



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: English Curriculum and Pedagogy						
Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDX	2170	91406	2, 2009	ONC	1.00	Springfield

Academic group:	FOEDU
Academic org:	FOE002
Student contribution band:	National Priority Teaching
ASCED code:	070100

STAFFING

Examiner: Shauna Petersen
Moderator: Robyn Henderson

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

Developing effective literacy skills is one of the principal tasks of all teachers. Literacy forms the basis for learning in all curriculum areas as well as the ability to function as an active citizen in an increasingly global community. Teachers of literacy should be familiar with preceding and current theories of literacy, along with research-based strategies for planning a balanced approach to literacy teaching and learning and acknowledgement of the needs of diverse groups.

SYNOPSIS

This course examines current theories and issues in literacy education. There will be a focus on curriculum and pedagogy for literacies learning, and the English curriculum in particular, by studying a variety of approaches to the teaching of reading and writing and use of children's literature to develop a flexible repertoire of practices for planning for a balanced approach. This will contribute to the development of a literacies pedagogy for new times, which will necessarily reflect current research and recent initiatives in literacies education. NOTE: Minimum enrolment numbers apply to this offering. Should enrolments not reach the minimum number required for on-campus study, students may be transferred to the EXT or WEB offering and advised of this change before semester commences.

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. demonstrate knowledge and understanding of the major concepts, principles, theories and interrelationships in the relevant English Syllabus documents (All tasks).
2. recognise and describe a flexible repertoire of approaches to the teaching and learning of reading and writing (All tasks).
3. plan using a flexible repertoire of approaches to the teaching and learning of reading and writing (Planning task).
4. monitor and assess literacy progress of children (Planning task).
5. explain and justify their approach to the teaching and learning of reading and writing with reference to current and historical theories and approaches to literacies pedagogy (All tasks).
6. create literature rich environments for children (Context Project).
7. demonstrate knowledge, understanding and application of course content using appropriate personal, professional and academic literacies (All tasks).
8. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing. (All tasks)

TOPICS

	Description	Weighting (%)
1.	Introducing the relevant English syllabus documents - Unit planning for English; planning using the Four Resources Model; Multiliteracies Pedagogy; planning for and organising a literacy block	20.00
2.	Explicit teaching; whole-part-whole contextualisation	10.00
3.	Learning to Read - strategies for teaching reading	20.00
4.	Teaching writing - understanding genre	20.00
5.	Children's literature, including postmodern picture books	10.00
6.	Observing literacy learners - monitoring and assessment of early reading and writing	20.00

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).

Fellowes, J & Nelson, B 2005, *Small group teaching in the literacy classroom: Independent Learning Module Student workbook*, Pearson Education, Frenchs Forest. NSW.

Wing Jan, L 2009, *Write ways: Modelling Writing Forms*, 3rd edn, Oxford University Press, Melbourne.

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>

Anderson, NA 2006, *Elementary children's literature: the basics for teachers and parents*, 2nd edn, Pearson Education, Boston.

Hornsby, D 2000, *A closer look at guided reading*, Eleanor Curtain Publishing, South Yarra, Vic.

Orange District Schools 1999, *What, when, how to teach English K-6: developmental skills and experiences in English*, Orange School Office, Orange, NSW.

Queensland Studies Authority 2009, 'English syllabus materials and Essential Learnings' (Available: <http://www.qsa.qld.edu.au/syllabus/740.html>) [Accessed 17 10 2008]

Turbill, J & Bean, W 2006, *Writing instruction K-6: understanding process, purpose, audience*, Richard C. Owen, Katonah, NY.

Winch, G, Johnston, RR, March, P, Ljungdahl, L & Holliday, M 2006, *Literacy: reading, writing and children's literature*, 3rd edn, Oxford University Press, South Melbourne, Vi.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Directed Study	70.00
Independent Study	70.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
CONTEXT PROJECT	40.00	40.00	11 Sep 2009
PLANNING TASK	60.00	60.00	23 Oct 2009

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
ON-CAMPUS MODE: It is the students' responsibility to attend and participate appropriately in all activities 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.
EXTERNAL AND WEB MODE: There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them including discussion fora 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:
As there are no examinations in this course, there will be no deferred or supplementary examinations.
- 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>

OTHER REQUIREMENTS

- 1 Students will require access to e-mail and have Internet access to UConnect for this course.
 - 2 **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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