Description: Secondary Elective 1

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<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
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STAFFING
Examiner: Lesley McAuley-Jones
Moderator: Alison Mander

RATIONALE
It is essential that students undertake a wide variety of experiences as part of their teacher preparation. This course is designed to allow students to expand their awareness and understanding of important educational topics beyond the demands of the core curriculum. A range of topics will be available each year for selection depending on staffing and resources. These will include Introduction to ESL and Teaching in Rural Communities. Students will normally choose one topic.

SYNOPSIS
Introduction to ESL - (English as a Second Language) Through this elective, beginning teachers are made aware of the problems faced by students from a non-English speaking background. How a second language is acquired and a range of language teaching methods and strategies and other issues are examined. Teaching in Rural Communities - The predominant focus of this course will emphasise issues relating to the structure of education in rural Australia, teaching practice and curriculum delivery methods appropriate to a rural context, the integration of advanced teaching technologies with current information and communication technologies, concerns related to professional development and teacher support processes, school management issues, processes designed to support community relationships, and the political and systemic context of rural education.

OBJECTIVES
On successful completion of this unit students will be able to:

- Introduction to ESL: Understand the range of problems facing ESL students; Understand how students acquire a second language Examine a range of language
teaching methods; Examine a number of ESL teaching strategies; Develop the necessary skills to assist ESL students in the classroom; OR

- Teaching in Rural Schools: Identify the structure of and support services available to educational settings in rural areas; Define rurality and recognize resultant implications for rural teachers; Identify the intricacies of small rural school administration; Evaluate the provision of education in rural areas; Develop an awareness of the complexities of the role of the teacher in small rural communities; Extend and apply teaching skills appropriate to multigrade settings; Synthesise appropriate technologies and delivery techniques to the achievement of educational objectives; Develop skills associated with the interpretation analysis and operationalisation of policy documents or

- Youth Issues (Suicide): Understand the issues involved in youth suicide and self-harm behaviours; Identify possible risk factors and signs for suicidal behaviour in young people; Evaluate situations requiring a response to suspected intention of suicide or self-harm behaviours; Identify appropriate personnel and procedures within the school system; Examine appropriate teacher approaches to suicide/suicidal behaviour Identify a range of resources available to schools and wider school community

**TOPICS**

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<th>Description</th>
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1.1. Introduction to ESL: 1 Introduction to ESL (10%); 2 Overview of language learning and teaching methods (10%); 3 Learner's needs and the functions of language (10%); 4 Second language acquisition (the learner's viewpoint; beliefs, Theory, research, practice) (10%); 5 (i) Teachability and learnability; (ii) Language teaching syllabi (10%); 6 The Australian Language Learning (ALL) Guidelines (10%); 7 ESL Teaching Strategies (30%)

1.2. Teaching in Rural Schools: 1 Defining rurality (5%); 2 Characteristic of rural communities (15%); 3 Structure of education in rural setting (10%); 4 The teacher in a rural community (15%); 5 Technology and curriculum delivery in rural contexts (15%); 6 Support structures for rural teachers (15%); 7 Policy influences in rural education (10%); 8 Applying skills, strategies, philosophies to a rural setting (15%)

1.3. Youth Issues (Suicide): 1 Background information about youth suicide in Australia (10%); 2 Investigation of specific target groups (20%); 3 Methods of suicide and attempted suicide (10%); 4 Causes of youth suicide (10%); 5 Signs of possible suicide/suicidal behaviour and myths involved (10%); 6 Appropriate responses to a sign of possible suicide/suicidal behaviour (10%); 7 Obtaining help with the school context (10%); 8 Prevention strategies: What the school and teacher can do (20%)
TEXT and MATERIALS required to be PURCHASED or ACCESSED:
Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.
Teaching in Rural Schools: Module booklet.
Youth Issues (Suicide): Module booklet.
Introduction to ESL CD Rom. OPACS, USQ, Toowoomba.

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.

1 INTRODUCTION TO ESL
To be advised.

2 TEACHING IN RURAL SCHOOLS

3 YOUTH ISSUES (SUICIDE)
All references included in module booklet.
Commonwealth Schools Commission 1987, Schooling in Rural Australia, Curriculum Development Centre, Canberra.
STUDENT WORKLOAD REQUIREMENTS

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<tr>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>Assessment</td>
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ASSESSMENT DETAILS

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<th>Wtg(%)</th>
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NOTES:
1. Students in the course must complete two (2) out of the three (3) assessments in this course.

OTHER REQUIREMENTS

1. When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.
2. Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
3. Summative assessment items will receive a grade of HD, A, B, C or F which will be converted to a numerical scale and combined. Formative assessment will be given either Pass, Fail or Incomplete.
4. All assessment items must be attempted/submitted. Assessment items must be passed overall.
5. For assignments that are submitted after the due date without an approved extension of time, a penalty may apply as per University assignment policy.
6. Attendance at all lectures, workshops and/or tutorials is expected and strongly recommended.