



TEP 423

English in the Secondary School I

S1 Day 2014

Education

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Unit Schedule</u>	5
<u>Learning and Teaching Activities</u>	6
<u>Policies and Procedures</u>	7
<u>Graduate Capabilities</u>	8

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Unit Convenor

Michael Stevenson

michael.stevenson@mq.edu.au

Contact via michael.stevenson@mq.edu.au

C3A 813

Credit points

3

Prerequisites

TEP283(P) or TEP295(P) or TEP388(P) or enrolment in TEP395

Corequisites

TEP401

Co-badged status

Unit description

This unit focuses on the contemporary role of the teaching of English in a secondary school context. Emphasis is given to the classroom application of current theories about literature, literacy and language learning. The Board of Studies New South Wales syllabus documents (including current 710 and Stage 6 documents as well as the new K-10 syllabus) are examined in terms of outcomes, programming, assessment strategies and resources. The nature of student-centred learning in the English classroom is explored through a variety of approaches to lesson planning, resource development and critical reflection. Key issues considered include the writing process, speaking and listening, popular culture, visual texts, adolescent reading, and the integration of technology.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate a working knowledge and understanding of the central concepts, modes of enquiry and structures of subject English through designing a sequence of tasks to meet the requirements of the English syllabus Years 7 -10 and Stage 6.

Develop effective skills and display and apply progressively refined strategies, skills and classroom practices to: a. plan and sequence activities and units of work compatible with the appropriate syllabus, based on students' interests, needs and abilities; b. select and utilise resources across a wide range of types including the integration of ICT resources; and c. interpret the key competencies required to enhance student engagement and learning within the context of the English classroom;

Select and utilise assessment measures across a variety of language modes and implement skills of evaluation and reflection

Demonstrate competency in their utilisation of ICT skills through the preparation and inclusion of teaching resources which are technology based

Communicate their knowledge of both content and pedagogy effectively and coherently

Assessment Tasks

Name	Weighting	Due
Evaluating ICT	15%	20th March 2013
Young Adult Literature	45%	10th April 2013
HSC Area of Study	40%	29th May 2013

Evaluating ICT

Due: **20th March 2013**

Weighting: **15%**

This 500-word report involves reviewing and evaluating a technology tool that can be used by English educators.

On successful completion you will be able to:

- Demonstrate a working knowledge and understanding of the central concepts, modes of enquiry and structures of subject English through designing a sequence of tasks to meet the requirements of the English syllabus Years 7 -10 and Stage 6.
- Select and utilise assessment measures across a variety of language modes and implement skills of evaluation and reflection
- Demonstrate competency in their utilisation of ICT skills through the preparation and inclusion of teaching resources which are technology based

Young Adult Literature

Due: **10th April 2013**

Weighting: **45%**

This task asks students to select a literary text suitable for Stage 5 English, provide a rationale for the chosen text, develop a lesson that engages Stage 5 students in text analysis activities, and evaluates the effectiveness of the lesson.

On successful completion you will be able to:

- Demonstrate a working knowledge and understanding of the central concepts, modes of enquiry and structures of subject English through designing a sequence of tasks to meet the requirements of the English syllabus Years 7 -10 and Stage 6.
- Develop effective skills and display and apply progressively refined strategies, skills and classroom practices to: a. plan and sequence activities and units of work compatible with the appropriate syllabus, based on students' interests, needs and abilities; b. select and utilise resources across a wide range of types including the integration of ICT resources; and c. interpret the key competencies required to enhance student engagement and learning within the context of the English classroom;
- Select and utilise assessment measures across a variety of language modes and implement skills of evaluation and reflection
- Demonstrate competency in their utilisation of ICT skills through the preparation and inclusion of teaching resources which are technology based
- Communicate their knowledge of both content and pedagogy effectively and coherently

HSC Area of Study

Due: **29th May 2013**

Weighting: **40%**

This task provides opportunity for students to research and show understanding of a key HSC English syllabus area. The task involves synthesis of ideas about a concept, developing creative writing strategies and a supporting resource.

On successful completion you will be able to:

- Demonstrate a working knowledge and understanding of the central concepts, modes of enquiry and structures of subject English through designing a sequence of tasks to meet the requirements of the English syllabus Years 7 -10 and Stage 6.
- Develop effective skills and display and apply progressively refined strategies, skills and classroom practices to: a. plan and sequence activities and units of work compatible with the appropriate syllabus, based on students' interests, needs and abilities; b. select and utilise resources across a wide range of types including the integration of ICT resources; and c. interpret the key competencies required to enhance student engagement and

learning within the context of the English classroom;

- Select and utilise assessment measures across a variety of language modes and implement skills of evaluation and reflection
- Demonstrate competency in their utilisation of ICT skills through the preparation and inclusion of teaching resources which are technology based
- Communicate their knowledge of both content and pedagogy effectively and coherently

Delivery and Resources

An iLearn site will be used for access to unit resources and activities. You should visit this site on a regular basis for resources, links and unit announcements.

Students are required to complete the weekly readings in advance of each workshop. Readings will be made available on eReserve and accessible through the unit's iLearn website.

Resources are also available on the *e is for english* website for pre-service and beginning Secondary English Teachers. Address: <http://www.educ.mq.edu.au/ee>

Students should also visit the Curriculum Resources section, level 3, of the University Library.

Students in this unit will need regular access to a computer and the Internet to complete the research components of the assignments and to locate teaching resources. There are a number of university computers in the Library, in C5C (rooms 211, 213, and 217) as well as dedicated spaces for students studying Education (the TEL Labs C5A201, 204 and 210). Computers in C5A210 may be accessed at published times.

All correspondence with students will be through their Macquarie Student email addresses.

Changes made to previous offerings:

In 2013, this unit was redesigned to reflect new curriculum and professional standards requirements. Consequently, there were changes to the required readings and the assessment tasks had been revised for 2013 students in light of the publication of the 2012 *English K-10 Syllabus* (NSW). In 2014, components of the unit were condensed to meet the requirements of sessions running for eleven (rather than thirteen) weeks.

Unit Schedule

This unit is structured around a weekly 3-hr workshop. Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs.

In TEP423, students are expected to become familiar with a wide range of texts suitable for the secondary English classroom. In particular, the unit places emphasis on contemporary young adult Australian literature. Students are actively encouraged to read current works by well-known and emerging Australian authors. Workshop sessions will involve students sharing and “pitching”

their ideas about the suitability of texts they are reading.

Learning and Teaching Activities

Young Adult Literature "Pitch"

Students pitch young adult literature to the class by focusing on a text's suitability for Stage 5 readers, relevant themes and language features.

Role Play

Students explore scenarios through role play for controversial issues in schools with a focus on the secondary English classroom.

Collaborative Writing

Students explore current tools for online collaborative writing.

Class discussions on key readings

Each week, class discussions are focused on the key readings and implications for future practice are explored.

Networking and personal learning

Students develop their use of technology tools for personal learning networks, with connections to other educators, information a range of current education bodies and other online communities of teachers and school leaders. Emphasis is given to post-tertiary teacher professional learning.

Lesson planning

With recourse to tools like the new Program Builder from Board of Studies, Teaching and Educational Standards (BOSTES), students develop lessons for the NSW K-10 syllabus.

PBL scenarios

Students explore problem-based scenarios in workshops and assessments that reflect current issues and common concerns.

Debates

Students debate topical issues in secondary English education, including mixed-ability vs streamed classrooms, the role of English teachers in the development of literacy, the use and misuse of technology and the value of literary theory.

Team teaching

Students engage in team teaching strategies to develop their practice in a supportive environment.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Develop effective skills and display and apply progressively refined strategies, skills and classroom practices to: a. plan and sequence activities and units of work compatible with the appropriate syllabus, based on students' interests, needs and abilities; b. select and utilise resources across a wide range of types including the integration of ICT resources; and c. interpret the key competencies required to enhance student engagement and learning within the context of the English classroom;
- Select and utilise assessment measures across a variety of language modes and implement skills of evaluation and reflection

Assessment tasks

- Evaluating ICT
- Young Adult Literature
- HSC Area of Study

Learning and teaching activities

- Each week, class discussions are focused on the key readings and implications for future practice are explored.
- Students develop their use of technology tools for personal learning networks, with connections to other educators, information a range of current education bodies and

other online communities of teachers and school leaders. Emphasis is given to post-tertiary teacher professional learning.

- Students debate topical issues in secondary English education, including mixed-ability vs streamed classrooms, the role of English teachers in the development of literacy, the use and misuse of technology and the value of literary theory.

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning and teaching activities

- Students pitch young adult literature to the class by focusing on a text's suitability for Stage 5 readers, relevant themes and language features.
- Students develop their use of technology tools for personal learning networks, with connections to other educators, information a range of current education bodies and other online communities of teachers and school leaders. Emphasis is given to post-tertiary teacher professional learning.

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Demonstrate a working knowledge and understanding of the central concepts, modes of enquiry and structures of subject English through designing a sequence of tasks to meet the requirements of the English syllabus Years 7 -10 and Stage 6.
- Develop effective skills and display and apply progressively refined strategies, skills and classroom practices to: a. plan and sequence activities and units of work compatible with the appropriate syllabus, based on students' interests, needs and abilities; b. select and

utilise resources across a wide range of types including the integration of ICT resources; and c. interpret the key competencies required to enhance student engagement and learning within the context of the English classroom;

Assessment tasks

- Young Adult Literature
- HSC Area of Study

Learning and teaching activities

- Students pitch young adult literature to the class by focusing on a text's suitability for Stage 5 readers, relevant themes and language features.
- Students explore current tools for online collaborative writing.
- Each week, class discussions are focused on the key readings and implications for future practice are explored.
- With recourse to tools like the new Program Builder from Board of Studies, Teaching and Educational Standards (BOSTES), students develop lessons for the NSW K-10 syllabus.
- Students explore problem-based scenarios in workshops and assessments that reflect current issues and common concerns.

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Select and utilise assessment measures across a variety of language modes and implement skills of evaluation and reflection
- Demonstrate competency in their utilisation of ICT skills through the preparation and inclusion of teaching resources which are technology based

Assessment tasks

- Evaluating ICT
- HSC Area of Study

Learning and teaching activities

- Students explore current tools for online collaborative writing.

- Each week, class discussions are focused on the key readings and implications for future practice are explored.
- With recourse to tools like the new Program Builder from Board of Studies, Teaching and Educational Standards (BOSTES), students develop lessons for the NSW K-10 syllabus.
- Students explore problem-based scenarios in workshops and assessments that reflect current issues and common concerns.
- Students debate topical issues in secondary English education, including mixed-ability vs streamed classrooms, the role of English teachers in the development of literacy, the use and misuse of technology and the value of literary theory.

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Develop effective skills and display and apply progressively refined strategies, skills and classroom practices to: a. plan and sequence activities and units of work compatible with the appropriate syllabus, based on students' interests, needs and abilities; b. select and utilise resources across a wide range of types including the integration of ICT resources; and c. interpret the key competencies required to enhance student engagement and learning within the context of the English classroom;
- Select and utilise assessment measures across a variety of language modes and implement skills of evaluation and reflection
- Demonstrate competency in their utilisation of ICT skills through the preparation and inclusion of teaching resources which are technology based

Assessment task

- HSC Area of Study

Learning and teaching activity

- Students pitch young adult literature to the class by focusing on a text's suitability for Stage 5 readers, relevant themes and language features.
- Students develop their use of technology tools for personal learning networks, with connections to other educators, information a range of current education bodies and

other online communities of teachers and school leaders. Emphasis is given to post-tertiary teacher professional learning.

- With recourse to tools like the new Program Builder from Board of Studies, Teaching and Educational Standards (BOSTES), students develop lessons for the NSW K-10 syllabus.
- Students explore problem-based scenarios in workshops and assessments that reflect current issues and common concerns.

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Develop effective skills and display and apply progressively refined strategies, skills and classroom practices to: a. plan and sequence activities and units of work compatible with the appropriate syllabus, based on students' interests, needs and abilities; b. select and utilise resources across a wide range of types including the integration of ICT resources; and c. interpret the key competencies required to enhance student engagement and learning within the context of the English classroom;
- Demonstrate competency in their utilisation of ICT skills through the preparation and inclusion of teaching resources which are technology based

Assessment task

- Young Adult Literature

Learning and teaching activity

- Students pitch young adult literature to the class by focusing on a text's suitability for Stage 5 readers, relevant themes and language features.
- Students explore scenarios through role play for controversial issues in schools with a focus on the secondary English classroom.
- Students explore current tools for online collaborative writing.
- With recourse to tools like the new Program Builder from Board of Studies, Teaching and Educational Standards (BOSTES), students develop lessons for the NSW K-10 syllabus.
- Students explore problem-based scenarios in workshops and assessments that reflect current issues and common concerns.
- Students engage in team teaching strategies to develop their practice in a supportive environment.

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Develop effective skills and display and apply progressively refined strategies, skills and classroom practices to: a. plan and sequence activities and units of work compatible with the appropriate syllabus, based on students' interests, needs and abilities; b. select and utilise resources across a wide range of types including the integration of ICT resources; and c. interpret the key competencies required to enhance student engagement and learning within the context of the English classroom;
- Select and utilise assessment measures across a variety of language modes and implement skills of evaluation and reflection
- Demonstrate competency in their utilisation of ICT skills through the preparation and inclusion of teaching resources which are technology based
- Communicate their knowledge of both content and pedagogy effectively and coherently

Assessment tasks

- Evaluating ICT
- Young Adult Literature
- HSC Area of Study

Learning and teaching activities

- Students pitch young adult literature to the class by focusing on a text's suitability for Stage 5 readers, relevant themes and language features.
- Students explore scenarios through role play for controversial issues in schools with a focus on the secondary English classroom.
- Students explore current tools for online collaborative writing.
- Each week, class discussions are focused on the key readings and implications for future practice are explored.
- With recourse to tools like the new Program Builder from Board of Studies, Teaching and Educational Standards (BOSTES), students develop lessons for the NSW K-10 syllabus.
- Students explore problem-based scenarios in workshops and assessments that reflect

current issues and common concerns.

- Students debate topical issues in secondary English education, including mixed-ability vs streamed classrooms, the role of English teachers in the development of literacy, the use and misuse of technology and the value of literary theory.
- Students engage in team teaching strategies to develop their practice in a supportive environment.

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning and teaching activities

- Each week, class discussions are focused on the key readings and implications for future practice are explored.
- Students develop their use of technology tools for personal learning networks, with connections to other educators, information a range of current education bodies and other online communities of teachers and school leaders. Emphasis is given to post-tertiary teacher professional learning.

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning and teaching activities

- Students develop their use of technology tools for personal learning networks, with connections to other educators, information a range of current education bodies and other online communities of teachers and school leaders. Emphasis is given to post-tertiary teacher professional learning.
- Students debate topical issues in secondary English education, including mixed-ability vs streamed classrooms, the role of English teachers in the development of literacy, the use and misuse of technology and the value of literary theory.

