

## Course Outline

**Code: EDU776**

### **Title: Teaching Reading and Writing**

<b>School of:</b>	Education
<b>Teaching Session:</b>	Semester 2
<b>Year:</b>	2020
<b>Course Coordinator:</b>	Dr Carol Smith Email: csmith3@usc.edu.au
<b>Course Moderator:</b>	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**

This course is designed to build advanced skills and knowledge based on prior experiences of the Australian Curriculum: English. You will be able to expand your repertoire of approaches to differentiated teaching in the area of reading and writing. Offering a comprehensive exploration of the models, approaches and theories of language acquisition, you will be empowered to make practical connections between the theory and practice of language instruction.

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

- Models, approaches and theories of English Language teaching at the acquisition stage of language learning.
- Australian Curriculum: English, General Capabilities and Cross Curriculum Priorities
- Engagement with colleagues, parents/carers and the community
- Diverse learners and differentiated learning for reading, writing, speaking and listening.
- Systematic observation, assessment and intervention skills
- Enduring English teaching strategies
- Technical skills including; grammar, spelling, punctuation and comprehension

#### **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:
Evaluate and elaborate on the diverse range of language learning theories and their connections and disconnections to the Australian Curriculum: English and legislative policies.	Task 1: Expository Essay Task 2: Portfolio of Language Teaching Strategies.	Knowledgeable. Ethical.
Critically analyse language teaching strategies for their efficacy in supporting the cognitive, aural and oral development of reading, writing, speaking and listening for diverse learners.	Task 2: Portfolio of Language Teaching Strategies. Task 3: Case Study	Empowered. Knowledgeable.
Formally assess and account for the recording of processing strategies and cueing systems to support individualised learning and appropriate feedback to students and carers.	Task 2: Portfolio of Language Teaching Strategies. Task 3: Case Study.	Knowledgeable. Creative and critical thinkers.
Demonstrate mastery of pedagogy, formative and summative assessment, reporting and record keeping aligned with the Australian Curriculum: English.	Task 2: Portfolio of Language Teaching Strategies. Task 3: Case Study.	Knowledgeable. Ethical.

*Students may attend combined lectures with ED304 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 students enrolled in ED707

##### 5.2 Pre-requisites

EDU767

##### 5.3 Co-requisites

N/A

##### 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

Early feedback will be provided on preservice teachers' personal language skills following a written task completed in Week 1 and a practice quiz in Week 2.

### 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	Open Book Exam	Individual	20%	1,500 words	Week 4	Blackboard Safe Assign. Friday 4pm
2	Portfolio of Language Teaching Strategies	Individual	30%	2500 words including Justification	Week 8	Blackboard SafeAssign. Monday 9am
3	Case Study	Individual	50%	2500 words	Weeks 9 & 10 Final submission Week 10 Thursday 9am.	Blackboard SafeAssign. Hard Copy of children's completed tasks submitted Online Thursday 4pm Week 9. Study uploaded Safe Assign Thursday Week 10.
			100%			

#### Assessment Task 1: Expository Essay

<b>Goal:</b>	The goal of this task is to enable you to analyse the Australian Curriculum: English, General Capabilities and Cross Curriculum Priorities, and demonstrate your knowledge of the teaching requirements for reading, writing, speaking and viewing through a synthesis of theory, models and approaches.
<b>Product:</b>	Expository Essay
<b>Format:</b>	<p>You will read an excerpt from an unseen research article in the lecture in Week 3. The article outlines why teachers need to understand a range of language learning theories and approaches which have influenced the teaching of reading and writing to children who are at differing stages of physical, social and intellectual development. You will respond to the article and demonstrate your understanding of how the different theories have/have not influenced the learning and teaching of reading and writing in Australia.</p> <p>When writing your response, you will outline clearly the influence the chosen theory/ies have on what is taught in the Australian Curriculum: English, General Capabilities and Cross Curricular Priorities</p> <p><i>NB. This assessment piece will also be used to prompt reflection and development of your English competencies.</i></p>
<b>Criteria:</b>	<ol style="list-style-type: none"> <li>1. Analysis of Australian Curriculum: English and wider curriculum connections to teaching reading, writing, speaking and listening including legislative policies.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Synthesis of language acquisition theories and their application to the concepts, substance and structure of the Australian Curriculum: English.</li> <li>3. Demonstration of your knowledge of approaches to teaching reading, writing, speaking and listening.</li> <li>4. Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions.</li> </ol>
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### Assessment Task 2: Portfolio of Language Teaching Strategies

<b>Goal:</b>	The goal of this task is for you to evaluate a range of contemporary pedagogies for English language learning, and compile a portfolio of these teaching strategies and justify their inclusion for teaching reading, writing and oral language in a specific year level.
<b>Product:</b>	Portfolio of Language Teaching Strategies
<b>Format:</b>	<p>On Blackboard, you will be provided with a range of teaching strategies which can be used to teach - reading, writing and oral language.</p> <p>From the list choose 15 strategies which you can use to address the content descriptors/elaborations in ACARA: English in a specific year level of your choice - Early, Middle, Upper, Primary.</p> <p>You will justify the inclusion of the strategies in a comprehensive 2500-word Portfolio of Language Teaching Strategies for each category of reading, writing, and speaking. Within the justification, you will elaborate on the advantages of this selection and combination of strategies.</p> <p>When assembling your portfolio, you are required to:</p> <ul style="list-style-type: none"> <li>explain the purpose of each teaching strategy,</li> <li>outline the procedure required for its implementation</li> <li>justify your choice of strategy according to how it can develop student's use of cueing systems and processing strategies in relation to Australian Curriculum: English guidelines.</li> </ul>
<b>Criteria:</b>	<ol style="list-style-type: none"> <li>1. Appropriate range of teaching strategies, with an accompanying explanation of each teaching strategy, a rationale or justification for use and the procedure to be adopted for implementation</li> <li>2. Knowledge and understanding of the links between the strategies, the targeted cueing systems and processing strategies and the Australian Curriculum: English</li> <li>3. Organisation of the portfolio for the intended audience</li> <li>4. Written communication skills and academic literacies including English expression at text, word and sentence level; APA referencing conventions</li> </ol>

### Assessment Task 3: Case Study

<b>Goal:</b>	The goal of this task is to develop a case study of the language capacity and individual learning needs of a student who is in Prep or the first year of schooling, based on the expectations outlined in the Australian Curriculum: English.
<b>Product:</b>	Case Study
<b>Format:</b>	<p>Using specified assessment items, you will carry out tests in reading, writing, speaking and listening and identify an individual student's strengths and weaknesses at text, word and sentence level. Formally assess and record the data. You will engage with others to moderate the work. The 2500-word case study on summative assessment will include but not be limited to;</p> <ul style="list-style-type: none"> <li>• An executive summary: outline the case, the study, the assessment tools and processes applied and theories driving their use.</li> </ul>

	<ul style="list-style-type: none"> <li>• Findings: using evidence from the assessment items you will outline the student's current reading, writing and oral language capabilities</li> <li>• Discussion: summarise the data and identify areas of strength and weakness and justify a subsequent learning and teaching plan.</li> <li>• Conclusion: summarise the issues and your proposed solutions for this individual case, including how appropriate and timely feedback will be provided to the student and carers.</li> </ul> <p><i>N.B. To enable authentic administration of these tests you will be required to locate a child, who is in their first or second year of schooling, within your own network.</i></p>
<b>Criteria:</b>	<ol style="list-style-type: none"> <li>1. Administration of assessment tasks with a student using an Observation Study for reading, writing, speaking and listening.</li> <li>2. Analysis of the data revealed in the six tasks.</li> <li>3. Use of research literature and Australian curriculum documents (used for Assignments 1 &amp; 2) to plan for the child's future language development;</li> <li>4. Discussion of teaching strategies to support an individual student's language development needs.</li> <li>5. Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions.</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.

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

Week # / Module #	What key concepts/content will I learn?
Module 1 Weeks 1 - 3	Evaluation of approaches to the teaching of reading, writing, speaking and listening in the early phases of learning. Analysis of Australian Curriculum: English and language acquisition theory.
Module 2 Weeks 4 - 7	Implementing effective, enduring English teaching strategies- a balanced approach for a variety of learners.  Professional engagement with students, parents/carers and teachers.
Module 3 Weeks 8 – 10	English intervention strategies and assessment and reporting procedures. Library and research activities related to developing a position around language acquisition

Please note course content is 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:

Author	Year	Title	Publisher
Tompkins, G., Smith, C., Campbell, R., Green, D	2019	Literacy for the 21 <sup>st</sup> Century	Pearson: Boston
Clay, M.M.	2000	<b>I text only from a Resource Pack:</b> Sand, Stones, Follow Me Moon; No Shoes; These titles are part of the Concepts About Print Test	Pearson: Auckland

### 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:

- 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 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 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

Email: [studentcentral@usc.edu.au](mailto: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)
Task 1: Expository Essay	1.1, 1.2, 1.3, 1.4 2.1, 2.5 7.2

Task 2: Portfolio of Language Teaching Strategies	1.1, 1.2, 1.3, 1.4, 1.5, 1.6 2.1, 2.5, 2.6 3.3, 3.4 4.1 5.1 7.2
Task 3: Case Study	1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.5, 2.6 3.1, 3.3, 3.4 4.1 5.1, 5.2, 5.3, 5.4, 5.5 7.2

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

#### Orientation to the profession:

EDU764 Quality Teaching and Learning

EDU765 Professional Experience: Orientation to the Profession

#### Developing professional knowledge and skills:

EDU712 Diversity and Inclusion

EDU716 Aboriginal and Torres Strait Islander Perspectives in Teaching and Learning

EDU717 Using Data for Learning

EDU792 Professional Experience: Individual Learner Needs

#### Developing curriculum and pedagogy knowledge and skills:

EDU767 Teaching Primary School English: Curriculum and Pedagogy

EDU768 Teaching Mathematics in the Early Years

EDU769 Teaching Science in Primary School

EDU774 Teaching Primary School Mathematics

EDU776 Teaching Reading and Writing in Primary School

EDU777 Teaching Arts in the Primary Schools

EDU778 Teaching History and Geography in Primary School

EDU779 Teaching Health and Physical Education in Primary School

EDU780 Teaching Technologies in Primary School

#### Synthesis of professional knowledge in practice and research:

EDU718 Teacher as Researcher

EDU720 Professional Experience: The Professional Teacher