EDTE4240

English in the Secondary School II

Session 1, In person-scheduled-weekday, North Ryde 2022

Macquarie School of Education

Contents

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General Information

Unit convenor and teaching staff
Unit convenor
Janet Dutton
janet.dutton@mq.edu.au
Contact via Email
367 29 Wally's Walk
As arranged via email

Credit points
10

Prerequisites
(EDTE4230 or TEP423) and (TEP401 or EDTE4010 or EDST3010)

Corequisites

Co-badged status

Unit description
This unit has 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 and multimodal literacy, curriculum development, creative pedagogy, the integration of technology into the English classroom, and the diverse needs of students in a changing world. Students develop awareness of the curriculum and policy debates relevant to English teaching and engage in professional reading and writing in preparation for their transition to the English profession.

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: 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.

ULO3: Identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts.

ULO4: 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.

ULO5: Demonstrate competency in their own utilisation of ICT skills through their preparation of teaching resources which are technology based.

ULO6: Demonstrate effective strategies, skills and classroom practices to enhance student learning.

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 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 the correct file has been uploaded, that their submission has been successful, and that it 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 - 10/100 marks of credit (10% of the total assessment weighting) will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessment - e.g., quizzes, online tests. A zero result for the assignment will be recorded after the late submission period has ended if no task has been received.

- 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.

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 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
Participation and professional engagement	20%	No	Ongoing across session
Stage 6 unit of work	40%	No	20/3/2022, 23:59
Journal Article: Stage 6 English	40%	No	18/4/2022, 23:59

Participation and professional engagement

Assessment Type [1]: Participatory task
Indicative Time on Task [2]: 15 hours
Due: **Ongoing across session**
Weighting: **20%**

Regular reflection on unit readings and activities, contribution to forums, and participation in tutorial activities

On successful completion you will be able to:
- 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.
- 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.

Stage 6 unit of work

Assessment Type [1]: Case study/analysis
Indicative Time on Task [2]: 30 hours
Due: **20/3/2022, 23:59**
Weighting: **40%**

2500 words. Evaluation and modification of Stage 6 unit of work, assessment and resources to suit case study class including justification of content, pedagogical and resource choices

On successful completion you will be able to:

- 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.

Journal Article: Stage 6 English

Assessment Type [1]: Professional writing
Indicative Time on Task [2]: 30 hours
Due: **18/4/2022, 23:59**
Weighting: **40%**

3000 words. Research informed article on an aspect of English teaching suitable for publication in a professional journal

On successful completion 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 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.

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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

Required text

The prescribed texts are retained from EDST8222.

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).

Sawyer, W. (Ed.), *Charged with Meaning: Becoming an English teacher* (2nd Ed). Phoenix Education. (Used weekly)

The weekly and recommended readings are listed on iLearn and via Leganto.

Structure

The unit comprises flipped content, synchronous tutorials and seminars and independent/group learning activities as advised on iLearn.

Students will have opportunities to discuss issues and questions arising from the flipped content and prescribed readings basing their arguments/discussions on evidence from published research and other relevant material. 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 small groups. Extensive use will be made of case studies, resources and work samples sourced from schools and there will be opportunities for professional connection to be shaped.

Attendance at all synchronous tutorials/activities and completion of unit tasks is expected. There will be a supporting website for the unit providing additional readings, links and materials. Flipped content will also be available through Echo in iLearn from the following website link: http://ilearn.mq.edu.au

Information about the unit 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.

Regular 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.

Flipped content

Flipped content are available on the web through the ECHO360 lecture component. You must listen to all flipped content lectures.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

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

Other useful information about how the teaching is structured. Suggested wording below. Please amend for your unit.

Unit Schedule

Please see iLearn for information about unit schedule, readings and activities.

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

- Assessment Procedure

- Complaints Resolution 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

Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.

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

All Internal tutorials begin in Week 1 of Session.

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 flipped content 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/

The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
- Access StudyWISE

- Upload an assignment to Studiosity
- Complete the 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

Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual assault
- Social support including information about finances, tenancy and legal issues

Student Enquiries

Got a question? Ask us via AskMQ, or contact Service Connect.

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.

5 Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course.

Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling.

In this unit, you will learn using the 5Rs framework in the following important ways:

Reflexive:

As part of this unit, you will reflect on your future work as an English teacher and undertake situational analyses of school settings to design high quality learning experiences in English.

Responsive:

Assessment Task 2 allows you to make professional judgements about and adapt published materials so that they cater better for the learning needs of a specific cohort.

Ready to learn:

Tutorial activities and readings will help you to understand the factors shaping quality English teaching and consider how your discipline knowledge can be applied to teaching a range of topics and skills in English.

Research engaged:

The unit readings will give you the opportunity to engage with and evaluate research relevant to your English teaching and plan research-informed strategies for engaging student in their work in English. In Task 3 you will use this research to support your perspectives and write for the English profession.