



TEP 423

English in the Secondary School I

S1 Day 2017

Department of Educational Studies

Contents

| | |
|--------------------------------|---|
| <u>General Information</u> | 2 |
| <u>Learning Outcomes</u> | 2 |
| <u>Assessment Tasks</u> | 3 |
| <u>Delivery and Resources</u> | 5 |
| <u>Policies and Procedures</u> | 6 |
| <u>Graduate Capabilities</u> | 7 |

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General Information

Unit convenor and teaching staff

Unit Convenor

Kim Wilson

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Contact via via Email

Tutor

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Contact via via Email

Credit points

3

Prerequisites

TEP388

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:

1. 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
2. develop effective skills and display and apply progressively refined strategies, skills and classroom practices
3. select and utilise assessment measures across a variety of language modes and implement skills of evaluation and reflection
4. demonstrate competency in their utilisation of ICT skills through the preparation and inclusion of technology-based teaching resources
5. communicate your knowledge of both content and pedagogy effectively and coherently.

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|-------------------------------|-----------|--------|------------|
| <u>Young Adult Literature</u> | 40% | No | 07/04/2017 |
| <u>Stage 5 Unit of Work</u> | 45% | No | 19/05/2017 |
| <u>Required Readings Quiz</u> | 15% | No | 09/06/2017 |

Young Adult Literature

Due: **07/04/2017**

Weighting: **40%**

One rationale (500 words), one introductory lesson plan for Stage 4 English (800 words) and one critical evaluation (500 words)

On successful completion you will be able to:

- 1. 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
- 2. develop effective skills and display and apply progressively refined strategies, skills and classroom practices
- 3. select and utilise assessment measures across a variety of language modes and implement skills of evaluation and reflection
- 4. demonstrate competency in their utilisation of ICT skills through the preparation and inclusion of technology-based teaching resources

- 5. communicate your knowledge of both content and pedagogy effectively and coherently.

Stage 5 Unit of Work

Due: **19/05/2017**

Weighting: **45%**

Preparation of a Unit of work appropriate for a Stage 5 class. The submission must include the following elements:

- Part A: A complete program for the unit of work
- Part B: Sample worksheets with appropriate teaching and learning activities
- Part C: An assessment task including marking guidelines

On successful completion you will be able to:

- 1. 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
- 2. develop effective skills and display and apply progressively refined strategies, skills and classroom practices
- 3. select and utilise assessment measures across a variety of language modes and implement skills of evaluation and reflection
- 4. demonstrate competency in their utilisation of ICT skills through the preparation and inclusion of technology-based teaching resources
- 5. communicate your knowledge of both content and pedagogy effectively and coherently.

Required Readings Quiz

Due: **09/06/2017**

Weighting: **15%**

An assessment of the students knowledge of key concepts addressed in the required readings for each week. There will be an online quiz to complete in Week 13 of the course.

On successful completion you will be able to:

- 1. 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
- 2. develop effective skills and display and apply progressively refined strategies, skills

and classroom practices

Delivery and Resources

Classes

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

- Monday 4pm to 7pm W5C.221; and
- Wednesday 4pm to 7pm C5A.222

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 unit of study. Students are, therefore, expected to attend each workshop and submit all assignments by the due date. Where a student does not meet mandatory attendance requirements, the absence must be due to a *serious and unavoidable disruption* as per the university's [Disruption to Studies Policy](#). Supporting evidence is required for each absence as outlined in the [Supporting Evidence Schedule](#). Students are advised to consult this schedule and ensure that they obtain the relevant documentation to support their disruption.

Please note that for illness/misadventure, the [Professional Authority Form \(PAF\)](#) is the officially required documentation, which must be completed by a registered health professional OR professional within Macquarie University Campus Wellbeing and Support Services. In accordance with current university policy, doctors' certificates will NOT be accepted.

Supporting evidence must be retained and submitted as follows:

- *For workshop absences*: documentation should be retained and emailed to the Unit Convenor on request.
- *For assignment late submissions*: documentation should be submitted via [Ask.MQ](#) no later than five working days after the due date.

Required reading, website and communications

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 and or activities in advance of each workshop. Readings will be available on 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 support documents. All of these materials are available in PDF format. 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

C5A.210 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_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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://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

- 1. 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
- 2. develop effective skills and display and apply progressively refined strategies, skills and classroom practices

Assessment tasks

- Young Adult Literature
- Stage 5 Unit of Work

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

- 2. develop effective skills and display and apply progressively refined strategies, skills and classroom practices
- 3. select and utilise assessment measures across a variety of language modes and implement skills of evaluation and reflection

Assessment tasks

- Young Adult Literature
- Stage 5 Unit of Work

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

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

Assessment tasks

- Stage 5 Unit of Work
- Required Readings Quiz

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. 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
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Assessment tasks

- Young Adult Literature
- Stage 5 Unit of Work
- Required Readings Quiz

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. 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
- 2. develop effective skills and display and apply progressively refined strategies, skills and classroom practices
- 4. demonstrate competency in their utilisation of ICT skills through the preparation and inclusion of technology-based teaching resources

Assessment tasks

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- Stage 5 Unit of Work

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

- 1. 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
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Assessment tasks

- Young Adult Literature
- Stage 5 Unit of Work

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. 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
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