EDUC260

Language, Literacy and Learning

S1 External 2019

Department of Educational Studies

Contents

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General Information

Unit convenor and teaching staff
Unit co-convenor
Dr Kerry-Ann O'Sullivan
kerryann.osullivan@mq.edu.au
Contact via kerryann.osullivan@mq.edu.au
29 Wally's Walk, Room 356
Contact via email for appointments.

Unit co-convenor
Ruth French
ruth.french@mq.edu.au
Contact via ruth.french@mq.edu.au
29 Wally's Walk, Room 282
Contact via email for appointments.

Tutor
Dr Jenny Barr
jennifer.barr@mq.edu.au

Tutor
Dr Jo Fitzgibbon
jo.fitzgibbon@mq.edu.au

Tutor
Liz Sheldon
liz.sheldon@mq.edu.au

Tutor
Susan Taylor
susan.taylor@mq.edu.au

Tutor
Lisa White
lisa.white@mq.edu.au

Credit points
3

Prerequisites
(12cp at 100 level or above) including (EDUC105 or EDUC106) or (admission to BEd(Prim) or
BEd(Sec)) or (admission to BEd(ECE)(Birth-12) and (EDUC106 or ECH126))

Unit guide EDUC260 Language, Literacy and Learning

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:

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

2. 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;

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

4. 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;

5. 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

6. 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

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Task 1 Concepts of Literacy	15%	No	Monday 18th March
Task 2 Major assignment	40%	No	Tuesday 23rd April
Task 3 End of unit examination	45%	No	June

Task 1 Concepts of Literacy

Due: **Monday 18th March**
Weighting: **15%**

Detailed information about this task will be posted on iLearn including the assessment performance standards.

- 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. Students will self assess by working through: "Prepare yourself: enhance your literacy skills" and then reflect on their learning.
  In this task you will be assessed on your ability to:

- Understand and review personal and professional concepts of language and literacy; and
- Use your literacy skills to communicate effectively in a clearly structured response.

On successful completion you will be able to:
- 1. Demonstrate a working knowledge and understanding of the key principles and concepts used in contemporary language and literacy learning;
- 4. 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;
- 6. Demonstrate personal competency, knowledge and confidence in their uses of language and literacy in a variety of forms including ICT and digital.

Task 2 Major assignment

Due: **Tuesday 23rd April**
Weighting: **40%**

Detailed information about this task will be posted on iLearn including the assessment

performance standards.

- The development of explicit and systematic approaches to literacy instruction involving the development of a teaching resource.
- This 2 part task requires an original writing task, a creative product, and a research based discussion.

- **In this task you will be assessed on your ability to:**
- Create your own effective written and visual resources to support students' learning and demonstrate and apply your understanding and knowledge of a specific textual form and its features;
- Understand and explain contemporary issues and pedagogical approaches in relation to the teaching of writing;
- Engage with current research literature; and
- Demonstrate your personal competence in using language in a variety of forms, both creative and critical.

On successful completion you will be able to:

- 1. Demonstrate a working knowledge and understanding of the key principles and concepts used in contemporary language and literacy learning;
- 2. 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;
- 3. Demonstrate a working knowledge of grammar, and of the forms and features of a range of texts;
- 4. 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;
- 5. 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
- 6. Demonstrate personal competency, knowledge and confidence in their uses of language and literacy in a variety of forms including ICT and digital.

Task 3 End of unit examination

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

Detailed information about the examination will be posted on iLearn.

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

Short answers and extended responses will be required.

Format:

Section A:

10 short answer questions on Modules 1 and 2.

(30 marks)

Section B:

2 medium length responses for questions on Module 3.

(15 marks)

Section C:

1 extended length response on Module 4.

(15 marks)

Content: will be drawn from the four Modules of this unit: Words, Texts, Sounds and Images.

In this task you will be assessed on your ability to

- know and understand and explain the key concepts and content of this unit.

On successful completion you will be able to:
- 1. Demonstrate a working knowledge and understanding of the key principles and concepts used in contemporary language and literacy learning;
- 2. 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;
- 3. Demonstrate a working knowledge of grammar, and of the forms and features of a range of texts;
- 6. 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

Textbooks:

The following package is available from the University Cooperative Bookshop and can also be ordered online from Oxford University Press. It is **essential** for this unit. **It is required for ALL modules** in this unit.

1. Emmitt, M., Zbaracki, M., Komesaroff, L. & Pollard, J. (2015). *Language and learning: An introduction for teaching* (6th ed.)*. South Melbourne, Australia: Oxford University Press.

2. Winch, G. (2013). *The grammar handbook.* South Melbourne, Australia: Oxford University Press.

Technologies used and required

EDUC260 has a full WebCT presence through *iLearn.* The *Active Learning Platform* will be used in lectures.

Lectures will be available on the web through the *ECHO lecture* component.Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures if you do not attend these 'live'.PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, 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 i*Learn* 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.

• **Library databases:** You are required to use various research databases to locate sources for your assignment.

• **Uploading** of assessment tasks to **iLearn**.

APA Style Central

This referencing guide is accessed through the Library's Multisearch function (or you can click on the hyperlink in the heading, here). It provides tools and templates to assist you to correct format citations in APA 6th.

Structure

The unit comprises two one-hour lectures and a one-hour tutorial. In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material.

Attendance at all tutorials is expected. Attendance at on campus days for external students is also expected.

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. **The weekly program for the course with the accompanying readings/ preparation is available on the unit's iLearn site.**

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.

Please see the detailed weekly plan of lectures/tutorials/readings on iLearn.

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 7&10   Please note that Week 10 has no internal tutorials, and the lectures are online only. The Week 10 online lectures will be available through iLearn from the mid-session break i.e. before the Professional Experience block.

Module 4: Images; Conclusion: Weeks 11–13

On-campus sessions: External students

1. *The on-campus sessions on* **Saturday 6th April and Saturday 11th M**ay*.* The on-campus sessions on are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration, may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.

2. *Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points, and make a note of the key terms and definitions. The reading and lecture note templates will assist you. Prepare any discussion questions of your own that you wish to share.*

3. *Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.*

Saturday 6th April: Rooms to be announced through iLearn

9.00 – 9.30	Welcome: introduction to our key concepts; overview
9.30 – 11.00	Workshop/seminars: Literacy and Language: Grammar
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 11th May: Rooms to be announced through iLearn

9.00 – 9.30	Welcome: introduction to our key concepts; overview
9.30 – 11.00	Workshop/seminars: Readers, Writers and Speakers
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 and digital literacy. Reflection on learning.

Learning and Teaching Activities

Module 1

Words

Module 2

Texts

Module 3

Sounds

Module 4

Images

Online Quiz Module 1 NON ASSESSABLE

Available online through iLearn. NON ASSESSABLE This is a learning activity to assist you in your studies and to revise the content of Module 1. The quiz is not formally graded and is not included as part of the Unit's assessment instruments. Students should complete this quiz to support and revise their learning in the Unit. From: 9.00am Friday 12th April until midnight Sunday 26nd April Unit outcomes addressed: 1, 3 Graduate capabilities addressed: 1, 2, 3, 8 An online quiz of 25 multiple-choice questions will be available from the middle of Week 7. It will focus on the content of Module 1: Words. It will be based on the lectures of Weeks 1, 2, 3, and 4 and your related prescribed readings. You should revise all the work completed in Module 1 as preparation. This task is designed to consolidate your knowledge of the key concepts underpinning the study of this field. Questions will target your understanding of literacy, language forms and grammar. The questions will be generated randomly in our iLearn unit and you will have 2 opportunities to complete the quiz within a time limit. Correct answers are displayed for you. Further instructions, if needed, will be posted in iLearn. This quiz should be completed as an INDIVIDUAL task. NO Extensions beyond the designated time frame will be available.

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). 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). 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).

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

Attendance for undergraduate units

All Internal tutorials begin in Week 1 of Session 1.

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.

External Students

1. The on-campus sessions on **Saturday 6th April and Saturday 11th May** are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration, may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.

2. Prior to the on-campus sessions, you should have read the prescribed readings and

listened to the lectures. Summarise the main points, and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.

Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

Further specific details and any updates about times and room locations will be posted on iLearn as an Announcement.

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.

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
- The *Dialogue* function on iLearn
- Other iLearn communication functionshttp://students.mq.edu.au/student_admin/exams/disruption_to_studies/

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

- 2. 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;
- 5. 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 Major assignment

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

- 1. Demonstrate a working knowledge and understanding of the key principles and concepts used in contemporary language and literacy learning;
- 2. 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;
- 3. Demonstrate a working knowledge of grammar, and of the forms and features of a range of texts;
- 4. 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;
- 6. 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 Concepts of Literacy
- Task 2 Major assignment
- Task 3 End of unit examination

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

- 1. Demonstrate a working knowledge and understanding of the key principles and concepts used in contemporary language and literacy learning;
- 2. 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;
- 3. Demonstrate a working knowledge of grammar, and of the forms and features of a range of texts;
- 4. 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;

- 5. 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 Concepts of Literacy
- Task 2 Major assignment

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 key principles and concepts used in contemporary language and literacy learning;
- 2. 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;
- 3. Demonstrate a working knowledge of grammar, and of the forms and features of a range of texts;
- 4. 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;
- 5. 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
- 6. 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 Concepts of Literacy
- Task 2 Major assignment
- Task 3 End of unit examination

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 key principles and concepts used in contemporary language and literacy learning;
- 2. 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;
- 3. Demonstrate a working knowledge of grammar, and of the forms and features of a range of texts;
- 4. 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;
- 5. 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
- 6. 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 Major assignment
- Task 3 End of unit examination

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 key principles and concepts used in contemporary language and literacy learning;
- 2. 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;
- 3. Demonstrate a working knowledge of grammar, and of the forms and features of a range of texts;
- 4. 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;
- 5. 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
- 6. 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 Major assignment
- Task 3 End of unit examination

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 key principles and concepts used in contemporary language and literacy learning;
- 2. 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;

- 3. Demonstrate a working knowledge of grammar, and of the forms and features of a range of texts;
- 4. 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;
- 5. 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
- 6. 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 Concepts of Literacy
- Task 2 Major assignment
- Task 3 End of unit examination

Changes from Previous Offering

In 2019 ongoing refinements have occurred to the learning program.