Description: Literacy, Learning and Children's Literature

<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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<tr>
<td>EDU</td>
<td>8412</td>
<td>31270</td>
<td>1, 2004</td>
<td>EXT</td>
<td>1.00</td>
<td>TW MBA</td>
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Academic group: FOEDU
Academic org: FOE002
Student contribution band: 1
ASCED code: 070303

STAFFING
Examiner: Teresa Woolacott
Moderator: Ann Carmichael

RATIONALE
Literacy and appropriate teaching of literacy is important in today society. Teachers need to be aware of and understand devices theories about literacy and to consider where their beliefs/practices stand in relation to different theories.

SYNOPSIS
This course focuses on three major areas: recent and historical trends in theories of literacy education, ways of studying literacy education and the role of children's literature in literacy education. Firstly students will be required to examine and further develop their theory of literacy education, prior to considering the relationship between their theory of literacy education and their literacy instruction practices. Secondly students will learn how to examine literacy teaching practices, through the exploration of ethnographic and ethnomethodological studies of classroom practice. Finally students will be required to apply their newly acquired knowledge through the examination of literacy education practices which involve the use of children's literature (written text) and considering the beliefs and theories of literacy education which might be reflected in these literacy education practices.

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

- identify major trends in literacy education;
- identify their own beliefs about literacy education and the theories of literacy education from which their beliefs have been derived;
- describe ethnographic and ethnomethodological approaches to examining teaching practice;
- use transcript analysis techniques to analyse classroom practice;
• conduct an analysis of literacy teaching practices with a view to determining the literacy education theories reflected in the practice; and
• conduct an analysis of the literacy teaching practices used in a classroom.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Recent and historical theories of literacy education and developing one's theory of literacy education</td>
<td>50.00</td>
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<tr>
<td>2. Relationships between theories of literacy education and literacy teaching practice involving the use of children's literature</td>
<td>10.00</td>
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<tr>
<td>3. Analysing literacy teaching practice: ethnographic and ethnomethodological approaches</td>
<td>20.00</td>
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<tr>
<td>4. Analysing literacy teaching practice: transcript analysis</td>
<td>20.00</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.

To be advised in materials.

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>
<td>95.00</td>
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<tr>
<td>Private 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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<tr>
<td>ESSAY</td>
<td>50.00</td>
<td>50.00</td>
<td>30 Apr 2004</td>
</tr>
<tr>
<td>ANALYSIS &amp; ESSAY</td>
<td>50.00</td>
<td>50.00</td>
<td>11 Jun 2004</td>
</tr>
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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 assignments 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 10% 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 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. 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 five days if required 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.

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 and passed.

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

OTHER REQUIREMENTS

1 Students should have access to a collection of children's literature and their own classroom or a classroom in which the teacher would allow them to do some teaching. This course is only suitable for qualified teachers as it requires planning and teaching as part of the assessment.

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