



TEP 424

English in the Secondary School II

S2 Day 2019

Department of Educational Studies

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General Information

Unit convenor and teaching staff

Lecturer

Janet Dutton

janet.dutton@mq.edu.au

Contact via janet.dutton@mq.edu.au

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Arrange by email

Lecturer

Rose Garofano

[TBA](#)

Contact via Email

TBA

Arrange by email

Tutor

Edwina Fairall

edwina.fairall@mq.edu.au

Contact via edwina.fairall@mq.edu.au

As arranged by email

Credit points

3

Prerequisites

TEP401(S) and TEP423

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 New South Wales syllabus documents (including Stage 6 documents) 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:

Understand and reflect critically on the nature of English as a discipline within the context of the Secondary curriculum

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

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

Demonstrate developed skills and a knowledge of pedagogies to: plan engaging activities or lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; interpret the key competencies required to enhance student learning within the context of the English classroom; and select and utilise resources across a wide range of types including the integration of ICT resources; develop evidence-based practices in their teaching

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

Demonstrate effective strategies, skills and classroom practices to enhance student learning.

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 and the profession more broadly employing reference to readings and Syllabus documents.

General Assessment Information

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption

according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>

- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.
- Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.
- No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.
- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a re-assessment of an assignment

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within 7 days of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a higher/lower or unchanged grade. Grades are standards referenced and effort is NOT a criterion.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass)	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Note: If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of the placement.

Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

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.

**Please include the following two paragraphs in your unit guide if relevant

Units with Submissions of Family & Children's Records

Some assessment tasks require students to submit records about families and about children and their learning. It is expected that the records submitted are original, authentic, adhere to ethical practices and are the work of the student. Issues with the authenticity of such records will be investigated for possible forgery. Please note that submitted records can only be used once for assessment purposes.

Confidentiality

Students must respect the need for sensitivity and confidentiality, and ensure that privacy obligations are met. There should be nothing in assessment submissions that identifies a centre or school. Use pseudonyms for any children or adults referred to in the assignment. Do not record details that enable identification of a site, or of children or adults.

Assessment Tasks

Name	Weighting	Hurdle	Due
Reflective Composition	50%	No	09/09/19
Research informed article	50%	No	1/11/19

Reflective Composition

Due: **09/09/19**

Weighting: **50%**

Statement of aims and goals for English teaching. Critical evaluation and synthesis of English teaching research, theory and practice. 2000 words

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- Identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
- Demonstrate developed skills and a knowledge of pedagogies to: plan engaging activities or lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; interpret the key competencies required to enhance student learning within the context of the English classroom; and select and utilise resources across a wide range of types including the integration of ICT resources; develop evidence-based practices in their teaching
- 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 and the profession more broadly employing reference to readings and Syllabus documents.

Research informed article

Due: **1/11/19**

Weighting: **50%**

Research informed journal article: on a contested dimension of English teaching showing knowledge of Stage 6 English and suitable for publication in a professional journal. 2000 words

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students' interests, needs and abilities; interpret the key competencies required to enhance student learning within the context of the English classroom; and select and utilise resources across a wide range of types including the integration of ICT resources; develop evidence-based practices in their teaching

- Demonstrate competency in their own utilisation of ICT skills through their preparation of teaching resources which are technology based
- Demonstrate effective strategies, skills and classroom practices to enhance student learning.
- 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 and the profession more broadly employing reference to readings and Syllabus documents.

Delivery and Resources

Structure

The unit comprises one three hour tutorial each week, weekly readings and independent learning. Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete tasks either individually, in pairs or in small groups. They are expected to base their arguments/discussions on evidence from published research and other relevant material. The weekly program for the course with the accompanying readings/ preparation is available on the following pages and on the unit iLearn site.

Attendance at all tutorials is expected. There is a supporting website for the unit providing additional readings, links and materials.

Each week students will:

1. Take part in small group discussions of the prescribed reading(s) in a Professional Reading Group.
2. Engage in workshop activities based on particular contexts and/or case studies based on the Stage 6 English Syllabus.
3. Write a short reflection in an online journal/blog format
4. Complete lesson plans and/or resources in an online journal/blog.

There is an expectation that you complete the scholarly reading in this unit. It is an integral part of your study of TEP424.

TEP424 Required and Recommended Reading

Textbook: Sawyer, W. (Ed). (2019). *Charged with Meaning: Becoming an English Teacher*, 2nd Ed. Five Senses. ISBN: 978-1-925169-30-0 (CWM)

Retain from TEP423

Boas, E. & Gazis, S., S. (2016). *The Artful English Teacher*. AATE.

Dutton, J., D'warte, J., Rossbridge, J., & Rushton, K. (2018). *Tell me your story: confirming identity and engaging writers in the middle years*. Newtown, NSW: Primary English Teachers' Association (PETAA).

NESA English Stage 6 Prescriptions: Modules, Electives and Texts 2019-2023. <https://educationstandards.nsw.edu.au/wps/wcm/connect/f2ef71a2-ea7c-4b96-92f6-398fe141925c/english-stage-6-prescriptions-2019-2023.pdf?MOD=AJPERES&CVID=>

HSC Prescribed short stories/ novellas/poems for workshop activities

Week 3: Rosemary Dobson 'Cock Crow' Retrieved from <https://www.poetrylibrary.edu.au/poets/dobson-rosemary/cock-crow-0557006>

Week 5: Winton, T. (2017). *The Boy Behind the Curtain*. Penguin. Prescribed short stories as per *Prescriptions*

Week 7: McCann, Colum. 'What time is it now?' Retrieved from https://www.washingtonpost.com/lifestyle/magazine/fiction-issue-what-time-is-it-now-where-you-are-by-colum-mccann/2013/11/14/157997fa-3b37-11e3-a94f-b58017bfee6c_story.html?noredirect=on&utm_term=.2d7b5d90d39e

Week 9: John Keats poems as prescribed by NESA /*Bright Star*

WEEKLY READINGS

WEEK 3

Required

Charged with Meaning: Ch 1 & 3

Pillen, M., Beijaard, D., & den Brok, P. (2013). Tensions in beginning teachers' professional identity development, accompanying feelings and coping strategies. *European Journal of Teacher Education*, 36(3), 240-260.

Cook -Sather, A. (2006). *Newly betwixt and between: Revising liminality in the context of a teacher preparation Program*. Retrieved from [http:// repository.brynmawr.edu/ cgi/ viewcontent.cgi?article=1009&context=edu_pubs](http://repository.brynmawr.edu/cgi/viewcontent.cgi?article=1009&context=edu_pubs)

Rosemary Dobson 'Cock Crow' Retrieved from <https://www.poetrylibrary.edu.au/poets/dobson-rosemary/cock-crow-0557006>

Recommended

Johnston, D. (2010). Losing the joy: Student teachers' experiences of problematic relations with host teachers on school placement. *Teacher Development*, 14(3), 307-320.

WEEK 4

Required

Assessment Independent Learning (See iLearn)

CWM: Ch 34

Kerry-Ann O'Sullivan, (2016). Contested territories, *English Teaching: Practice & Critique*, 15, 55 - 73 <http://dx.doi.org/10.1108/ETPC-09-2015-0073>

Recommended

Manuel, J. Carter, D. & Dutton, J. (2019). 'As much as I love being in the classroom': Understanding Secondary English teachers' workload. *English in Australia*, 53(3), 5-22. https://www.researchgate.net/publication/331771257_'As_much_as_I_love_being_in_the_classroom_'_Understanding_Secondary_English_Teachers'_Workload

WEEK 5

Required

CWM: Chapters 9-14

Manuel, J. & Carter, D. (2015). Current and historical perspectives on Australian teenagers' reading practices and preferences. *Australian Journal of Language and Literacy*, 38(20), 115-128. Retrieved at <https://www.alea.edu.au/documents/item/1175>

Mc Pherson, D., (2015). Engaging reluctant readers: Some ideas for upper primary and junior secondary classrooms, *Journal of Professional Learning*, 1-5. Retrieved from <http://cpl.asn.au/sites/default/files/journal/Deb%20McPherson%20-%20Engaging%20Reluctant%20Readers.pdf>

Winton, T. (2017). *The Boy Behind the Curtain*. Penguin. Prescribed short stories as per Prescriptions

Recommended

McGaw, C. & Mason, M. (2017). Reading as an imaginative act. *English in Australia*, 52(2), 9-19.

WEEK 6

Required

Ayres, P., Sawyer, W., & Dinham, S. (2004). Effective teaching in the context of a Grade 12 high-stakes external examination in New South Wales, Australia. *British Educational Research Journal*, 30, 141-165.

Stage 6 Sample Unit: HSC Common Module

<http://syllabus.nesa.nsw.edu.au/english-standard-stage6/>

Winton, T. (2017). *The Boy Behind the Curtain*. Penguin (NESA Prescribed stories)

Recommended

Barry, P. (2002). *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester, UK: Manchester University Press.

Toovey, J. (October, 14, 2013). *By rote or not by rote, that is the question for English HSC*. Sydney Morning Herald. Retrieved at:

<http://www.smh.com.au/national/education/by-rote-or-not-by-rote-that-is-the-question-for-english-hsc-20131013-2vgna.html>

WEEK 7

Required

CWM: Chapters 3, 18-21

McCann, Colum. 'What time is it now?' Retrieved from https://www.washingtonpost.com/lifestyle/magazine/fiction-issue-what-time-is-it-now-where-you-are-by-colum-mccann/2013/11/14/157997fa-3b37-11e3-a94f-b58017bfee6c_story.html?noredirect=on&utm_term=.2d7b5d90d39e

Myhill, D. & Watson, A. (2014). The role of grammar in the writing curriculum: A review of the literature. *Child Language Teaching and Therapy*, 30(1), 41–62.

Stage 6 Sample unit: Module C Craft of Writing <http://syllabus.nesa.nsw.edu.au/english-standard-stage6/>

Recommended

Myhill, D., Jones, S., Lines, H., & Watson, A. (2012). Re-thinking grammar: the impact of embedded grammar teaching on students' writing and students' metalinguistic understanding, *Research Papers in Education*, 27(2), 139-166.

Reid, I. (2016). Literary experience and literature teaching since the Growth Model. *English in Australia*, 51(3), 11-18.

Luke, A (2012). Critical Literacy: Foundational Notes, *Theory into Practice*, 51(1), 4-11.

Resource:

BOS/NESA, *Suggested Texts*. Retrieved at <http://syllabus.bostes.nsw.edu.au/assets/global/files/english-k10-suggested-texts.pdf>

WEEK 8

Required

NESA Stage 6 English *Prescriptions*: Advanced Module A

Keats: prescribed poems as per NESA *Prescriptions*

Campion, J. (2009). *Bright Star*.

<https://educationstandards.nsw.edu.au/wps/wcm/connect/f2ef71a2-ea7c-4b96-92f6-398fe141925c/english-stage-6-prescriptions-2019-2023.pdf?MOD=AJPERES&CVID=>

WEEK 9

Required

CWM: Chapter 5

Cummins, J., et. al. (2005). Affirming identity in multilingual classrooms. *The Whole Child*, 63, 38-43.

Frawley, E. (2014). No Time for the 'Airy Fairy': Teacher Perspectives on Creative Writing in High Stakes Environments. *English in Australia*, 49, 17-26.

Tell Me your Story: Ch 1 & 3

Recommended

Henderson, D. & Fitzgerald, D., (2014). The Struggle for Welcome: Valuing Difference through Refugee Stories in the English Curriculum. *English in Australia*, 49(3), 67-77.

De Courcy, M., et. al. (2012). Teaching EAL/D learners in Australian Classrooms. *PETAA Paper* 183.

WEEK 10

Required

CWM: Chapter 22-24 & 33

O'Mara, J. (2014). Closing the emergency facility: Moving schools from literacy triage to better literacy outcomes. *English teaching: Practice and Critique*, 13, 8-23.

English Studies Modules

<http://syllabus.nesa.nsw.edu.au/english-studies-stage6/modules/>

WEEK 11

Required:

Manuel, J., & Carter, D. (2016). Sustaining hope and possibility: Early-career English teachers' perspective on their first years of teaching. *English in Australia*, 51, 91-103.

Recommended:

Loyden, G. (2015). The Art of being an English teacher in Australia. *English in Australia*, 50(2), 15-20.

WEEK 12

No readings

iLearn Site

This unit has a full web presence through iLearn.

Students will need regular access to a computer and the internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted there, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Access and technical assistance

Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/. You will need to enter your student username and password.

Please do NOT contact the Unit Convenor regarding iLearn technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- Internet access: The iLearn site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- Word processing, visual representations, and document formatting: You are required to use an appropriate form of software to present your assignments.
- Uploading of assessment tasks to iLearn.

Unit Schedule

Week	Focus	TUTORIAL
Week 3	<p>English teaching and reflexivity</p> <p><i>Readiness to teach</i></p> <p><i>Resilience</i></p> <p><i>Reflexivity</i></p>	<p>Contested Territory</p> <p>Pre-service teachers' expectations of Professional Experience</p> <p>Readiness to teach English</p> <ul style="list-style-type: none"> • Well-remembered events from classroom practice: What worked/didn't work? • Qualities of an effective English teacher; • Teaching metaphor; • Shifts and Continuities in sense of self as English teacher. Annotated reflections; • Reflexivity: models of reflection and reflexivity • Online reflective journals. • Responses to change in the professional context.
Week 4	<p>Stage 6 English</p> <p><i>Planning</i></p> <p><i>Assessment</i></p> <p><i>Resources</i></p> <p><i>Professional Associations</i></p> <p><i>Creative Pedagogy and Rigour</i></p>	<p>Contested Territory</p> <p>English teachers on the high wire?</p> <p>Syllabus focus: Stage 6</p> <ul style="list-style-type: none"> • Stage 6 English; Syllabus Overview • Implementation; • Planning and resource selection; • Assessment and Reporting; <p>Planning a quality Stage 6 learning and teaching sequence:</p> <p>'Cock Crow' (Rosemary Dobson)</p>

<p>Week 5</p>	<p>Preliminary Common Module</p> <p><i>Diversity</i></p> <p><i>Gender</i></p> <p><i>Inclusion</i></p> <p><i>Engagement</i></p> <p><i>Teacher as researcher</i></p>	<p>Contested territory</p> <p>Reluctant readers: Why and what to do? Findings from the research on effective reading strategies</p> <p>Reading to Write</p> <ul style="list-style-type: none"> • Motivating and encouraging reading and wide reading. Choosing texts and first page 'test'; • Working as a writer and creativity; • Writing in response to literature; • Moffatt's Personal, Expressive & Analytical writing; • Craft of writing: language patterns, structures and features (including, tone, imagery, syntax, themes); <p>Programming</p> <ul style="list-style-type: none"> • Evaluating a unit
<p>Week 6</p>	<p>HSC Common Module</p> <p><i>HSC preparation</i></p> <p><i>Setting HSC questions</i></p> <p><i>Style and universal concerns in texts</i></p>	<p>Contested Territory</p> <p>Preparation or rote learning? How to prepare your students for the HSC English examination.</p> <p>How do texts represent individual human experience?</p> <ul style="list-style-type: none"> • Mapping the module • Setting HSC questions • How do texts shed light on anomalies, paradoxes, inconsistencies in human behaviour and motivations? • How is meaning shaped by context, purpose, structure, stylistic and grammatical conventions and form? • How do different modes and media use visual, verbal and/or digital language elements? • Program evaluation: strengths and weaknesses. Case study class; • 'Do you have a unit on ...?' Shared resources and catering for student needs; • Assessment tasks. Devising non-HSC style tasks; assessment of and for learning.

<p>Week 7</p>	<p>HSC Advanced/ Standard Module C: The Craft of Writing</p> <p>EAL/D Focus on Writing</p> <p><i>Motivating and engaging writers</i></p> <p><i>Creativity</i></p> <p><i>Literacy</i></p> <p><i>Theoretical Knowledge of writing</i></p> <p><i>Models of English</i></p>	<p>Contested territory</p> <p>English or Englishes? English as a pedagogical porcupine</p> <ul style="list-style-type: none"> Revisiting the models of English (Personal Growth; Cultural Heritage; Cultural Analysis; Skills Model) Syllabus implications. <p>Web Conference: Craft of Writing</p> <p><i>Students will participate in a web conference in which they will hear a teacher's 'wisdom story' about teaching HSC Craft of Writing</i></p> <p>Teaching Writing</p> <ul style="list-style-type: none"> Teaching writing Writing as process; Skills model; Social purpose/Genre model; Modelled, joint, Independent writing; Writing for particular contexts and audiences; Resource gathering and annotation: samples of imaginative, discursive, persuasive and informative texts. Focus text: McCann, Colum. 'What time is it now?' (Advanced Module C: Prose fiction) Creating a writing classroom; Write a recipe for creating a writing classroom Researching writing.
<p>Week 8</p>	<p>Advanced Modules</p> <p><i>Language & Style</i></p> <p><i>Historical Contexts</i></p>	<p>Contested Territory</p> <p>How is a comparative study different to a critical study of text?</p> <p>Teaching Advanced Modules</p> <p>Depth Study: Advanced Module A</p> <ul style="list-style-type: none"> Faculty working groups: Teaching prose; texts/film/poetry in a comparative study. Developing resources/worksheets/questions

<p>Week 9</p>	<p>Standard & English EAL/D Modules</p> <p><i>Identity</i></p> <p><i>Diversity</i></p> <p><i>Inclusion</i></p> <p><i>Student well-being</i></p> <p><i>Literacy</i></p> <p><i>Performance-based learning pedagogies</i></p>	<p>Contested territory</p> <p>No time for creativity in high stakes environments?</p> <p>Teaching the Standard & EAL/D Modules</p> <ul style="list-style-type: none"> • Overview of Preliminary & HSC Modules; • Depth Study: Language, Identity and Culture (HSC Standard/ EAL/D Module A); • Identity texts; • Performance based strategies to scaffold writing of imaginative texts and improve vocabulary; • Exploring representations of identity and culture; • Drafting, peer appraising and refining/editing texts; • Applying the conventions of syntax, spelling and grammar appropriately and for particular effects; • Programming for NESB, EAL/D, ATIS and students with special needs. Differentiation
<p>Week 10</p> <p>Off campus: independent learning</p>	<p>English Studies</p> <p><i>Engagement</i></p> <p><i>Diversity</i></p> <p><i>Learning for Life</i></p> <p><i>Non ATAR students</i></p>	<p>Off campus: independent learning</p> <p>Wisdom Story Web Conference</p> <p><i>Students will participate in a web conference in which they will hear a teacher's 'wisdom story' about teaching English Studies.</i></p> <p><i>In groups then complete syndicate planning task as set by their teacher.</i></p> <p><i>Teaching English Studies.</i></p> <p>Contested Territory</p> <p>Issues in literacy and high stakes testing. English Studies and the ATAR option: Foolish or fair?</p> <p>How best to prepare students for life beyond school?</p> <ul style="list-style-type: none"> • Life Skills • Assessing learning <p>Resource Development</p> <ul style="list-style-type: none"> • Faculty planning scenarios: Modules: 'Landscapes of the Mind' OR 'Digital Worlds' OR 'English and the creative arts' OR 'Discovery & Investigation' OR 'In the Market Place'. • Excursion planning scenarios • Engaging reluctant English students

Week 11	<p>Teaching Extension 1 & 2 English</p> <p><i>Gifted and talented learners</i></p> <p><i>Independent learning</i></p> <p><i>Ethical/Legal issues</i></p>	<p>Contested Territory</p> <p>The first years- hope or horror?</p> <p>Scaffolding independent learning</p> <ul style="list-style-type: none"> • Who are our students?? • Planning & time management with research; • Assessment protocols; • Viva Voce assessments: • Plagiarism. Strategies, compliance; ethical/legal issues. • FAQs – role play + scenarios • Achieving wide reading & writing
Week 12	<p>Literary Theory</p>	<p>Contested Territory</p> <p>How is meaning made?</p>
Week 13	<p>Becoming a teacher</p>	<p>Guest speakers: teachers' work, accreditation, career journey.</p>

Learning and Teaching Activities

Teaching and Learning Plan

This unit is taught in a workshop mode. Students are required to participate in small group activities, whole class discussion, to read the weekly material and Prescribed texts in advance, and to complete tasks either individually, in pairs or in small groups. Students are also asked to co-develop an original resources that will be shared with others, either digitally or as a printed resource. At least one workshop will involve Web Conferencing. Students must bring:

- Stage 6 English Syllabuses and Prescriptions (hard copy and digital)
- Prescribed text (as indicated on the required readings)
- Pen and paper for writing
- Laptop or iPad (or similar) if possible. NB. 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

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)

- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice by writing to <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.

Department Procedures

In addition, the following policies and procedures of the Department of Educational Studies are applicable in this unit.

Attendance for undergraduate units

All Internal tutorials begin in Week 3 of Session 2.

Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Workload

To estimate the time required to attend lectures and tutorials (or listen to recorded lectures), research at the Library and to complete assignments, you should multiply each credit point of your enrolment by 3 hours. Therefore for one 3 credit-point unit you should expect to commit nine (9) hours of your time per week to your studies.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official MQ Student Email Address [Note: Please do not email staff from any email account other than your uni email account.]
- The Dialogue function on iLearn
- Other iLearn communication functions

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

If you are a Global MBA student contact globalmba.support@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

- Identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
- Demonstrate developed skills and a knowledge of pedagogies to: plan engaging activities or lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; interpret the key competencies required to enhance student learning within the context of the English classroom; and select and utilise resources across a wide range of types including the integration of ICT resources; develop evidence-based practices in their teaching
- Demonstrate competency in their own utilisation of ICT skills through their preparation of teaching resources which are technology based
- Demonstrate effective strategies, skills and classroom practices to enhance student learning.

Assessment tasks

- Reflective Composition

- Research informed article

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

- Understand and reflect critically on the nature of English as a discipline within the context of the Secondary curriculum
- 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
- Identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
- Demonstrate developed skills and a knowledge of pedagogies to: plan engaging activities or lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; interpret the key competencies required to enhance student learning within the context of the English classroom; and select and utilise resources across a wide range of types including the integration of ICT resources; develop evidence-based practices in their teaching
- Demonstrate competency in their own utilisation of ICT skills through their preparation of teaching resources which are technology based
- Demonstrate effective strategies, skills and classroom practices to enhance student learning.
- 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 and the profession more broadly employing reference to readings and Syllabus documents.

Assessment tasks

- Reflective Composition
- Research informed article

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 developed skills and a knowledge of pedagogies to: plan engaging activities or lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; interpret the key competencies required to enhance student learning within the context of the English classroom; and select and utilise resources across a wide range of types including the integration of ICT resources; develop evidence-based practices in their teaching
- Demonstrate effective strategies, skills and classroom practices to enhance student learning.

Assessment tasks

- Reflective Composition
- Research informed article

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

- Understand and reflect critically on the nature of English as a discipline within the context of the Secondary curriculum
- 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
- Identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
- Demonstrate developed skills and a knowledge of pedagogies to: plan engaging

activities or lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; interpret the key competencies required to enhance student learning within the context of the English classroom; and select and utilise resources across a wide range of types including the integration of ICT resources; develop evidence-based practices in their teaching

- Demonstrate competency in their own utilisation of ICT skills through their preparation of teaching resources which are technology based
- Demonstrate effective strategies, skills and classroom practices to enhance student learning.
- 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 and the profession more broadly employing reference to readings and Syllabus documents.

Assessment tasks

- Reflective Composition
- Research informed article

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

- Understand and reflect critically on the nature of English as a discipline within the context of the Secondary curriculum
- 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
- Identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
- Demonstrate developed skills and a knowledge of pedagogies to: plan engaging activities or lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; interpret the key competencies required to enhance student learning within the context of the English classroom; and select and utilise resources across a wide range of types including the integration of ICT resources;

develop evidence-based practices in their teaching

- Demonstrate competency in their own utilisation of ICT skills through their preparation of teaching resources which are technology based
- Demonstrate effective strategies, skills and classroom practices to enhance student learning.
- 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 and the profession more broadly employing reference to readings and Syllabus documents.

Assessment tasks

- Reflective Composition
- Research informed article

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

- Identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
- Demonstrate developed skills and a knowledge of pedagogies to: plan engaging activities or lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; interpret the key competencies required to enhance student learning within the context of the English classroom; and select and utilise resources across a wide range of types including the integration of ICT resources; develop evidence-based practices in their teaching
- Demonstrate competency in their own utilisation of ICT skills through their preparation of teaching resources which are technology based
- Demonstrate effective strategies, skills and classroom practices to enhance student learning.

Assessment tasks

- Reflective Composition
- Research informed article

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 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
- Identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
- Demonstrate developed skills and a knowledge of pedagogies to: plan engaging activities or lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; interpret the key competencies required to enhance student learning within the context of the English classroom; and select and utilise resources across a wide range of types including the integration of ICT resources; develop evidence-based practices in their teaching
- Demonstrate competency in their own utilisation of ICT skills through their preparation of teaching resources which are technology based
- Demonstrate effective strategies, skills and classroom practices to enhance student learning.

Assessment tasks

- Reflective Composition
- Research informed article

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 outcome

- 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 and the profession more broadly employing reference to readings and Syllabus documents.

Assessment task

- Reflective Composition

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 outcome

- 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 and the profession more broadly employing reference to readings and Syllabus documents.

Assessment task

- Reflective Composition