STAFFING
Examiner: Alison Mander
Moderator: Ann Carmichael

RATIONALE
Literacy impacts on each task that is attempted in everyday life whether in the home, school or workplace. For the completion of each task it is crucial to identify the necessary literacy practices to engage in, and to learn the skills and strategies of literacy that will support successful learning. Successful literacy practice is only possible when sufficient notice is taken of the varying settings and contexts in which literacy takes place. Literacy should not be regarded as a single set of skills carried out in a neutral environment, but rather as a complex collection of multiple skills, strategies and processes which are engaged with in highly politicised settings. All those engaged in the education of others, regardless of setting, need knowledge about literacy and literacy teaching in order to be effective educators.

SYNOPSIS
Students will learn how to engage in effective literacy instruction in this course by developing their knowledge of a range of literacy skills, strategies and processes through an understanding of major historical and contemporary theories of literacy teaching and learning. A particular focus of the course will be the impact of the context in which literacy education takes place and the different literacy needs of learners in these settings, for example, workplace training and secondary schools. In the first module students will learn how to distinguish between the need for ‘literacy for learning’ and ‘literacy for doing.’ Traditional, psychological approaches to literacy instruction, and contemporary social critical approaches will be examined together with the ‘new literacies’ associated with new technologies. The second module will focus on the skills involved in literacy learning and the place that these skills occupy in learning in all subject areas including training in the workplace. Module Three will examine the modes of literacy (reading, writing, listening, speaking, thinking and viewing) and their role in learning. Module Four will focus on the
specific teaching strategies associated with literacy learning and their use in a variety of contexts.

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

- Compare and contrast a range of theories about language learning and the new literacies
- Describe the skills associated with using literacy to learn in a variety of contexts and with a variety of texts
- Compare, contrast and evaluate alternative approaches to the teaching of literacy, and
- Demonstrate an understanding of the strategies and processes involved in learning to learn through literacy.
- Will have developed a positive attitude to literacy through examination and reflection upon the role of literacy in a range of contexts.
- Apply the knowledge gained in this course to enhance all teaching and learning activities in their educational setting/s.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tr>
<td>1. Theories about language learning</td>
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<tr>
<td>2. Approaches to the learning of literacy</td>
<td>10.00</td>
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<tr>
<td>3. The skills associated with literacy learning</td>
<td>10.00</td>
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<td>4. Applying literacy learning across the curriculum and in workplace settings</td>
<td>20.00</td>
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<tr>
<td>5. Integrating the literacy modes to aid learning in a variety of contexts</td>
<td>20.00</td>
</tr>
<tr>
<td>6. Strategies for learning to learn through literacy</td>
<td>30.00</td>
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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).

To be advised.
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.

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

STUDENT WORKLOAD REQUIREMENTS:

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

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<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
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<tr>
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<td>ASSIGNMENT 2</td>
<td>50.00</td>
<td>50.00</td>
<td>11 Jun 2004</td>
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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 (or at least a grade of C-) for each assessment item.

3 Penalties for late submission of required work:
   If students submit assignments after the due date without prior approval then a penalty of 20% of the total marks available for the assignment will apply for each working day late.

4 Requirements for student to be awarded a passing grade in the course:
   To be assured of a passing grade, students must demonstrate, via the summative assessment items, that they have achieved the required minimum standards in relation to the objectives of the course by satisfactorily completing all summative assessment items (the examination and assignments).

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 (or grades) 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 will be 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.

**ASSESSMENT NOTES**

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 Each Assessment item must be attempted.

4 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner.

5 Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the Examiner.

6 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.
7 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.

8 Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements.

9 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non directed personal study.

10 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination; IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).

OTHER REQUIREMENTS

1 Students will require access to e-mail and Internet access to USQConnect for this course.