TEP 424

English in the Secondary School II

S2 Day 2015

Dept of Education

Contents

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General Information

Unit convenor and teaching staff
Michael Stevenson
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Credit points
3

Prerequisites
TEP401(S) and TEP423(P)

Corequisites
TEP402

Co-badged status

Unit description
This unit extends the work covered in TEP423. There is a particular emphasis on the development of strategies for responding to, and composing, a range of traditional and emerging text types, enhancing creativity and independent learning skills, and planning for assessment across a variety of language modes. The key elements embedded in the Board of Studies, Teaching and Educational Standards New South Wales syllabus documents (including Stage 6 documents and the K-10 syllabus) are examined within a teaching and learning context. Workshops also cover current professional issues such as classroom management, the teaching and learning of visual literacy, preparing for change in English curricula with an emphasis on the Australian Curriculum, the integration of technology into the English classroom, and the diverse needs of students in a changing world.

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:

1. understand and reflect critically on the nature of English as a discipline within the context of the Secondary curriculum
2. demonstrate a developed working knowledge of the Stage 4 and 5 and the Stage 6 English syllabus documents and apply this to the development of specific teaching and learning contexts

3. identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts

4. demonstrate developed skills and a knowledge of pedagogies

5. demonstrate competency in their own utilisation of ICT skills through their preparation of teaching resources which are technology based

6. demonstrate effective strategies, skills and classroom practices to enhance student learning through the development of a unit of HSC work, and through planning Shakespearean drama lessons for Stage 5 and poetry lessons for Year 11

7. reflect critically on some of the key professional issues in their own current practices and identify the implications these have for their own future teaching

General Assessment Information

IMPORTANT: all assignments for this unit are to be submitted using the relevant Turnitin and iLearn links on the TEP424 iLearn page. You do NOT need to submit any paper copies of these assignments or attach any cover sheets. However, by uploading your assignment, you agree as a member of the University community to abide by the principles of academic honesty (see Section 11 of this outline for more information). Students must achieve a satisfactory standard in each one of these assignments in order to pass the Unit.

Assessment Tasks

Name	Weighting	Due
Exploring formative assessment	35%	Week 7
Unit of Work for Module C	35%	Week 10
Reflection	15%	Week 14
Weekly Quizzes	15%	Weekly

Exploring formative assessment

Due: **Week 7**
Weighting: **35%**

This assignment develops your knowledge of formative assessment by providing you the opportunity to design an *assessment for learning* task to meet K-10 syllabus requirements. The emphasis in this assignment will be on teaching poetry.

On successful completion you will be able to:

- 2. demonstrate a developed working knowledge of the Stage 4 and 5 and the Stage 6 English syllabus documents and apply this to the development of specific teaching and

learning contexts
- 3. identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
- 4. demonstrate developed skills and a knowledge of pedagogies
- 5. demonstrate competency in their own utilisation of ICT skills through their preparation of teaching resources which are technology based
- 6. demonstrate effective strategies, skills and classroom practices to enhance student learning through the development of a unit of HSC work, and through planning Shakespearean drama lessons for Stage 5 and poetry lessons for Year 11

Unit of Work for Module C

Due: **Week 10**
Weighting: **35%**

This assignment extends your skills in planning Stage 6 teaching and learning activities through preparing a unit of work to underpin the study of a prescribed HSC text within a modular and elective framework. The emphasis in this assignment will be on teaching film.

On successful completion you will be able to:
- 1. understand and reflect critically on the nature of English as a discipline within the context of the Secondary curriculum
- 3. identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
- 4. demonstrate developed skills and a knowledge of pedagogies
- 5. demonstrate competency in their own utilisation of ICT skills through their preparation of teaching resources which are technology based
- 6. demonstrate effective strategies, skills and classroom practices to enhance student learning through the development of a unit of HSC work, and through planning Shakespearean drama lessons for Stage 5 and poetry lessons for Year 11

Reflection

Due: **Week 14**
Weighting: **15%**

Evaluate the relationship between a teacher and a learner based on **your OWN** professional experiences as an English teacher this year. This is your own personal reflection and evaluation.

On successful completion you will be able to:
- 1. understand and reflect critically on the nature of English as a discipline within the

context of the Secondary curriculum

- 7. reflect critically on some of the key professional issues in their own current practices and identify the implications these have for their own future teaching

Weekly Quizzes

Due: **Weekly**
Weighting: **15%**

In addition to all submitted assessment tasks for TEP424, you are assessed on your knowledge of key concepts addressed in KEY READING each week.

On successful completion you will be able to:

- 2. demonstrate a developed working knowledge of the Stage 4 and 5 and the Stage 6 English syllabus documents and apply this to the development of specific teaching and learning contexts
- 4. demonstrate developed skills and a knowledge of pedagogies

Delivery and Resources

Delivery

This course has 1 x 3-hour workshop each week:

Monday 4pm to 7pm C5A.210 or

Thursday 4pm to 7pm C5A.218

Classes **cannot** be changed on a weekly basis. For occasional changes due to unforeseen circumstances, permission **must** be sought from the Unit Convenor.

TEP424 is a professional, workshop-based unit of study. Students are, therefore, expected to attend each workshop. Where a student has difficulty meeting attendance requirements, they should be prepared to substantiate their reasons by supplying relevant documentation. All documentation and requests for special consideration need to be submitted online via http://ask.mq.edu.au.

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.

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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

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

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

- 3. identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
- 5. demonstrate competency in their own utilisation of ICT skills through their preparation of teaching resources which are technology based

Assessment tasks

- Exploring formative assessment
- Unit of Work for Module C

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:

Assessment tasks

- Exploring formative assessment
- Unit of Work for Module C
- Weekly Quizzes

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 outcome

- 7. reflect critically on some of the key professional issues in their own current practices and identify the implications these have for their own future teaching

Assessment task

- Reflection

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

- 1. understand and reflect critically on the nature of English as a discipline within the context of the Secondary curriculum
- 2. demonstrate a developed working knowledge of the Stage 4 and 5 and the Stage 6 English syllabus documents and apply this to the development of specific teaching and learning contexts
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- 5. demonstrate competency in their own utilisation of ICT skills through their preparation of teaching resources which are technology based

Assessment tasks

- Exploring formative assessment
- Unit of Work for Module C
- Weekly Quizzes

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

- 1. understand and reflect critically on the nature of English as a discipline within the context of the Secondary curriculum
- 3. identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
- 4. demonstrate developed skills and a knowledge of pedagogies

Assessment tasks

- Exploring formative assessment
- Unit of Work for Module C

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

- 3. identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
- 4. demonstrate developed skills and a knowledge of pedagogies
- 5. demonstrate competency in their own utilisation of ICT skills through their preparation

of teaching resources which are technology based

- 6. demonstrate effective strategies, skills and classroom practices to enhance student learning through the development of a unit of HSC work, and through planning Shakespearean drama lessons for Stage 5 and poetry lessons for Year 11

Assessment tasks

- Exploring formative assessment
- Unit of Work for Module C

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

- 1. understand and reflect critically on the nature of English as a discipline within the context of the Secondary curriculum
- 2. demonstrate a developed working knowledge of the Stage 4 and 5 and the Stage 6 English syllabus documents and apply this to the development of specific teaching and learning contexts
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Assessment tasks

- Exploring formative assessment
- Unit of Work for Module C
- Reflection