EDTE4230

English in the Secondary School I

Session 1, Special circumstances 2021

Macquarie School of Education

Contents

Notice

As part of Phase 3 of our return to campus plan, most units will now run tutorials, seminars and other small group activities on campus, and most will keep an online version available to those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face activities for your unit, please go to timetable viewer. To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff Janet Dutton janet.dutton@mq.edu.au
Credit points 10
Prerequisites 130cp and (EDTE3870 or TEP387) or (EDST3140 and EDST3010)
Corequisites
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 practical skills and knowledge required for teaching in a NSW English school department. NESA, NSW Education Standards Authority, syllabus documents for Stages 4 and 5 are examined in relation to outcomes, programming, assessment strategies and resources. The nature of student-centred learning in the English classroom is explored through a variety of approaches. Key issues considered include: analysing and teaching a range of types of texts including mutlimodal, the writing process, popular culture, adolescent reading, and the pedagogical integration of technology. Students reflect on approaches to teaching English and develop awareness of the social and political factors that impact English curriculum and teaching.

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:

ULO1: Understand and reflect critically on the nature of English as a discipline within the context of the secondary curriculum.

ULO2: Develop a developed working knowledge of the English Syllabus and apply progressively refined strategies to plan effective classroom learning experiences that respond to the diversity of student learners and utilise a range of mediums, pedagogies and language modes including multi-modal texts.

ULO3: Design effective, syllabus aligned assessment strategies (diagnostic, formative and summative) incorporating a variety of language modes and content and that incorporate skills of evaluation and reflection.

ULO4: Demonstrate competence, creativity and judgement in the use of ICT through the preparation and inclusion of technology-based teaching resources and learning experiences.

ULO5: Communicate knowledge of both content and pedagogy effectively and with scholarship and making discerning use of resources and supporting evidence.

ULO6: Develop strategies for and engage in reflexive practice in order to make effective and impactful decisions that ensure quality student outcomes and nurture resilience in teaching practice.

ULO7: 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.

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 <u>NOT</u> 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: Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g., quizzes, online tests. Late penalties are applied by unit convenors or their delegates after tasks are assessed.
- 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:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.
- The outcome of a re-mark may be a **higher/lower or unchanged grade**.
- Grades are *standards referenced* and effort is NOT a criterion.

<u>**University policy on grading**</u>

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 <u>all</u> 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.*

<u>**Withdrawing from this unit**</u>

If you are considering withdrawing from this unit, please seek academic advice viahttps://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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Programming and Assessment	50%	No	Week 5
English teaching digital portfolio	25%	No	Exam Week 1
Professional dialogue on English teaching	25%	No	Exam Week 1

Programming and Assessment

Assessment Type [1]: Project
Indicative Time on Task [2]: 35 hours
Due: **Week 5**
Weighting: **50%**

2000 words. Critique, revise and modify a Stage 4/5 unit of work including assessment task to meet the syllabus requirements and the needs of a case study class.

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- Design effective, syllabus aligned assessment strategies (diagnostic, formative and summative) incorporating a variety of language modes and content and that incorporate skills of evaluation and reflection.
- Demonstrate competence, creativity and judgement in the use of ICT through the preparation and inclusion of technology-based teaching resources and learning experiences.
- Communicate knowledge of both content and pedagogy effectively and with scholarship and making discerning use of resources and supporting evidence.

- Develop strategies for and engage in reflexive practice in order to make effective and impactful decisions that ensure quality student outcomes and nurture resilience in teaching practice.

English teaching digital portfolio

Assessment Type [1]: Portfolio
Indicative Time on Task [2]: 25 hours
Due: **Exam Week 1**
Weighting: **25%**

2000 words. Two multi-modal reflections in response to self-devised questions that emerge from the topics and pedagogy covered in the workshops and readings in TEP423.

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- Develop strategies for and engage in reflexive practice in order to make effective and impactful decisions that ensure quality student outcomes and nurture resilience in teaching practice.
- 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.

Professional dialogue on English teaching

Assessment Type [1]: Viva/oral examination
Indicative Time on Task [2]: 15 hours
Due: **Exam Week 1**
Weighting: **25%**

10 minutes. Engage in a a professional conversation in which you demonstrate and discuss your professional digital portfolio and justify your perspectives on English teaching.

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- Communicate knowledge of both content and pedagogy effectively and with scholarship and making discerning use of resources and supporting evidence.
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[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Delivery

Learning in this unit takes place in regular tutorials and professional dialogue forums, profession connected syndicate tasks and independent learning. The forums, syndicate tasks and independent learning will be facilitated and supported by a tutor via a range of online methods and the knowledge and tasks will feed into the on-campus workshops.

Professional reading, dialogue and reflection are important components of this unit. Students will complete the weekly readings/viewings as indicated and participate in online professional dialogue, independent tasks and syndicate tasks throughout the session. Details of these will be provided in the unit schedule and/or iLearn. This unit will employ online lectures and the lecture video and copies of the lecture slides will be posted on iLearn.

During tutorials students will participate in small group activities, whole class discussion and complete tasks as individuals, in pairs or small groups. Authentic case studies and school-based scenarios will be employed as well as videos of various aspects of teaching and learning. There will be opportunities for practising the strategies that teachers employ when developing positive learning environments. Independent scholarly research will be conducted into key topics and there will be opportunities to interrogate contested dimensions of various issues in English teaching.

Required textbooks

Sawyer, W. (2019). *Charged with Meaning: Becoming an English Teacher,* 2nd Edition. Seven Hills: Phoenix Education.

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).

Weekly and recommended readings/videos are available via Leganto which is accessed from the iLearn site. You will have access to full-text digital versions of all readings including required textbooks.

Structure

The unit comprises 10 Weekly modules that involve: online lectures, tutorials, independent learning and profession connected syndicate tasks.

Attendance Requirements

Attendance at all tutorials is expected. Active involvement in the activities and independent learning is required and will be monitored. There will be a supporting website for the unit providing additional readings, links and materials. Lectures will also be available through Echo in iLearn from the following website link: http://ilearn.mq.edu.au

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Unit iLearn site

This unit has a full web presence through iLearn.

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

Frequent (a minimum of twice weekly) access to iLearn is compulsory for all students. Important assessment information will be posted there, as will other relevant unit notices and materials, discussion forums, teaching resources, and support for workshop tasks.

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.

Support resources

Macquarie University has a range of services for students. If you are struggling with any aspect of academic life or career trajectory and skills, we have great supports within the university. Please refer to the comprehensive list of support services here.

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

Full details can be found on iLearn

Week	Session week	Module	Topic	Delivery
9	Week 1	1	History, models & practices of English teaching.	Independent Learning
10	Week 2	2	Planning effective learning sequences in English	Tutorial
11	Week 3	3	Language modes: mode continuum, role of speaking and listening, multimodality	Independent Learning
12	Week 4	4	Writing depth study: research, models and strategies for teaching writing	Tutorial
13	Week 5	5	Reading depth study: research, models and strategies for teaching reading	Independent Learning

14	Week 6	6	Fostering inclusive, creative pedagogy for EAL/D students	Tutorial
15		**RECESS**		
16		**RECESS**		
17	Week 7	**TEACHING PAUSE: PROFESSIONAL EXPERIENCE**		
18	Week 8	**TEACHING PAUSE: PROFESSIONAL EXPERIENCE**		
19	Week 9	**TEACHING PAUSE: PROFESSIONAL EXPERIENCE**		
20	Week 10	7	Assessment in English	Independent Learning
21	Week 11	8	Literary Trends & Theories	Tutorial
22	Week 12	9	Numeracy in English	Independent Learning
23	Week 13	**10**	Selecting texts in English	Tutorial

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). 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

Students seeking more policy resources can visit Student Policies (https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/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

School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

Attendance for undergraduate units

This unit begins in Week 1 of Session.

Activities completed during weekly tutorials or independent learning 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.

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 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 help you improve your marks and take control of your study.

- Getting help with your assignment
- Workshops
- StudyWise
- Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

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.