



The University of Southern Queensland

## Course specification

The current and official versions of the course specifications are available on the web at <http://www.usq.edu.au/coursespecification/current>.  
Please consult the web for updates that may occur during the year.

### Description: Language and Literacy Pedagogy

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ECE	3030	87487	1, 2009	ONC	1.00	Toowoomba

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE004
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070101

### STAFFING

Examiner: Kathryn Young  
Moderator: Deborah Geoghegan

### OTHER REQUISITES

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>.

### RATIONALE

Acknowledging multiliteracies and a globalised world necessitates a reconsidering of literacy-related practices in education. It is important to acknowledge that children now form their early concepts about literacy from textual environments that are considerably more complex than for those of their predecessors. As a result, contemporary language and literacy education must base practices on texts from a range of technologies, involving different media, and in recognition of diverse contexts and social purposes for communicating. It is also critical that the significant differences existing between students experiential backgrounds, between maturation and ability levels, and between social and cultural backgrounds are recognised in pedagogy.

### SYNOPSIS

Students will engage with socio-critical and inclusive principles and practices relating to literacy education. They will plan for literacy development in a range of classroom contexts of years 1-7 and examine how their practice is linked to theories of language and literacy development. Students will become familiar with National and State literacy initiatives/policies and evaluation programs.

### OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On completion of this course students will be able to:

1. Design effective strategies for teaching reading and writing in Years 1-7 in print and digital contexts (Project)
2. Identify the importance of oral language development to literacy education and specifically phonemic and phonological awareness and the relationship between the sounds (phonics) of our language and their written representation (graphemes) (Presentation)
3. Develop a range of teaching strategies for modelled, guided, reciprocal and independent reading and writing/text construction in years 1-7 classrooms and explicitly link text production and use to real-life contexts, purposes and audiences (Project)
4. Identify key teaching-learning principles for diverse groups including ESL, Indigenous, and students at risk in literacy (Presentation)
5. Plan for learner differences through a range of grouping and learner-centred activities (Project)
6. Write with a clear understanding of structure and purposes and be appropriate models for children (Presentation and Project)
7. Demonstrate knowledge of the English curriculum documents and National Benchmarks (Presentation and Project).

## TOPICS

	Description	Weighting (%)
1.	Theories and practices related to language and literacy education	20.00
2.	Design effective strategies for teaching reading and writing in print and digital contexts	15.00
3.	Current, innovative curriculum frameworks and reforms	15.00
4.	Diversity of social and cultural contexts impacts on successful learning of literacy	10.00
5.	Oral language development of literacy development	10.00
6.	Whole school literacy planning	10.00
7.	Literacy intervention	10.00
8.	Monitoring and Assessing	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).

Campbell, R, & Green, D 2002, *Literacies and Learners: Current Perspectives*, 3rd edn, Prentice Hall, Frenchs Forest.

Hancock, J, & Leaver, C 2006, *Teaching Strategies for Literacy*, ALEA, South Australia.

## 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.

Whether you are on, or off campus, the USQ Library is an excellent source of information <http://www.usq.edu.au/library/> . The gateway to education resources is here...

<http://www.usq.edu.au/library/faculties/education/default.htm>

Bull, G, & Anstey, M 2003, *The literacy lexicon*, 2nd edn, Prentice Hall, Sydney.

Christie, F (ed) 1990, *Literacy for a changing world: a fresh look at the basics*, ACER, Melbourne.

Education Qld 1994, *English in Years 1-10 Queensland English Syllabus materials: a guide to classroom practice in English*, Dept of Education, Brisbane.

Emmitt, M, & Pollock, J 1997, *Language and Learning*, 2nd edn, Oxford University Press, Melbourne.

Hill, S 1999, *Guiding literacy learners: focus on literacy*, Eleanor Curtain, Armadale, Vic.

Luke, A, & Gilbert, P (eds) 1993, *Literacy in contexts Australian perspectives and issues*, Allen & Unwin, Australia.

Muspratt, S, Luke, A & Freebody, P 1998, *Constructing critical literacies*, Allen & Unwin,

Unsworth, L (ed) 1993, *Literacy learning and teaching: language as social practice in the primary school*, Macmillan, South Melbourne.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	30.00
Directed Study	50.00
Private Study	80.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
PRESENTATION	25.00	25.00	20 Apr 2009 (see note 1)
PROJECT	75.00	75.00	04 Jun 2009

### NOTES

1. APA style is the referencing system required in this course. Students should use APA style in their assignments to format details of the information sources they have cited in their work. The USQ library provides advice on how to format information sources using this system. [http://www.usq.edu.au/library/help/ehelp/ref\\_guides/apastyle/default.htm](http://www.usq.edu.au/library/help/ehelp/ref_guides/apastyle/default.htm)  
The course examiner to advise the due dates for all assessment items.

## 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 satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks.
  - 3 Penalties for late submission of required work:  
If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
  - 4 Requirements for student to be awarded a passing grade in the course:  
To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.
  - 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the aggregate of the weighted 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 are no Deferred/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 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 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 In the event that a due date for an assignment falls on a local public holiday in their area, 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.
- 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 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:**  
<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.
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