



The University of Southern Queensland

Course specification

Description: Workplace Literacy

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
FET	3551	44682	2, 2005	EXT	1.00	Toowoomba

Academic group:	FOEDU
Academic org:	FOE003
Student contribution band:	National Priority Teaching
ASCED code:	070109

STAFFING

Examiner: Ann Michael
Moderator: Alison Mander

RATIONALE

The advent of the 'information age', development of sophisticated communication technologies and increasing cultural diversity and spread of globalisation, place greater demands on us to develop more complex literacy capabilities in our personal, civic and working lives. As society embraces the lifelong learning concept, it is essential that all citizens are adequately prepared for effective participation in their workplaces and in their communities. Development of language, literacy and numeracy capability is fundamental to achieving this vision. Demands on workplaces to undergo change that enables them to reach and maintain high levels of productivity and remain competitive, have created an urgent need for a well-trained, highly competent workforce. Workers are increasingly asked to use a wider range of communication skills to perform workplace tasks where perhaps once language, literacy and numeracy were not an issue. Recognising that language and literacy underpin and influence performance of workplace and learning tasks and industry competencies, greater importance is being placed on understanding and addressing the language, literacy and numeracy demands in learning and in the workplace. Vocational teachers, workplace trainers and assessors are being asked to consider the language, literacy and numeracy requirements of their training programs, learning materials, assessment methodologies and teaching delivery. They are also being asked to consider the English language, literacy and numeracy skills of their learners. The capacity of vocational teachers, trainers and assessors to support the language, literacy and numeracy needs of learners often requires significant adjustments in learning facilitation strategies, specifically those relating to the focus on theory, instruction and repertoire of practices needed in the field.

SYNOPSIS

This course will explore an expanded definition of literacy in today's society; investigate aspects of literacy in relevant learning contexts; and then examine issues and practices related to language, literacy and numeracy and communication in teaching, learning, and work settings. The focus will be on providing teachers/trainers with the knowledge and skill to plan for and support the language, literacy and numeracy needs of all learners; implement workplace literacy audits; and develop effective strategies for teaching and assessment that considers the demands

of language, literacy and numeracy. **IMPORTANT NOTE:** Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'**. For further information:

<http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html> *If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.

OBJECTIVES

On successful completion of this course students will be able to:

1. demonstrate an awareness of the current status of literacy skills of adults and the relationship between literacy capability and socio-economic factors
2. define key concepts in the area of literacy
3. understand the changing contexts for language and literacy use and demonstrate an awareness of the increasingly high levels of literacy competencies required in the workforce and in learning
4. analyse job-related skills together with identified literacy skills and demonstrate an awareness of the instructional implications of this
5. demonstrate a knowledge of a range of assessment procedures, select appropriate assessment procedures and interpret assessment responses related to target learners and specific workplace competencies and tasks
6. demonstrate a knowledge of a range of literacy support strategies and structure training programs which are appropriately responsive to the learning characteristics of either the adolescent learner or of the adult learner
7. evaluate the effectiveness of teaching/training programs and modify or restructure programs where necessary.

TOPICS

	Description	Weighting (%)
1.	Towards a more literate society: rationale and arguments for provision of language, literacy and numeracy skills	10.00
2.	Whose literacies? Which practices? Focus on theory.	20.00
3.	Contexts for literacy in use	20.00
4.	Unpacking training packages and related competencies	20.00
5.	Planning to support learner needs	20.00
6.	Assessment, evaluation and review	10.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

There is no set text in this course, however students are advised to read widely on the subject including those texts and online materials recommended in the Reference Materials. Students are advised to access the websites and download the texts in preparation for their use in the course.

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

The following references can be downloaded from the web and it is recommended you access them or alternatively you may find hard copies in libraries: * The National Reporting System (Available: <http://www.nrs.detya.gov.au>) [Accessed: 02/02/2005]; * Built in Not Bolted On (Available: <http://www.anta.gov.au/search.asp?qsScope=1&search=go&qsQuery=built+on+not+bolted+on>) [Accessed 02/02/2005]; * A New Assessment Tool, Available: (<http://www.anta.gov.au/search.asp?qsScope=1&search=go&qsQuery=A+New+Assessment+Tool>) [Accessed: 02/02/2005].

Gee, J, Hull, G & Lankshear, C 1996, *The New Work order: behind the language of new capitalism*, Allen & Unwin, St Leonards, NSW.

Lo Bianco, J & Freebody, P 2001, *Australian literacies: informing national policy on literacy education*, Melbourne, Vic.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	45.00
Directed Study	120.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
ASSESSMENT 1	10.00	10.00	19 Jul 2005 (see note 1)
ASSESSMENT 2	35.00	35.00	26 Aug 2005
ASSESSMENT 3	55.00	55.00	28 Oct 2005

NOTES

1. Refer to Introductory Book for due date of this assessment.

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item.
- 3 Penalties for late submission of required work:
In this course, if students are more than two weeks late with the submission of any assessment task, they are required to contact the course examiner, who may, at his/her discretion, grant a further extension. If students fail to negotiate time in excess of the two weeks then a penalty will apply for each working day late. Penalties will apply to students who submit work after the extension period when they have failed to contact the course examiner. At the discretion of the examiner the work will be marked and will only attract up to and including a C grade if it successfully meets the criteria. Assignments submitted after the end of the semester, without prior approval from the course examiner will receive a Fail grade.
- 4 Requirements for student to be awarded a passing grade in the course:
To be assured of a passing grade, students must demonstrate, via the summative assessment items, that they have achieved the required minimum standards in relation to the objectives of the course by obtaining at least 50% of the marks available for each assessment item.
- 5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.
- 6 Examination information:
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:
There will be no Deferred or Supplementary examinations in this course.
- 8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

ASSESSMENT NOTES

- 1 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the examiner.
- 2 Students must retain a copy of each item submitted for assessment. This must be produced within twenty-four (24) hours of receipt of request being made by the examiner. The student must retain this copy until the grade for this course has been finalised.
- 3 In accordance with the University's assignment extension policy (Regulation 5.6.1), the examiner may grant an extension of the due date of an assignment in extenuating

circumstances. In this course, if students are more than two weeks late with the submission of any assessment task, they are required to contact the course examiner, who may, at his/her discretion, grant a further extension. (Refer to Important Assessment Information Note 3 for further details).

- 4 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media. The Faculty will NOT accept submission of assignments by facsimile. Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements.
- 5 In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next working day. Students are to note on the assignment cover the date of the public holiday for the examiner's convenience.
- 6 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study. Students who do not qualify for a Passing grade may, at the discretion of the examiner, be assigned additional work to demonstrate to the examiner that they have achieved the required standard. It is expected that such students will have been assessed as close to a grade of C- on any summative assessment item that was failed.
- 7 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination); IDM (Incomplete - Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).
- 8 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.
- 9 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 10 Each assessment item must be submitted and passed.
- 11 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

OTHER REQUIREMENTS

- 1 Students will require access to e-mail and Internet access to USQConnect for this course.
- 2 Students are to use a recognised referencing system as specified by the examiner.
- 3 **IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU**

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