Description: Investigating Literacy Practices in the Classroom

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
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<tr>
<td>EDU</td>
<td>8416</td>
<td>58238</td>
<td>3, 2006</td>
<td>WEB</td>
<td>1.00</td>
<td>Toowoomba</td>
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Academic group:  
Academic org:  
Student contribution band: National Priority Teaching
ASCED code: 079999

STAFFING
Examiner: Robyn Henderson

RATIONALE
In recent years there has been substantial change in the theories informing literacy pedagogy. These changes can be characterised as a move from skill-based and psychological definitions of literacy to social-critical definitions in which literacy is constructed as social practice. These changes necessitate a shift in the ways in which those interested in improving literacy pedagogy think about and examine literacy practices in the classroom. Teachers and researchers now need to consider literacy pedagogy as one of the unique ways in which literacy is practised in society and their research must focus on identifying how these literate practices affect literacy learning. In order to know more about, and improve, literacy pedagogy teachers and researchers need to acquire the skills that will enable them to identify and analyse the discourse and structure of different literate practices in the classroom.

SYNOPSIS
The purpose of this course is to provide students with the opportunity to apply understandings about literacy as social practice to the classroom setting. Students will acquire understandings about the uniqueness of the literate practices of the classroom in comparison to the literate practices of other social settings. The role of classroom discourse, pedagogical practices, lesson structure and the selection of materials for teaching literacy in developing understandings about literacy and literacy learning will be examined. Students will acquire the skills necessary to analyse their own classroom literate practices and draw conclusions about how these practices might be modified or changed to improve literacy learning. 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:
OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On completion of this course students will be able to:

1. identify and explain the unique characteristics of the literate practices of the classroom compared with those in society generally (Reflection)
2. identify and explain what current research indicates about the relationships between the literate practices of the classroom and literacy learning (Reflection)
3. demonstrate an understanding of the role of classroom discourse, pedagogical practices, lesson structure and the selection of materials for teaching literacy in developing understandings about literacy and literacy learning, through application to a classroom setting (Both assessment items)
4. apply their knowledge about literacy and classroom literacy practices to the analysis of classroom pedagogy and discourse (Both assessment items)
5. draw conclusions and make recommendations for change and improvement in classroom practice based on analysis of classroom pedagogy (Project)

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Literacy as social practice: a comparison of the literate practices of the classroom generally and the unique literate practices of the classroom</td>
<td>30.00</td>
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<tr>
<td>2. The role of classroom discourse, pedagogical practices, lesson structure and the selection of materials for teaching literacy in developing understandings about literacy and literacy learning</td>
<td>35.00</td>
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<tr>
<td>3. Ways of investigating the literate practices of the classroom</td>
<td>35.00</td>
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</table>

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).

Nil
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.


Cope, B & Kalantzis, M (eds.) 2000, *Multiliteracies; literacy learning and the design of social futures*, MacMillan, South Yarra, VIC.


STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
</tr>
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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>
<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
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<tr>
<td>CRIT REFLECT: CLASSR'M DISCOUR</td>
<td>50.00</td>
<td>50.00</td>
<td>22 Dec 2006</td>
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<tr>
<td>PROJECT: LITERACY PEDAGOGY</td>
<td>50.00</td>
<td>50.00</td>
<td>02 Feb 2007</td>
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</tbody>
</table>

NOTES
1. Critical Reflections to be posted to the discussion group forums for peer comment and then into e-drop box.

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 satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks. (Depending upon the requirements in Statement 4 below, students may not have to satisfactorily complete each assessment item to receive a passing grade in this course.)

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 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 total weighted marks available for the course.

5. Method used to combine assessment results to attain final grade:
   The final grades for students will be assigned on the basis of the aggregate of the weighted 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:
   As there are no examinations in this course, there will be no deferred or supplementary examinations.

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.

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 24 hours if required by the Examiner.

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 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 WEB courses.

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

10 Summative assessment items will receive a numerical score.

OTHER REQUIREMENTS

1 Students will need access to, or be teaching in, a classroom in order to complete the assessment for this course.

2 Students must be able to access, use and view multi-modal texts via a range of technologies in order to complete the course; for example, computer, the internet, email, film, television, video and CDROM.

3 Students enrolling in WEB courses MUST have ongoing convenient and reliable access to the Internet in order to access course materials and participate in activities that will affect assessment. The levels of equipment required may change from time to time, with the most recent specification listed at http://www.usq.edu.au/currentstudents/computingstandards/default.htm. You can check whether your computer system meets these requirements from USQAssist (http://usqassist.usq.edu.au/).

4 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)
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POSSESS A CURRENT ‘BLUE CARD’. For further information:
you are undertaking practical experience outside the state of Queensland, Australia you
should check local requirements.