



The University of Southern Queensland

## Course specification

<b>Description: Literacies for Learning</b>						
Subject	Cat-nbr	Class	Term	Mode	Units	Campus
SEC	3411	51008	1, 2006	ONC	1.00	Wide Bay

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE003
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070105

### STAFFING

Examiner: Lesley McAuley-Jones

Moderator: Alison Mander

### RATIONALE

Current reform initiatives exhort all educators to be teachers of literacy. This foregrounds the central role literacy plays in student learning. Educators do not currently have these skills, or repertoires of practice. There is also a growing awareness of the importance of the impact of multiliteracies in our society and the need for students and emerging professionals to be competent in managing these diverse literacies to gain the attributes of life long learning.

### SYNOPSIS

This course will explore a range of issues and skills which link student learning to attributes of literacy. Emerging professionals should have increased awareness of the importance of literacy, and multiliteracies as educational issues. In particular, this course will focus on the need to embed literacy learning in planning for effective teaching and for growing critical awareness. Different modes of literacy will be discussed, and students will be encouraged to develop their own understanding of the implications of literacy perspectives, and to gain strategies to include or embed these into their teaching contexts. This course aims to give middle school and senior secondary and post-compulsory pre-service educators increased understanding and confidence to deal with literacy strategies for teaching, a broadened perspective on education and to improve cross sectoral communication. Emerging professionals will have attitudes and skills of literacy competence to appropriately design and enhance student learning and contribute to whole school/educational organisation literacy planning. **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 completion of this course students will be able to:

1. demonstrate an understanding of the significance of literacy and multiliteracies in terms of the role played in improved student learning, development of whole school work programs and medium and short term planning
2. analyse whole school literacy programmes and implement aspects relevant to specific discipline areas
3. demonstrate a variety of repertoires of good literacy practices
4. create authentic tasks where information communication technology, literacy, and numeracy are integral to the learning process
5. demonstrate an understanding of contemporary issues in learning through literacy and the implications for teaching and learning
6. demonstrate an understanding of the role of literate futures
7. demonstrate the attributes of life long learning and promote life long learning to the middle, senior years and post-compulsory cohorts of students.

## TOPICS

	Description	Weighting (%)
1.	Issues of literacy and multiliteracies in learning - appreciation of inclusion in practice	10.00
2.	Literate futures - the current languages for learning	10.00
3.	Critical literacy theoretical frameworks - examples of embedding practices	10.00
4.	Authentic lesson and unit planning to integrate literacies - demonstration of practices	40.00
5.	Repertoires of skills - teaching and learning strategies	20.00
6.	Information communication technology integration	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).

Students will be required to access Education Queensland and Queensland Studies Authority documents through appropriate websites. There is no text for this 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.

Any recommended reference materials are referred to in the introductory book.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	26.00
Lectures	16.00
Private Study	107.00
Tutorials	16.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
PERSONAL REFLECTION	20.00	20.00	19 Apr 2006
ASSIGNMENT 1	40.00	40.00	03 May 2006
ASSIGNMENT 2	40.00	40.00	23 Jun 2006

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and 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:  
If students submit assignments after the due date without prior approval then a penalty of 20% of the total marks available for the assignment will apply for each working day late.
- 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 satisfactorily completing all summative assessment items.
- 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.
- 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 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.
- 6 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). (j) 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. (k) Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications. (l) All assessment items must be submitted with a pass overall gained. (m) Each assessment item must be submitted and passed. (n) Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete. (o) Summative assessment items will receive one of the following letter grades: HD+,HD,HD-, A+,A,A-,B+,B,B-,C+,C,C-,F or IDM (Incomplete Deferred Make-up). Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.
- 7 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.

- 8 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 9 All assessment items must be submitted with a pass overall gained.
- 10 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 POSSESS A CURRENT 'BLUE CARD'. For further information:**  
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