



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: Literacies for Learning

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
SEC	3411	86391	1, 2009	ONC	1.00	Toowoomba

Academic group:	FOEDU
Academic org:	FOE003
Student contribution band:	National Priority Teaching
ASCED code:	070105

STAFFING

Examiner: Robyn Henderson
Moderator: Alison Mander

OTHER REQUISITES

1. 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>. 2. Students will be required to draw on curricular knowledge from their specialist teaching areas during this course.

RATIONALE

It is generally accepted that all educators have to be teachers of literacies, which play a central role in student learning. There is also a growing awareness of the importance and impact on multiliteracies in our society and the need for emerging professionals to be competent in managing diverse literacies and to understand the role of literacies in life long learning. However, the teaching of literacies requires deep knowledge and understandings about literacy learning. It also requires opportunities to reflect on content area learning and the literacy practices that are involved, as well as to learn about the 'what' and 'how' of teaching literacies.

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 literacies and multiliteracies in today's world. In particular, this course will focus on the need to embed the learning of literacies 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 about the implications of different literacy perspectives, and to gain strategies to embed into their teaching. 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 opportunities to reflect on and enhance classroom literacy practices.

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 an understanding of the significance of literacy and multiliteracies in student learning within discipline/curricular areas (Assessment 1)
2. Demonstrate an understanding of the current contexts of literacy learning and teaching within education systems (e.g. Queensland's Literate Futures document, whole school literacy plans, requirements specified by the Queensland College of Teachers) and within society in general (e.g. the "literacy" crisis) (Assessment 1)
3. Analyse the literacy demands relevant to their specialist curricular area/s (Assessment 2)
4. Plan and create authentic tasks where literacy learning is integrated into their specialist curricular teaching area/s (Assessment 2)
5. Develop and demonstrate a repertoire of literacy teaching and learning strategies which will promote life long learning in the middle, senior and post-compulsory years of schooling (Assessment 2)
6. Demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing (Assessments 1 and 2).

TOPICS

	Description	Weighting (%)
1.	Contemporary issues in literacy learning and their significance in current contexts and specialist curricular areas	20.00
2.	Principles and planning frameworks for effective literacy teaching and learning, including multiliteracies pedagogy and the four resources model	30.00
3.	Authentic tasks for discipline/curricular learning and literacy learning	20.00
4.	Repertoires of teaching and learning strategies	20.00
5.	Professional literacy practices	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).

Set readings for the course will be accessed via e-reserve. Students will also be required to access other documents (e.g. from Education Queensland and Queensland Studies Authority) through the relevant websites.

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.

Recommended reference materials are identified in the Book of Readings and Tutorial Resources and/or on Study Desk. Further readings are available from e-Reserve.

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>

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	35.00
On-line Exercises	4.00
Private Study	95.00
Workshops	21.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ASSESSMENT 1	40.00	40.00	30 Mar 2009 (see note 1)
ASSESSMENT 2	60.00	60.00	11 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
The examiner will advise the exact dates for the assessment items once the Professional Experience dates have been determined.

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials and group 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 students must achieve at least 50% of the marks available.
- 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.html>

OTHER REQUIREMENTS

- 1 Students will require access to email and must have internet access to USQConnect 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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