



TEP 423

English in the Secondary School I

S1 Day 2015

Dept of Education

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General Information

Unit convenor and teaching staff

Unit Convenor

Michael Stevenson

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C3A.813

Credit points

3

Prerequisites

TEP388(P) or TEP395(P)

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, Teaching and Educational Standards New South Wales syllabus documents (including Stage 6 documents 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 curriculum for Stages 4-6.

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 technology-based teaching resources.

Communicate your knowledge of both content and pedagogy effectively and coherently.

Assessment Tasks

Name	Weighting	Due
<u>Evaluating ICT in the Secon</u>	15%	13/03/15
<u>Young Adult Literature</u>	35%	10/04/2015
<u>HSC Unit: Discovery</u>	35%	22/05/15
<u>Weekly Quizzes</u>	15%	Weekly

Evaluating ICT in the Secon

Due: **13/03/15**

Weighting: **15%**

Examine some of the technology tools that English educators are currently using to engage students and enhance learning. Common tools include *Twitter* (social media), *Google Docs* (online collaborative writing tool), *Glogster* (tool to create interactive posters), *Wordpress* (blogging tool). If you're unfamiliar with many of the tools available, you may choose one of the ones outlined here – or select a different tool.

On successful completion you will be able to:

- 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 technology-based teaching resources.

- Communicate your knowledge of both content and pedagogy effectively and coherently.

Young Adult Literature

Due: **10/04/2015**

Weighting: **35%**

Select **ONE** young adult novel suitable for readers in a year group from Stage 5 (Years 9-10) to study as a class. This text must be classified as Australian and written since 2005. It may be either fiction or non-fiction.

1. Write a rationale explaining your choice of text.
2. Design a lesson of 60 minutes consisting of an **introductory close reading activity**, with questions that explore the ways language is used to shape and make meaning in **ONE extract** from your selected text.
3. With reference to the section “General Mixed-ability Principles and English” in the Week 3 reading, evaluate how effective your lesson is in meeting the needs of students in a mixed ability Secondary English classroom.

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 curriculum for Stages 4-6.
- 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.
- Communicate your knowledge of both content and pedagogy effectively and coherently.

HSC Unit: Discovery

Due: **22/05/15**

Weighting: **35%**

Based on your reading of the previous information, for a Standard or Advanced HSC English class (please specify), select **ONE prescribed text AND ONE supplementary text** for the study of *Discovery*.

1. Prepare a FIVE-MINUTE podcast with audio and visual material that in supports

students in synthesising their study of the prescribed text, the Area of Study and texts of their choosing. Your podcast should be in a format that can be opened and transferred easily.

2. Identify and explain some specific strategies that you would use to develop your students' abilities to write creatively and imaginatively while demonstrating their understanding of the concept of Discovery. In particular, consider the requirements of Paper 1, Section II.
3. Prepare an original resource to develop your students' abilities to respond effectively to Paper 1, Section III of the examination. This resource will assist them in organising and expressing their ideas about the concept of *Discovery* effectively in essay form.

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 curriculum for Stages 4-6.
- 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 technology-based teaching resources.
- Communicate your knowledge of both content and pedagogy effectively and coherently.

Weekly Quizzes

Due: **Weekly**

Weighting: **15%**

In addition to all submitted assessment tasks for TEP423, you are assessed on your knowledge of key concepts addressed in KEY READINGS for each week.

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 curriculum for Stages 4-6.

- 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.

Delivery and Resources

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

- **Wednesday 4pm to 7pm C5A.301 and**
- **Thursday 4pm to 7pm W6B.315**

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. Classes **cannot** be changed on a weekly basis. For occasional changes due to unexpected circumstances, permission **must** be sought from the Unit Convenor. TEP423 is a professional, workshop-based unit of study. Students are, therefore, expected to attend each workshop.

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.

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. Students are strongly advised to bring a technology device (for example, laptop or tablet) with all course materials, including the unit outline, required readings, syllabus and prescriptions. All of these materials are available in PDF format.

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. Students are advised that any correspondence from a non-university address will be ignored. All enquiries about the unit should be directed to the Unit Convenor.

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

- 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 curriculum for Stages 4-6.
- 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.
- Demonstrate competency in their utilisation of ICT skills through the preparation and inclusion of technology-based teaching resources.

Assessment tasks

- Evaluating ICT in the Secon
- Young Adult Literature
- HSC Unit: Discovery

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.
- Communicate your knowledge of both content and pedagogy effectively and coherently.

Assessment tasks

- Young Adult Literature
- 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

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

Assessment tasks

- Evaluating ICT in the Secon
- Weekly Quizzes

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 curriculum for Stages 4-6.
- 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.
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Assessment tasks

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- Young Adult Literature
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- 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

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- Select and utilise assessment measures across a variety of language modes and implement skills of evaluation and reflection.
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Assessment tasks

- Young Adult Literature
- HSC Unit: Discovery
- Weekly Quizzes

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 outcome

- 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.

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

- 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 curriculum for Stages 4-6.
- 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.
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Assessment tasks

- Evaluating ICT in the Secon
- Young Adult Literature
- HSC Unit: Discovery

Changes from Previous Offering

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. Minor adjustments with assignments have been made in 2015.