



# EDTE4240

## English in the Secondary School II

Session 1, In person-scheduled-weekday, North Ryde 2023

*Macquarie School of Education*

### Contents

---

<a href="#"><u>General Information</u></a>	2
<a href="#"><u>Learning Outcomes</u></a>	2
<a href="#"><u>General Assessment Information</u></a>	3
<a href="#"><u>Assessment Tasks</u></a>	5
<a href="#"><u>Delivery and Resources</u></a>	8
<a href="#"><u>Unit Schedule</u></a>	9
<a href="#"><u>Policies and Procedures</u></a>	9
<a href="#"><u>5Rs Framework</u></a>	12

---

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Unit Convenor

Dr Janet Dutton

[janet.dutton@mq.edu.au](mailto:janet.dutton@mq.edu.au)

Contact via iLearn: Contact Teaching Staff forum

367 29 Wally's Walk

As arranged

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

- Students should be aware of and apply the University policy on academic honesty (see: <https://policies.mq.edu.au/document/view.php?id=3>)
- Unless a Special Consideration (see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>) request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of, 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical issue.
- This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc). Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.

- Please format assessments using 12-point font and 1.5 spacing.
- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.
- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.
- Word limits are strictly applied. Work above the word limit will not be marked.
- All assessments are marked using a rubric.
- Marking of all assessments is moderated by the Unit Convenor.
- Applications for extensions must be made via AskMQ (<https://ask.mq.edu.au/>).
- It is **not the responsibility** of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

### 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. For Professional Experience units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds. 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.

Grade	Descriptor
-------	------------

<b>HD</b> (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.
<b>D</b> (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.
<b>Cr</b> (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.
<b>P</b> (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
<b>F</b> (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 course progression.

### **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](https://ask.mq.edu.au).

## **Assessment Tasks**

Name	Weighting	Hurdle	Due
<a href="#">Participation and professional engagement</a>	20%	No	Ongoing

Name	Weighting	Hurdle	Due
<a href="#">Stage 6 unit of work</a>	40%	No	23:55 27/03/2023
<a href="#">Journal Article: Stage 6 English</a>	40%	No	23:55 22/05/2023

## Participation and professional engagement

Assessment Type <sup>1</sup>: Participatory task

Indicative Time on Task <sup>2</sup>: 15 hours

Due: **Ongoing**

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 <sup>1</sup>: Case study/analysis

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **23:55 27/03/2023**

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 <sup>1</sup>: Professional writing

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **23:55 22/05/2023**

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.

---

<sup>1</sup> 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.

<sup>2</sup> 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 EDTE4230.

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

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).

**E-book:** ISBN 978-1-925132-46-5 (Discount with membership of Primary English Teachers' Association (PEETA))

**Print:** ISBN 978-1-925132-45-8 (Discount with membership of Primary English Teachers' Association (PEETA))

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

### Structure

The unit comprises flipped content, synchronous tutorials & 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.

Additional readings, links and materials are available through the online learning system, iLearn. 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 is available through the ECHO360 and accessible via iLearn.

### **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/](https://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](https://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**

Unit schedule is available in iLearn

## **Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](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 \(https://students.mq.edu.au/support/study/policies\)](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 \(https://policies.mq.edu.au\)](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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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

See the university timetable for information about when classes begin in this unit. <https://timetables.mq.edu.au/2023/>

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. Make up tasks may be given if attendance is missed to ensure all content is covered to meet accreditation requirements.

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.

### 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 Advocacy](#) provides independent advice on MQ policies, procedures, and processes

## 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/](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.

## 5Rs 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 teaching resources and texts 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 an article for the English profession.