Description: Literacies Education 1

<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>
</tr>
</thead>
<tbody>
<tr>
<td>EDU</td>
<td>2411</td>
<td>40669</td>
<td>1, 2005</td>
<td>ONC</td>
<td>1.00</td>
<td>Toowoomba</td>
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</tbody>
</table>

Academic group: FOEDU
Academic org: FOE002
Student contribution band: National Priority Teaching
ASCED code: 070103

STAFFING
Examiner: Susan Morgan

REQUISITES
Pre-requisite: EDU1411 or FOE1000 or CMS1000

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 cyber forms), 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 forded 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. IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational
teachers, industry educators) working with children under the age of 18, in the State of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT ‘BLUE CARD’. For further information: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html *If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.

OBJECTIVES

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

1. recognise and describe different approaches to the teaching of reading and writing
2. recognise and describe the similarities and difference between the reading and writing processes
3. recognise and describe approaches to teaching reading and writing across the curriculum
4. plan for and implement the teaching of reading and writing
5. 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
6. 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>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reading</td>
<td>40.00</td>
</tr>
<tr>
<td>1.1. Skills approach to reading</td>
<td></td>
</tr>
<tr>
<td>1.2. Whole language and reading</td>
<td></td>
</tr>
<tr>
<td>1.3. Social critical theories and reading</td>
<td></td>
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<tr>
<td>1.4. Monitoring reading development</td>
<td></td>
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<tr>
<td>2. Writing</td>
<td>40.00</td>
</tr>
<tr>
<td>2.1. Historical approaches to writing development</td>
<td></td>
</tr>
<tr>
<td>2.2. The writing process</td>
<td></td>
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<tr>
<td>2.3. Teaching the skills associated with writing, hand writing</td>
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<tr>
<td>2.4. Spelling and genre approach to the teaching of writing</td>
<td></td>
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<tr>
<td>2.5. Monitoring writing development</td>
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3. Bringing Reading and Writing Together 20.00

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

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).

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


Harris, P et al 2001, Reading in the primary school years, Social Science Press, Katoomba.

Harris, P et al 2003, Writing in the primary school years, Social Science Press, Tuggerah.


STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
</tr>
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<tbody>
<tr>
<td>Directed Study</td>
<td>125.00</td>
</tr>
<tr>
<td>Lectures</td>
<td>20.00</td>
</tr>
<tr>
<td>Tutorials</td>
<td>20.00</td>
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</table>
ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESENTATION</td>
<td>10.00</td>
<td>10.00</td>
<td>01 Mar 2005 (see note 1)</td>
</tr>
<tr>
<td>ASSIGNMENT</td>
<td>40.00</td>
<td>40.00</td>
<td>01 Mar 2005 (see note 2)</td>
</tr>
<tr>
<td>2 HOUR RESTRICTED EXAMINATION</td>
<td>50.00</td>
<td>50.00</td>
<td>END S1 (see note 3)</td>
</tr>
</tbody>
</table>

NOTES
1. Assessment for this item is ongoing and further details about the due dates will be advised by the examiner.
2. Assessment for this item is ongoing and further details about the due dates will be advised by the examiner.
3. Students will be advised of the examination date for this course when the official timetable for semester 1 2005 has been finalised.

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 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 in accordance with the University policy on assignments will apply for each working day late.

4. Requirements for student to be awarded a passing grade in the course:
   To be assured of receiving 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 submitting all of the summative assessment items and achieving at least 50% of the available weighted marks for each item.

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:
   In a Restricted Examination, candidates are allowed access to specific materials during the examination. The only materials that candidates may use in the restricted examination for this course are: writing materials (non-electronic and free from material which could give the student an unfair advantage in the examination); calculators which cannot hold textual information (students must indicate on their examination paper the make and model of any calculator(s) they use during the examination; English translation dictionaries (but not technical dictionaries); Formula sheets; Translation dictionary. Students whose first language is not English, may, with the Examiner's approval, take
an appropriate non-electronic translation dictionary into the examination. Students who wish to use a translation dictionary MUST request and receive written approval from the Examiner at least one week before the examination date. Translation dictionaries will be subject to perusal and may be removed from the candidate’s possession until appropriate disciplinary action is completed if found to contain material that could give the candidate an unfair advantage: Translation dictionary. With the Examiner’s approval, candidates may, take an appropriate non-electronic translation dictionary into the examination. This will be subject to perusal and, if it is found to contain annotations or markings that could give the candidate an unfair advantage, it may be removed from the candidate’s possession until the appropriate disciplinary action is completed.

7 Examination period when Deferred/Supplementary examinations will be held:
Any Deferred or Supplementary examinations for this course will be held in the fourth week of the semester following this course offering and the examiner will advise students involved in writing of the date and location of any such examination.

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 In accordance with the University’s assignment extension policy (Regulation 5.6.1), the examiner may grant an extension of the due date of an assignment in extenuating circumstances.

4 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.

5 The Faculty will NOT accept submission of assignments by facsimile.

6 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.

7 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.

8 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).

9 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.

10 Marking criteria are provided in course material as mark sheets/guides or as part of
assignment specifications.

11 Each assessment item must be submitted and passed.

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

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

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 as specified by the examiner.

3 IMPORTANT NOTE: Working with Children: State law in Queensland requires that
all adults (including university students, pre-service educators, trainers, vocational
teachers, industry educators) working with children under the age of 18, in the State of
Queensland*, obtain approval before commencing such work. Many education courses
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