EDTE4230

English in the Secondary School I

Session 2, In person-scheduled-weekday, North Ryde 2024

Macquarie School of Education

Contents

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General Information

Unit convenor and teaching staff
Convenor
Janet Dutton
janet.dutton@mq.edu.au
Contact via Via Staff Contact on iLearn
25 Wally's Walk Level 5 Building B B523
Mondays 12-1 or by appointment

Credit points
10

Prerequisites
130cp at 1000 level or above including (EDTE3870 or TEP387 or EDST3140)

Corequisites
EDST3010

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

- 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 clear marking scheme or 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.

In accordance with the Academic Integrity Policy a student must take responsibility, be proactive, take ownership and hold oneself responsible for ensuring all information and content, including citations and references in their assessment, have been generated and communicated in an ethical, honest and responsible manner. Failure to show responsibility by checking the accuracy and integrity of your own content, citations and references, or the submission of falsified content, is a breach of the Academic Integrity Policy.

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 (PEx) 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.

Descriptive Criteria for awarding grades in the unit

To meet the unit outcomes and successfully pass this unit, students should attempt all assessment tasks.

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 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 https://ask.mq.edu.au

Assessment Tasks

Name	Weighting	Hurdle	Due
Programming and Assessment	50%	No	23:55 22/08/2024
English teaching digital portfolio	25%	No	23:55 27/09/2024
Research-based perspectives on English teaching	25%	No	23:55 10/11/2024

Programming and Assessment

Assessment Type [1]: Project
Indicative Time on Task [2]: 35 hours

Due: **23:55 22/08/2024**
Weighting: **50%**

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

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.
- 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.
- 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]: Professional writing
Indicative Time on Task [2]: 25 hours
Due: **23:55 27/09/2024**
Weighting: **25%**

Multi-modal reflection and resource creation analysing a topic of professional interest from the unit content. 2000 words.

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- 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.
- 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.

Research-based perspectives on English teaching

Assessment Type [1]: Viva/oral examination
Indicative Time on Task [2]: 15 hours
Due: **23:55 10/11/2024**
Weighting: **25%**

Professional presentation justifying the perspectives on English teaching present in the student's professional digital portfolio. 10 minutes.

On successful completion you will be able to:
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- 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.

- 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.

[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

Structure

The unit comprises weekly modules that involve: online and on campus tutorials, independent learning, and profession connected tasks.

The timetable can be found in the university timetable.

Delivery

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

- All modules include activities to support skills in planning, resource selection, textual analysis and planning quality assessments.

- Modules are supported by resources in iLearn, tutorial/independent learning activities and flipped content in Echo360.

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 as series of short online lectures/flipped content and the video and copies of the lecture slides will be available from

Echo360.

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. Textbooks will need to be purchased or borrowed from the MQ library.

Access and technical assistance

Information for students about access to the online component of this unit is available at https://ilearn.mq.edu.au/login/index.php. 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

Unit Schedule

- A detailed overview of the unit modules is published in iLearn.

- Each week students will be required to participate in a literature circle/book club based on nominated Young Adult fiction titles.

- The unit timetable can be found in the university timetable.

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

See the university timetable for information about when classes begin in this unit.Creating your timetable - Enrolling | Macquarie University, Sydney (mq.edu.au)

Activities completed during weekly tutorials (DAY or ONLINE DAY mode) or on campus days (INFQ mode) 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/.

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 in schools and undertake situational analyses of school settings and design learning in English.

Responsive: Assessment Task 1 will support you to cater for the learning of a range of students including those from EAL/D backgrounds .

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. You will use this research to support your perspectives and explore your current and future English teaching.

Resilience: Activities in this unit focus on sustainable, high quality approaches to planning and assessing student work with the aim of supporting teacher workload.

Unit information based on version 2024.02 of the Handbook