Description: Literacies Education 2

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<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
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Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070103

STAFFING
Examiner: Mary Wright
Moderator: Susan Morgan

RATIONALE
This course is the final of four literacy units in the BEd. As such it consolidates and extends the content of previous literacy units; knowledge about language and communication, knowledge, theories and strategies associated with the development of emergent literacy and knowledge about the print-based literacies of reading and writing. Consideration is given to the need for teachers of literacy to familiarise themselves with current theoretical issues which serve as the basis for choices about instruction in literacy education.

SYNOPSIS
This course commences with an examination of current theories and issues in literacy education. This includes focus on the impact of new technologies, literacy across the curriculum, research skills and the effects of classroom talk on literacy learning. An introduction to children's literature as a vehicle for the development of literacy instruction which reflects current methodological techniques and recent advances in literacy learning is a key element of the course.

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

- Be familiar with current issues in literacy education and have an understanding of how theory and practice are interdependent.
- Be able to articulate a position on the topics of teacher talk, technology and literacy, literacy learning across the curriculum and research skills based on a familiarity with current literacy theory.
- Realise the potential of children's literature in assisting the development of literacy skills and favourable attitudes to literacy. Be familiar with and have developed a
positive attitude to children’s literature through reading of a number of children’s books and study of particular authors and illustrators.

TOPICS

<table>
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<tr>
<td>1. Current Theories and Issues in Literacy Education</td>
<td>30.00</td>
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<tr>
<td>2. Learning to Learn through Literacy across the Curriculum</td>
<td>20.00</td>
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<td>3. Teacher Talk and Literacy Learning</td>
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<tr>
<td>4. The Role of Children’s Literature in Developing Literacy</td>
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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.


REFERENCES 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.


**ASSESSMENT DETAILS**

<table>
<thead>
<tr>
<th>Description</th>
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<th>Wtg(%)</th>
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<tr>
<td>GROUP PRESENTATION 1</td>
<td>10.00</td>
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**NOTES:**
1. Due date for this assessment is ongoing, with different dates for each group. Students will be advised by the Course Leader about their assessment due date.
2. Due date for this assessment is ongoing, with different dates for each group. Students will be advised by the Course Leader about their assessment due date.
3. Students will be advised of the examination date for this course when the official timetable for Semester 2 2002 has been finalised.

**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 be given a numerical score.
4. Course grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.
5. Each Assessment item must be passed.
6. Assignments submitted after the due date may be penalised in accord with the University policy on assignments.