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>
<th>Campus</th>
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<tr>
<td>EDU</td>
<td>8416</td>
<td>70187</td>
<td>3, 2007</td>
<td>WEB</td>
<td>1.00</td>
<td>Toowoomba</td>
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</table>

Academic group: FOEDU
Academic org: FOE002
Student contribution band: National Priority Teaching
ASCED code: 079999

STAFFING
Examiner: Robyn Henderson

OTHER REQUISITES
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

RATIONALE
In recent years there has been a substantial change in the theories informing literacy pedagogy. In particular, there has been a move towards sociocultural and critical definitions of literacy, which recognise 'literacies' as social and cultural practices. Additionally, with the increasing diversity of student populations in today's schools, there is a need for teachers to understand how classroom literacy practices might differ from those that students experience in other aspects of their lives, and to recognise the role that literacy pedagogy plays in the practice of literacy in classroom contexts. Such understandings are essential if teachers want to prepare students to be literate citizens for the world of today and the future.

SYNOPSIS
The purpose of this course is to provide students with the opportunity to develop and apply understandings about literacy as social practice to classroom settings. Students will examine classroom literacy practices, discourses and pedagogical practices, and the way that literacy learners are socially and discursively constructed. They will compare school literacy practices with the literacy practices of other social settings and consider the potential for literacy learning in a range of contexts. Students will develop skills to analyse their own classroom practices and will consider how classroom practices might change to optimise school literacy learning.
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 characteristics of 'classroom' literate practices (Reflection)
2. demonstrate an understanding of factors that influence the teaching of literacy in 'classroom' settings (Reflection; Project)
3. identify and explain the characteristics of some home and community literacy practices (Reflection; Project)
4. apply knowledge about literacy practices to analysis of home and community practices (Reflection)
5. reflect on educational and home/community practices and consider how knowledge about these might relate to educational practices and contexts (Reflection; Project)
6. draw conclusions and make recommendations about potential improvements to 'classroom' practices and pedagogies (Project)
7. demonstrate competence in and use of language and literacy (including spelling, grammar, punctuation and bibliographic referencing) appropriate to a Masters degree qualification (Reflection; Project)

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
</tr>
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<tbody>
<tr>
<td>1. Literacy as social practice: the characteristics of 'classroom' literacy practices and a range of home and community literacy practices.</td>
<td>30.00</td>
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<tr>
<td>2. Ways of investigating the literacy practices of 'classrooms' or other educational contexts.</td>
<td>35.00</td>
</tr>
<tr>
<td>3. The application of knowledge about literacy practices to the pedagogical considerations of classrooms or other educational contexts.</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).

Reserve readings will be provided.

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.

Carrington, V 2006, *Rethinking middle years: Early adolescents, schooling and digital culture.*, Allen & Unwin, Crows Nest NSW.


**STUDENT WORKLOAD REQUIREMENTS**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>40.00</td>
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<tr>
<td>Directed Study</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>
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</thead>
<tbody>
<tr>
<td>CRIT REFLECT: CLASSR’M DISCOUR</td>
<td>50.00</td>
<td>50.00</td>
<td>31 Dec 2007 (see note 1)</td>
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<tr>
<td>PROJECT: LITERACY PEDAGOGY</td>
<td>50.00</td>
<td>50.00</td>
<td>28 Jan 2008</td>
</tr>
</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 of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.

4 Requirements for student to be awarded a passing grade in the course:
To be assured of receiving a passing grade a student must 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) 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.