EDUC260

Language, Literacy and Learning

S1 External 2016

Dept of Education

Contents

General Information

Unit convenor and teaching staff
Unit Convenor
Kerry-Ann O'Sullivan
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C3A904

Credit points
3

Prerequisites
12cp including (EDUC105 or EDUC106) or (admission to BEd(Prim) or BEd(Sec)) or (admission to BEd(ECE)(Birth-12) and (EDUC106 or ECH126))

Corequisites

Co-badged status

Unit description
Literacy is one of the foundations of learning; it manifests itself in evolving forms and comprises a complex repertoire of knowledge and skills. Our changing communicative modes within a rapidly altering world require an expansion of the uses, purposes and practices of language and literacy. These encompass the key skills of reading, writing, viewing, representing, speaking and listening framed by a multimodal perspective of language. This unit examines these six language modes and it is organised around a research-based study of words, sounds, images, and texts, which include written, visual, oral/aural, digital and multimodal texts. Contemporary Australian curriculum, educational policies, and quality literacy practices will be introduced. The pedagogical emphasis is on a continuous cycle of explicit, systematic, balanced and integrated teaching for all students.

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 key principles and concepts used in contemporary language and literacy learning;

Recognise the features of the six language modes (reading, writing, speaking, listening,

viewing and representing) and apply this knowledge to enhance their own and their students' learning;

Demonstrate a working knowledge of grammar, and of the forms and features of a range of texts;

Discuss in an informed manner the significant issues in literacy education through drawing upon their examination of current research, policies, curriculum and practices in the field;

Develop some strategies to enhance their own pedagogical practices so as to work towards achieving improved literacy and language outcomes in education for all students; and

Demonstrate personal competency, knowledge and confidence in their uses of language and literacy in a variety of forms including ICT and digital.

General Assessment Information

Please note:

You must also meet all the attendance requirements (see Section 4).

To demonstrate your satisfactory achievement of the unit's Learning Outcomes to pass EDUC260, you must have at least attempt Tasks 1 and 2 and to have undertaken the final examination.

Assessment Tasks

Name	Weighting	Due
Task 1	15%	Monday 21st March
Task 2	40%	Tuesday 26th April
Task 3	45%	June

Task 1

Due: **Monday 21st March**
Weighting: **15%**

Establishing the concepts and expectations of Literacy and Learning.

Purpose is to grasp the main concepts of the unit and to demonstrate students' personal literacy skills and reflections.

On successful completion you will be able to:

- Demonstrate a working knowledge and understanding of the key principles and concepts

used in contemporary language and literacy learning;

- Discuss in an informed manner the significant issues in literacy education through drawing upon their examination of current research, policies, curriculum and practices in the field;
- Demonstrate personal competency, knowledge and confidence in their uses of language and literacy in a variety of forms including ICT and digital.

Task 2

Due: **Tuesday 26th April**
Weighting: **40%**

The development of explicit and systematic approaches to literacy instruction.

This 2 part task requires an original writing task, a creative product, and a research based report.

On successful completion you will be able to:

- Demonstrate a working knowledge and understanding of the key principles and concepts used in contemporary language and literacy learning;
- Recognise the features of the six language modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance their own and their students' learning;
- Demonstrate a working knowledge of grammar, and of the forms and features of a range of texts;
- Discuss in an informed manner the significant issues in literacy education through drawing upon their examination of current research, policies, curriculum and practices in the field;
- Develop some strategies to enhance their own pedagogical practices so as to work towards achieving improved literacy and language outcomes in education for all students; and
- Demonstrate personal competency, knowledge and confidence in their uses of language and literacy in a variety of forms including ICT and digital.

Task 3

Due: **June**
Weighting: **45%**

2 hours closed book examination based on the 4 Modules of study.

Short answers and extended responses will be required.

On successful completion you will be able to:
- Demonstrate a working knowledge and understanding of the key principles and concepts used in contemporary language and literacy learning;
- Recognise the features of the six language modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance their own and their students' learning;
- Demonstrate a working knowledge of grammar, and of the forms and features of a range of texts;
- Demonstrate personal competency, knowledge and confidence in their uses of language and literacy in a variety of forms including ICT and digital.

Delivery and Resources

Technologies used and required

EDUC260 has a full WebCT presence through *iLearn.*

Lectures will be available on the web through the *ECHO lecture* component.

This unit requires students to use several ICT and software skills.   Internet access is required for the lecture slides, resources, activities, discussion and the online quiz. **Word processing, visual representations, and document formatting:** You are required to use an appropriate form of software to write up and present your assignments.   **Library databases:** You are required to use various research databases to locate sources for your assignment.

Textbooks:

The following package is available from the University Cooperative Bookshop and it is essential for this unit.

  Emmitt, M., Zbaracki, M., Komesaroff, L,, & Pollard, J. (2015) (6th edition). *Language and Learning: An Introduction for Teaching.* South Melbourne, Victoria: Oxford University Press.

Winch, G. (2013). *The Grammar Handbook.* South Melbourne, Victoria: Oxford University Press.

  Custom chapters 3 and 7 taken from: Henderson, R. (ed.). (2012). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*. South Melbourne, Victoria: Oxford University Press.

Unit Schedule

EDUC260 is a lecture and tutorial-based unit of study. There are 2 X one hour lectures per week and a one hour tutorial for internal students. There are 2 compulsory on campus days for external students - these are held on Saturday 2nd April and Saturday 14th May.

Lectures start Week 1; Tutorials commence in Week 1.

Module 1: Words: Weeks 1-4

Module 2: Texts: Weeks 4- 6

Module 3: Sounds: Weeks 9- 10   Please note Week 9 is fully online through iLearn

Module 4: Images: Weeks 11- 13

Learning and Teaching Activities

Module 1

Words

Module 2

Texts

Module 3

Sounds

Module 4

Images

ON CAMPUS sessions

Saturday 2nd April: Rooms to be announced through iLearn 9.00 – 9.15 Register at COE 9.15 – 10.00 Welcome: introduction to our key concepts. Dr Kerry-Ann O'Sullivan 10.00 – 11.00 Workshop/seminars: Literacy and Language: Grammar Tutors 11.00 – 11.30 Morning tea 11.30 – 1.00 Workshop/seminars: Writing Workshop 1.00 – 1.45 Lunch 1.45 – 3.30 Workshop/ seminars: Four Resources/Critical Literacy Reflection on learning. Saturday 14th May Rooms to be announced through iLearn 9.00 – 9.15 Register at COE 9.15 – 10.00 Welcome: introduction to our key concepts Dr Kerry-Ann O'Sullivan 10.00 – 11.00 Workshop/seminars: Readers, Writers and Speakers Tutors 11.00 – 11.30 Morning tea 11.30 – 1.00 Workshop/seminars: Oral Language: Poetry 1.00 – 1.45 Lunch 1.45 – 3.30 Workshop/ seminars: Visual Literacy Reflection on learning.

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/grading/policy.html

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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.

Extension requests:

Ordinarily, no extensions of time for submission of written work will be granted since ample time for its preparation will have been given.

If an extension is required for medical or other extenuating circumstances, students may request this by submitting an online request via **ask.mq.edu.au** with supporting documentary evidence (such as medical certificate, counsellor's note, or similar).   All requests for extensions must be made **prior to the due date** for the assignment.

If an extension is granted, you will need to print the approval email and attach it to the assignment. Failure to do so will result in a late penalty being applied as the marker will not know that an extension has been granted.

Late Submissions:

If you have not been granted an extension, or if you submit after your extension date, you will be penalised a mark for each day it is late.

No assessable work will be accepted after the return of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic must be set.

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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources 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

- Recognise the features of the six language modes (reading, writing, speaking, listening,

viewing and representing) and apply this knowledge to enhance their own and their students' learning;

- Develop some strategies to enhance their own pedagogical practices so as to work towards achieving improved literacy and language outcomes in education for all students; and

Assessment task

- Task 2

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

- Demonstrate a working knowledge and understanding of the key principles and concepts used in contemporary language and literacy learning;

- Recognise the features of the six language modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance their own and their students' learning;

- Demonstrate a working knowledge of grammar, and of the forms and features of a range of texts;

- Discuss in an informed manner the significant issues in literacy education through drawing upon their examination of current research, policies, curriculum and practices in the field;

- Demonstrate personal competency, knowledge and confidence in their uses of language and literacy in a variety of forms including ICT and digital.

Assessment tasks

- Task 1
- Task 2
- Task 3

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 outcomes

- Demonstrate a working knowledge and understanding of the key principles and concepts used in contemporary language and literacy learning;
- Recognise the features of the six language modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance their own and their students' learning;
- Demonstrate a working knowledge of grammar, and of the forms and features of a range of texts;
- Discuss in an informed manner the significant issues in literacy education through drawing upon their examination of current research, policies, curriculum and practices in the field;
- Develop some strategies to enhance their own pedagogical practices so as to work towards achieving improved literacy and language outcomes in education for all students; and

Assessment tasks

- Task 1
- Task 2

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 key principles and concepts used in contemporary language and literacy learning;
- Recognise the features of the six language modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance their own and their

students' learning;

- Demonstrate a working knowledge of grammar, and of the forms and features of a range of texts;
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- Develop some strategies to enhance their own pedagogical practices so as to work towards achieving improved literacy and language outcomes in education for all students; and
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Assessment tasks

- Task 1
- Task 2
- Task 3

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

- Demonstrate a working knowledge and understanding of the key principles and concepts used in contemporary language and literacy learning;
- Recognise the features of the six language modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance their own and their students' learning;
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- Develop some strategies to enhance their own pedagogical practices so as to work towards achieving improved literacy and language outcomes in education for all

students; and

- Demonstrate personal competency, knowledge and confidence in their uses of language and literacy in a variety of forms including ICT and digital.

Assessment tasks

- Task 2
- Task 3

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

- Demonstrate a working knowledge and understanding of the key principles and concepts used in contemporary language and literacy learning;
- Recognise the features of the six language modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance their own and their students' learning;
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- Demonstrate personal competency, knowledge and confidence in their uses of language and literacy in a variety of forms including ICT and digital.

Assessment tasks

- Task 2
- Task 3

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 key principles and concepts used in contemporary language and literacy learning;
- Recognise the features of the six language modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance their own and their students' learning;
- Demonstrate a working knowledge of grammar, and of the forms and features of a range of texts;
- Discuss in an informed manner the significant issues in literacy education through drawing upon their examination of current research, policies, curriculum and practices in the field;
- Develop some strategies to enhance their own pedagogical practices so as to work towards achieving improved literacy and language outcomes in education for all students; and
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Assessment tasks

- Task 1
- Task 2
- Task 3

Changes from Previous Offering

Some fine-tuning has been made, new readings and references included, and the lectures and assessment tasks are revised for 2016 students, with adjustments made due to the inclusion of a professional experience block period in the middle of the semester.