



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: Becoming Literate

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
PRT	3202	86989	1, 2009	ONC	2.00	Toowoomba

Academic group:	FOEDU
Academic org:	FOE002
Student contribution band:	National Priority Teaching
ASCED code:	070117

STAFFING

Examiner: Shauna Petersen
Moderator: Susan Morgan

REQUISITES

Pre-requisite: PRT2201 and PRT2202

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. Modern definitions of literacy include the ability to engage critically with texts in a variety of forms (including cyber forms and hybrid forms), through reading, writing, viewing, shaping, listening, speaking and thinking. Teachers of literacy should be familiar with preceding and current theories of literacy - including multiliteracies, along with research-based strategies for planning and teaching literacy - including the integration of ICTS and acknowledgement of the needs of diverse groups. This will be achieved through a course that focuses specifically on literacy education and focussed professional experience activities which occur concurrently, thus providing opportunity for critical reflection.

SYNOPSIS

This course examines current theories and issues in literacy education. This includes a focus on the impact of new technologies, multiliteracies, diversity and classroom pedagogy on the development of a whole-school literacy strategy. Pre-service teachers will have the opportunity to study a variety of text types across the three strands of the English syllabus:- Cultural: making meanings in contexts; Operational: operating language systems; Critical: evaluating and

reconstructing meanings in texts. This will contribute to the development of literacy pedagogy for new times, which will necessarily reflect current research and recent initiatives in Queensland. Students should be aware that they require regular access to electronic resources including email and the Internet. Students in this course will participate in an associated professional experience of 15 days during which they will be encouraged to apply their learning from the course and from which they should be able to bring fresh insights to the course work.

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. Upon the successful completion of this course students will be able to:

1. Demonstrate knowledge and understanding of the major concepts, principles and theories (Application Task, Professional Experience and Planning Task)
2. Recognise and describe different approaches to the teaching and learning of reading, writing, viewing and shaping; (Planning Task)
3. Recognise and describe approaches to applying reading, writing, viewing and shaping practices across the curriculum; (Professional Experience, Context Project, Planning Task)
4. Plan for and implement the teaching and learning of reading, writing, viewing and shaping; (Professional Experience, Context Project)
5. Recognise the effect of classroom discourse on literacy teaching and learning; (Professional Experience)
6. Demonstrate an understanding of the influence of new technologies and the globalisation of the community in their planning for the achievement of literacy learning outcomes; (Professional Experience, Context Project)
7. Explain and justify their approach to the teaching and learning of reading, writing, viewing, and shaping with reference to current and historical theories and approaches to literacy pedagogy; (Application Task, Planning Task, Context Project)
8. Demonstrate knowledge and skill in planning, teaching, assessing and managing experiences in school settings at levels appropriate to this course's placement in the sequence of professional experiences courses in the program; (Professional Experience)
9. Demonstrate positive attitude to reading, writing, viewing and shaping through the examination of and reflection upon their own literacy practices and the role of literacy in the construction of our changing world; (Context Project)
10. Demonstrate knowledge, understanding and application of course content using appropriate personal, professional and academic literacies. (All tasks)
11. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing. (All tasks)

TOPICS

	Description	Weighting (%)
1.	Current theories and issues in literacy education	15.00
2.	Pedagogy of reading, writing, viewing and shaping	20.00
3.	Future literacies (including ICTs)	15.00
4.	Whole-school literacy strategies	15.00
5.	Classroom discourse	5.00

6.	New constructions of texts and their role in literacy pedagogy for new times	15.00
7.	Implementing literacy across the curriculum	5.00
8.	Planning for small units and whole days of teaching/class responsibility	5.00
9.	Planning and implementing effective approaches for supportive class/school environments	5.00

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).

Department of Education, Science and Training 2002, *My Read: strategies for teaching reading in the middle years*, Australian Government, Canberra.

(CD)

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, Victoria.

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>

Anstey, M & Bull, G (eds) 2004, *The literacy labyrinth*, 2nd edn, Prentice Hall, Frenchs Forest, NSW.

Derewianka, B 1990, *Exploring how tests work*, English Teaching Association, Newtown. NSW.

Harris, P (et al) 2005, *Reading in the primary school years*, 2nd edn, Thomson Learning, Southbank, VIC.

Harris, P (et al) 2003, *Writing in the primary school years*, Social Science Press, Tuggerah, NSW.

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

Wing Jan, L. 2001, *Write Ways: Modelling writing forms*, 2nd edn, Oxford University Press, South Melbourne. Victoria.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Lectures	70.00
Private Study	70.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
PROFESSIONAL EXPERIENCE	1.00	1.00	02 Mar 2009 (see note 1)
APPLICATION TASK	20.00	20.00	02 Mar 2009 (see note 2)
CONTEXT PROJECT	30.00	30.00	27 Apr 2009
PLANNING TASK	50.00	50.00	18 May 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 15 days of Professional Experience must be successfully completed. A mark of one (1) indicates you have passed the professional experience component. A mark of zero (0) indicates you have not passed the professional experience component. The weighting of 1% is used for administrative purposes only and is NOT included in the overall weighting for this course. All students must successfully pass the Professional Experience as well as the academic component to successfully complete the course.
2. Week 5 during class time.

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 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 and must satisfactorily complete the sector-based professional experience.

- 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 are 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.

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 course 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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