Description: Contemporary Issues in Literacy Education

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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<td>EDU</td>
<td>5411</td>
<td>35317</td>
<td>2, 2004</td>
<td>WEB</td>
<td>1.00</td>
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Academic group: FOEDU
Academic org: FOE002
Student contribution band: 1
ASCED code: 079999

STAFFING
Examiner: Ann Carmichael

RATIONALE
The changing conceptions of literacy in these 'new times', which are characterised by a multitude of different types of text, different constructions of text and different ways of analysing text, requires an examination of what literacy is, the socio-cultural influences on literacy and how it can now be defined. This new way of looking at literacy means that teachers and researchers must consider their own position and resulting practice, in relation to current and emerging literacy theory and issues. This course provides a link between literacy theory and practice, and provides an opportunity to construct, deconstruct and reconstruct knowledge, in order to change current practices, which is an essential skill in contemporary literacy education, particularly in light of recent studies and documents that educators must deal with in an ever-changing professional workplace. Another aspect to consider in the study of literacy and literacy practice is that there are many factors, which affect the teaching of literacy, such as student diversity, community literacies and assessment. This course will require students to examine such issues, and will provide an opportunity to prepare for an independent research project later in the program.

SYNOPSIS
This course will engage the student in a reflective analysis of their own position in terms of current and emerging literacy theory, and to consider where they need to change current ideas and practices to address literacy in 'new times'. Therefore students will examine their existing knowledge and practice in relation to a multiliteracies pedagogy, by composing a position statement about literacy and the areas within their professional practice, which need to change to address 'new literacies'. They will also be required to apply their position statement to a practical classroom application, illustrating the need for change in their professional practice, how the changes can be implemented and justification for the changes. This will highlight the links between theory and practice, and will incorporate such issues
OBJECTIVES

On completion of this course students will be able to:

1. engage theories of literacy in order to redefine the concept of literacy in ‘new times’
2. develop a position statement about literacy and/or literacy pedagogy
3. apply their knowledge about literacy theory to the planning and teaching of literacy, utilising current models of literacy practice
4. reconceptualise their views about pedagogy to align with a multiliteracies pedagogy
5. identify and explore contemporary issues in literacy practice.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Defining literacy in 'new times'</td>
<td>20.00</td>
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<tr>
<td>2. Comparing previous and current theories of literacy teaching and learning</td>
<td>40.00</td>
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<tr>
<td>3. Implications for current approaches</td>
<td>40.00</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).

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.


Lankshear, C, Snyder, I with Green, B 2000, Teachers and technoliteracy: managing literacy, technology and learning in schools, Allen & Unwin, St Leonards, New South Wales.


**STUDENT WORKLOAD REQUIREMENTS:**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
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<tr>
<td>Directed Study</td>
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**ASSESSMENT DETAILS**

<table>
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<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
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<tbody>
<tr>
<td>POSITION STATEMENT</td>
<td>50.00</td>
<td>50.00</td>
<td>20 Jul 2004</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(see note 1)</td>
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<tr>
<td>APPLY THEORY TO PRACTICE</td>
<td>50.00</td>
<td>50.00</td>
<td>20 Jul 2004</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(see note 2)</td>
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**NOTES:**

2. Assignment - Apply Theory to Practice - due in week 15.
IMPORTANT ASSESSMENT INFORMATION

1 Attendance requirements:
   There are no attendance requirements for this course. However, it is the students' responsibility 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 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 gained by the student for the assignment will apply for each week late.

4 Requirements for student to be awarded a passing grade in the course:
   To be assured of receiving a passing grade a student must submit all of the summative assessment items and achieve at least 50% of the available weighted marks for the aggregate of those items.

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 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 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.

2 Students must retain a copy of each item submitted for assessment. This must be produced within twenty-four (24) hours of receipt of request being made by the Examiner. The student must retain this copy until the grade for this course has been finalised.

3 The Examiner may grant an extension of the due date of an assignment in extenuating circumstances.

4 In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next
working day. Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience.

5 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.

6 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).

7 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.

8 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media, except for ONLINE courses. The Faculty will NOT accept submission of assignments by facsimile. 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 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.

10 All assessment items must be submitted with a pass overall gained.

11 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

OTHER REQUIREMENTS

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

2 Students are to use a recognised referencing system a specified by the course Examiner.