Description: Becoming Literate

<table>
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<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>PRT</td>
<td>3202</td>
<td>63341</td>
<td>1, 2007</td>
<td>ONC</td>
<td>2.00</td>
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**Academic group:** FOEDU
**Academic org:** FOE002
**Student contribution band:** National Priority Teaching
**ASCED code:** 070117

**STAFFING**
Examiner: Shauna Petersen
Moderator: Susan Morgan

**REQUISITES**
Pre-requisite: PRT2201 and PRT2202

**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**
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 and hybrid forms), through reading, writing, viewing, shaping, listening, speaking and thinking. Teachers of literacy should be familiar with preceding and current theories of literacy - including multiliteracies, along with research-based strategies for planning and teaching literacy - including the integration of ICTS and acknowledgement of the needs of diverse groups. This will be achieved through a course that focuses specifically on literacy education and focussed professional experience activities which occur concurrently, thus providing opportunity for critical reflection.

**SYNOPSIS**
This course examines current theories and issues in literacy education. This includes a focus on the impact of new technologies, multiliteracies, diversity and classroom pedagogy on the development of a whole-school literacy strategy. Pre-service teachers will have the opportunity to study a variety of text types across the three strands of the English syllabus:- Cultural: making
meanings in contexts; Operational: operating language systems; Critical: evaluating and reconstructing meanings in texts. This will contribute to the development of literacy pedagogy for new times, which will necessarily reflect current research and recent initiatives in Queensland. Students should be aware that they require regular access to electronic resources including email and the Internet. Students in this course will participate in an associated professional experience of 15 days during which they will be encouraged to apply their learning from the course and from which they should be able to bring fresh insights to the course work.

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. Upon the successful completion of this course students will be able to:

1. Demonstrate knowledge and understanding of the major concepts, principles, theories, and interrelationship in the Queensland Years 1 to 10 English Syllabus documents; (Application Task, Professional Experience)
2. Recognise and describe different approaches to the teaching and learning of reading, writing, viewing and shaping; (Case Study, Application Task)
3. Recognise and describe approaches to applying reading, writing, viewing and shaping practices across the curriculum; (Professional Experience, Context Task)
4. Plan for and implement the teaching and learning of reading, writing, viewing and shaping; (Professional Experience, Microteaching, Context Task)
5. Recognise the effect of classroom discourse on literacy teaching and learning; (Professional Experience, Case Study)
6. Demonstrate an understanding of the influence of new technologies and the globalisation of the community in their planning for the achievement of cultural, operational and critical learning outcomes; (Professional Experience)
7. Explain and justify their approach to the teaching and learning of reading, writing, viewing, and shaping with reference to current and historical theories and approaches to literacy pedagogy; (Application Task, Case Study)
8. Demonstrate knowledge and skill in planning, teaching, assessing and managing experiences in school settings at levels appropriate to this course's placement in the sequence of professional experiences courses in the program; (Professional Experience, Case Study)
9. Demonstrate positive attitude to reading, writing, viewing and shaping through the examination of and reflection upon their own literacy practices and the role of literacy in the construction of our changing world; (Context Project)
10. Demonstrate knowledge, understanding and application of course content using appropriate personal, professional and academic literacies. (All Tasks)

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Current theories and issues in literacy education</td>
<td>15.00</td>
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<tr>
<td>2. Pedagogy of reading, writing, viewing and shaping</td>
<td>20.00</td>
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<tr>
<td>3. Future literacies (including ICTs)</td>
<td>15.00</td>
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<tr>
<td>4. Whole-school literacy strategies</td>
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<tr>
<td>5. Classroom discourse</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).


(CD)


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.


Green, D & Campbell, R (eds.) 2003, Literacies & learners: current perspectives, Pearson Education, Frenchs Forest, NSW.

Harris, P (et al) 2005, Reading in the primary school years, 2nd edn, Thomson Learning, Southbank, VIC.

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

Nettles, D 2006, Comprehensive literacy instruction in today's classrooms: the whole, the parts, and the heart, Pearson Allyn & Bacon, Boston.
STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tr>
<td>Assessment</td>
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<td>Lectures</td>
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<tr>
<td>Private Study</td>
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<tr>
<td>Tutorials or Workshops</td>
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ASSESSMENT DETAILS

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<tr>
<th>Description</th>
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<td>CONTEXT PROJECT</td>
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<tr>
<td>MICROTEACHING</td>
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<td>05 Mar 2007</td>
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<tr>
<td>(see note 1)</td>
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<tr>
<td>CASE STUDY/SWOT</td>
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<td>(see note 2)</td>
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<tr>
<td>APPLICATION TASK</td>
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<td>20.00</td>
<td>05 Mar 2007</td>
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NOTES

1. The Examiner will advise the due date for all assessment items.
2. 15 days of Professional Experience must be successfully completed. A mark of one (1) indicates you have passed the professional experience component. A mark of zero (0) indicates you have not passed the professional experience component. The weighting of 1% is used for administrative purposes only and is NOT included in the overall weighting for this course. All students must successfully pass the Professional Experience as well as the academic component to successfully complete the course.

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 assignments are submitted after the due date without an approved extension of time, a penalty of 10% of the mark awarded by the examiner for the assessment item may 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 as student complete and submit all of the summative assessment items and achieve at least 50% of the total weighted marks available for the course and obtain a rating of “successful” for the Professional Experience.

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.

Examination information:
There is no examination in this course.

Examination period when Deferred/Supplementary examinations will be held:
There are no Deferred or Supplementary examinations in this course.

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 24 hours 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. Summative assessment items will receive a numerical score.
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 course 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 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.