Description: Literacies Education 1

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<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
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<td>EDU</td>
<td>2411</td>
<td>20852</td>
<td>1, 2003</td>
<td>ONC</td>
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Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070103

STAFFING
Examiner: Mary Ryan
Moderator: Susan Morgan

PRE-REQUISITES
Pre-requisite: EDU1411

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 cyberforms), through reading, writing, viewing, listening, speaking and thinking. Teachers of literacy should be familiar with preceding and current theories of literacy and strategies for planning and teaching literacy. This will be achieved through courses that focus specifically on literacy education and focussed practicum activities, which occur concurrently, thus providing opportunity for critical reflection.

SYNOPSIS
The goal of this course is for students to be able to implement their understanding of the theories and practices of literacy education in the competent planning and teaching of reading and writing. While current theories about literacy development suggest that aspects of literacy cannot be separated into discreet parcels this course will nevertheless focus specifically on the two areas of reading and writing. This approach has been taken in order to aid proficient users of language and literacy to reflect critically upon what have become for them automatic knowledge, skills and processes. There are three modules in this course. The first focuses on reading, the second on writing. Both examine historical and contemporary theories, which have informed the teaching of reading and writing. Module Three will focus on how the processes of reading and writing inform one another and the
implications for teaching reading and writing across the curriculum. Throughout the course consideration will be given to the ways in which the changing nature of text afforded through technology and globalisation influence the teaching of literacy. Each module will also introduce students to relevant aspects of the process of evaluation and current English Curriculum documents.

OBJECTIVES
Upon completion of this course, students will be able to:

- Recognise and describe different approaches to the teaching of reading and writing;
- Recognise and describe the similarities and difference between the reading and writing processes;
- Recognise and describe approaches to teaching reading and writing across the curriculum;
- Plan for and implement the teaching of reading and writing;
- Demonstrate an understanding of the influence of new technologies and the globalisation of the community in their planning and teaching of reading and writing, and explain and justify their approach to the teaching of reading and writing with reference to current and historical theories and approaches to the teaching of reading and writing;
- Develop a positive attitude to reading and writing through the examination of and reflection upon their own reading and writing skills and the role of literacy in the construction of our changing world.

TOPICS

<table>
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<th>Description</th>
<th>Weighting (%)</th>
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<tr>
<td>1. Reading</td>
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1.1. Skills Approach to Reading

1.2. Whole Language and Reading

1.3. Social Critical Theories and Reading

1.4. Monitoring Reading Development
2. Writing

2.1. Historical Approaches to Writing Development

2.2. The writing process

2.3. Teaching the Skills Associated with Writing, Hand Writing

2.4. Spelling and Genre Approach to the Teaching of Writing

2.5. Monitoring Writing Development

3. Bringing Reading and Writing Together

3.1. Similarities Between the Reading and Writing Processes

3.2. Top Level Structure

3.3. Learning to Learn Through Literacy

3.4. Reading and Writing Across the Curriculum

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.

Course booklet and readings contained in supplied material to be purchased by students.


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.

, , Australian Journal of Language and Literacy,


Education Queensland 1994, Years 1-10 Queensland English Syllabus Materials,


**STUDENT WORKLOAD REQUIREMENTS**

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<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Directed Study</td>
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<td>Lectures</td>
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<td>Tutorial</td>
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**ASSESSMENT DETAILS**

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<tr>
<th>Description</th>
<th>Marks Out of</th>
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<tr>
<td>ORAL &amp; WRITTEN PRESENTATION</td>
<td>15.00</td>
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<td>04 Mar 2003</td>
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<tr>
<td>2 HOUR EXAMINATION</td>
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NOTES:

. The date will be ongoing throughout the semester.
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. Examination timetable will be available during semester.

**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.
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.

Each Assessment item must be passed.

Assignments submitted after the due date may be penalised in accordance with the University policy on assignments.

Students are required to attend all tutorials in which assessment is conducted.