>	You will be provided with Queensland Senior English syllabus documents and an evaluation template on Blackboard. Respond to the items in the template to evaluate the syllabus documents. <i>Formative feedback will be provided prior to submission in tutorial.</i>
<b>Criteria:</b>	<ol style="list-style-type: none"> <li>Critical analysis of syllabus design and how it contributes to student learning in the 21st century, making provisions for student diversity.</li> <li>Reflection on the roles of texts in Senior English.</li> <li>Evaluation of assessment task design and grading processes.</li> <li>Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.</li> </ol>

#### Assessment Task 2: Unit of work outline and accompanying lesson plan

<b>Goal:</b>	The goal of this task is for you to design and create a unit outline for a term of work in Year 11, with one accompanying lesson plan.
<b>Product:</b>	Unit of work outline and accompanying lesson plan
<b>Format:</b>	<p>Devise an eight-week outline for one half of Unit 2 in the General English Syllabus. The unit of work must demonstrate the principles of constructive alignment and student-centred learning. Use the following headings for your outline:</p> <ul style="list-style-type: none"> <li>Introduce the scope of Topic 1 or Topic 2 from Unit 2, making links to the syllabus</li> <li>Select learning objectives (from the syllabus) for this outline.</li> <li>Resources (including texts that you will use in this unit)</li> <li>Considerations for diversity, including considerations of Australian, Aboriginal and Torres Strait Islander cultures.</li> <li>Incorporation of 21st century skills (including ICT, literacy and implicit numeracy)</li> <li>A summative assessment task sheet with task criteria.</li> <li>A statement of intended reporting of summative feedback to students and parents</li> <li>Tabulated scope and sequence of learning activities for the eight weeks that includes timely formative feedback mechanisms throughout the course, and evaluation of student data to inform teaching</li> </ul>

	<p>Develop a lesson plan for either the first or second lesson of the unit including:</p> <ul style="list-style-type: none"> <li>• Lesson title and focus.</li> <li>• Learning intentions. (Use cognitive verbs.)</li> <li>• Learning and teaching activities.</li> <li>• Resources</li> <li>• Differentiation opportunities.</li> <li>• Formative feedback mechanisms.</li> </ul>
<b>Criteria:</b>	<ol style="list-style-type: none"> <li>1. Knowledge and understanding of English texts and curriculum documents to design and create an aligned unit of work outline including one lesson plan with appropriate cognitive verbs.</li> <li>2. Implementation of pedagogy for student-centred learning (including ICT, literacy and numeracy opportunities, and provisions for cultural diversity where appropriate).</li> <li>3. Development of formative and summative assessment processes.</li> <li>4. Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.</li> </ol>

### Assessment Task 3: Introduction to a text with accompanying multi-modal resource

<b>Goal:</b>	The goal of this task is for you to demonstrate your capacity to introduce a prescribed text for study in Senior Secondary English. Design and create a digital resource to engage students with this text.
<b>Product:</b>	Introduction to a text with accompanying multi-modal resource – oral presentation with multimodal support.
<b>Format:</b>	<p>You are to make a 5-10 minute presentation to introduce senior secondary students to a new text. The text must be chosen from a QCAA prescribed text list. You must demonstrate:</p> <ul style="list-style-type: none"> <li>• Teaching practices for student engagement</li> <li>• Knowledge of how the text will contribute to student learning</li> <li>• An understanding of its literary and aesthetic value.</li> </ul> <p>To support your presentation, design and create a multi-modal resource to introduce the text to students.  Purpose: To introduce a text, to inform and educate.  Audience: Senior English students.  Mode: Oral with multi-modal support</p>
<b>Criteria:</b>	<ol style="list-style-type: none"> <li>1. Choice and justification of the value of the text.</li> <li>2. Evaluation of how the text aligns with the Senior Secondary English Curriculum.</li> <li>3. Creation of a digital multi-modal education resource to introduce a text to senior English students.</li> <li>4. Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.</li> <li>5. Oral presentation skills for an audience of senior secondary students.</li> </ol>

## 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.

## 7.2 Course content

Week # / Module #	What key concepts/content will I learn?
<b>Module 1 Weeks 1-3</b>	Queensland Senior Secondary English: Years 11 and 12 Cognitive verbs (QCAA and Marzano & Kendall) Learning objectives Unit subject matter Prescribed text lists Catering for student diversity Teaching for 21 <sup>st</sup> century skills Assessment, feedback, moderation and reporting processes in Senior English. Critical analysis of curriculum documents
<b>Module 2 Weeks 4-7</b>	Teaching Senior English Teaching persuasive, narrative, informative, analytical and reflective writing and speaking. Teaching strategies, including non-verbal and ICT based strategies. Unit plans, teaching sequences and lesson plans. Developing knowledge and understanding of Aboriginal & Torres Strait Islander history in texts. Literacy and numeracy in English. Organising and integrating lesson content, learning activities, resources, assessment, skills and pedagogical strategies including ICT. Constructive alignment between objectives, learning activities and assessment tasks.
<b>Module 3 Weeks 8-10</b>	Developing resources to enhance teaching and learning. Introducing a new text. Evaluation of senior secondary prescribed texts.

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)

No set text. Senior English syllabuses and associated documents will be provided on Blackboard.

### 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](mailto: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 South Bank** - 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](mailto:studentcentral@usc.edu.au)

## 10.7 Education 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)
Task 1: Evaluation: General Senior Secondary English Syllabus	2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas. 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. 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. 5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. 5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. 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.
Task 2: Unit of work outline and lesson plan	1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. 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. 2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. 2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas. 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. 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. 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. 3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.

	<p>4.2 Demonstrate the capacity to organize classroom activities and provide clear directions.</p> <p>4.5 Demonstrate an understanding of the relevant issues and strategies available to support the safe and responsible use of ICT in learning and teaching.</p> <p>5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p> <p>5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their 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>
Task 3: Introduction to a text with accompanying multimodal resource	<p>2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</p> <p>2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p> <p>2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</p> <p>2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p> <p>3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p> <p>3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement</p>

### Overview of the Master of Teaching (Secondary) Program

#### Phase 1 - Orientation to the profession:

EDU764 Quality Teaching and Learning

EDU765 Professional Experience: Orientation to the Profession

First two curriculum courses

#### Phase 2 - Enhancing professional knowledge and skills:

EDU712 Diversity and Inclusion

EDU713 Individual Learner Needs

EDU715 Literacy and Numeracy across the Curriculum

EDU716 Aboriginal and Torres Strait Islander Perspectives in Teaching and Learning

EDU766 Assessing Learning

EDU714 Professional Experience: Managing Learning Environments

Second two curriculum courses

#### Phase 3 - Synthesis of professional knowledge in practice and research:

EDU717 Using Data for Learning

EDU718 Teacher as Researcher

EDU719 Teacher as Global Practitioner

EDU720 Professional Experience: The Professional Teacher