



COURSE OUTLINE

EDU776

Teaching Reading and Writing

Course Coordinator: Carol Smith (csmith3@usc.edu.au) **School:** School of Education and Tertiary Access

2021 | Semester 2

USC Sunshine Coast

ON CAMPUS

Most of your course is on campus but you may be able to do some components of this course online.

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. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Tutorial/Workshop 1 – A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. This course will be supported by technology-enabled learning and teaching including zoom.	2hrs	Week 1	10 times
Lecture – You are required to engage with a weekly 2 hour lecture, associated activities and required/recommended course reading materials accessed through Blackboard and using the required text.	2hrs	Week 1	10 times

1.3. Course Topics

Models, approaches and theories of English language learning.

Teaching and assessing reading and writing

Employing teaching strategies

Learning and teaching comprehension, grammar, vocabulary, spelling, punctuation, fluency, phonemic awareness, phonics.

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?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
<p>1 Evaluate and elaborate on the diverse range of language learning theories and their connections and disconnections to the Australian Curriculum English and legislative policies.</p>	<p>Knowledgeable Ethical</p>	<p>2 - Know the content and how to teach it 2.3 - Curriculum, assessment and reporting 7.2 - Comply with legislative, administrative and organisational requirements</p>
<p>2 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.</p>	<p>Knowledgeable Empowered</p>	<p>1 - Know students and how they learn 1.2 - Understand how students learn 1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 - Strategies for teaching Aboriginal and Torres Strait Islander students 1.5 - Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.6 - Strategies to support full participation of students with disability 2 - Know the content and how to teach it 2.1 - Content and teaching strategies of the teaching area 3.3 - Use teaching strategies 6.4 - Apply professional learning and improve student learning</p>
<p>3 Formally assess and account for the recording of processing strategies and cueing systems to support individualised learning and appropriate feedback to students and carers.</p>	<p>Knowledgeable Creative and critical thinker</p>	<p>1 - Know students and how they learn 1.4 - Strategies for teaching Aboriginal and Torres Strait Islander students 1.5 - Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.6 - Strategies to support full participation of students with disability 2 - Know the content and how to teach it 2.1 - Content and teaching strategies of the teaching area 3.3 - Use teaching strategies</p>

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<p>4 Demonstrate mastery of pedagogy, formative and summative assessment, reporting and record keeping aligned with the Australian Curriculum English.</p>	<p>Knowledgeable Ethical</p>	<p>1 - Know students and how they learn 1.2 - Understand how students learn 1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 - Strategies for teaching Aboriginal and Torres Strait Islander students 1.5 - Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.6 - Strategies to support full participation of students with disability 2 - Know the content and how to teach it 2.1 - Content and teaching strategies of the teaching area 2.3 - Curriculum, assessment and reporting 3 - Plan for and implement effective teaching and learning 5 - Assess, provide feedback and report on student learning 5.2 - Provide feedback to students on their learning 5.3 - Make consistent and comparable judgements 5.4 - Interpret student data</p>

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. Pre-requisites

EDU767 and enrolled in Program ED707

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

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

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Essay	Individual	20%	1,500 words	Week 4	In Class
All	2	Portfolio	Individual	30%	2500 words	Week 8	Online Assignment Submission with plagiarism check
All	3	Report	Individual	50%	2500 words	Week 10	Online Assignment Submission with plagiarism check and in class

All - Assessment Task 1: Expository Essay

GOAL:	The goal of this task is to enable you to identify from research, the factors which contribute to your current understanding of the teaching of reading, writing, speaking, and viewing.																
PRODUCT:	Essay																
FORMAT:	<p>An excerpt from a research article will be released on Blackboard 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 different stages of physical, social, and intellectual development.</p> <p>Using the excerpt as the basis for your response, 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 essay, you will outline the influence of specific theories, on what is taught in the Australian Curriculum: English.</p>																
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Demonstrates knowledge and understanding of language theories and their connection to teaching reading, writing, speaking and listening in the Australian Curriculum: English.</td> <td>1</td> </tr> <tr> <td>2</td> <td>Evaluates language learning theories and develops and articulates a theoretical position in relation to teaching reading and writing</td> <td>1</td> </tr> <tr> <td>3</td> <td>Demonstrates knowledge of the content of curriculum documents.</td> <td>1</td> </tr> <tr> <td>4</td> <td>Writes using academic literacies at text, word and letter level and including APA 6 or 7 referencing conventions.</td> <td>4</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Demonstrates knowledge and understanding of language theories and their connection to teaching reading, writing, speaking and listening in the Australian Curriculum: English.	1	2	Evaluates language learning theories and develops and articulates a theoretical position in relation to teaching reading and writing	1	3	Demonstrates knowledge of the content of curriculum documents.	1	4	Writes using academic literacies at text, word and letter level and including APA 6 or 7 referencing conventions.	4	
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All - Assessment Task 2: Portfolio of Language Teaching Strategies

GOAL:	The goal of this task is for you to produce a portfolio of teaching strategies that can be used to advance children's reading, writing, and oral language skills.	
PRODUCT:	Portfolio	
FORMAT:	<p>On Blackboard, you will be provided with a range of teaching strategies that can be used to teach - reading, writing, and oral language.</p> <p>From the list that is provided, choose 12 strategies that you can use to address the content descriptors/elaborations in ACARA: English in Early, Middle, Upper Primary.</p> <p>When assembling your portfolio (one page per strategy):</p> <ul style="list-style-type: none"> explain the purpose of each teaching strategy, outline the procedure required for its implementation 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 (learning outcomes). You will also align the strategy with practices in the Four Resources Model and elaborate on the advantages of this selection and combination of strategies. 	

CRITERIA:	No.	Learning Outcome assessed
	1	Chooses an appropriate range of teaching strategies from the list that is provided and assign the strategy to an appropriate year level with an accompanying explanation of the strategy, justification for use and procedure to be adopted. 2
	2	Demonstrates knowledge and understanding of the links between the strategies, cueing systems processing strategies and practices in the Four Resources Model. 3
	3	Organises the portfolio for a professional audience (ie. Principal ready). 2 4
	4	Writes using academic literacies at text, word and letter level and including APA 6 or 7 referencing conventions. 4

All - Assessment Task 3: Report

GOAL:	The goal of this task is for you to analyse one child's responses to a range of English assessment tasks and then design an appropriate teaching and learning sequence. You will assess the child's strengths and weaknesses according to the specific assessment tasks and then apply your understanding of language theory and teaching strategies (Tasks 1 & 2) to propose a future teaching plan for the student. You will link the proposed teaching to the Australian Curriculum: English year level learning outcomes.	
PRODUCT:	Report	
FORMAT:	Submit: Week 10 Thursday 9am. You will be provided a template for the Report headings on Blackboard. From the assessments, which were conducted, you will analyse one child's strengths and weaknesses at text, word and letter level. Following an analysis of the tasks, you will create a language learning program for the student, based on their demonstrated competencies at sentence, word, letter, and text level in reading and writing. This program should show that you: 1) Understand the student's current reading and writing abilities 2) Can plan a subsequent learning and teaching sequence that includes: <ul style="list-style-type: none"> • explicit teaching strategies, • evidence of consideration of the student's language skills; and • knowledge of language theory and the curriculum; • can formulate appropriate assessments as part of the teaching and learning plan. 	
CRITERIA:	No.	Learning Outcome assessed
	1	Demonstrates ability to analyse assessment data. 4
	2	Uses research literature and Australian curriculum English documents (Used for Assignments 1 & 2) to plan for future language development 1
	3	Discusses relevant teaching strategies and potential assessment to support teaching and learning 3 4
	4	Writes using academic literacies at text, word and letter level and including APA 6 or 7 referencing conventions. 4

7. 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. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

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

Please note: 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) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	Tompkins, Smith, Campbell, Green	2019	Literacy for the 21st Century	Pearson

8.2. Specific requirements

Required text
Lap tops

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility 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 and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training 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 may 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 to negotiate an outcome.

10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, , injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.7. 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>

10.8. 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