EDUC260

Language, Literacy and Learning

S1 Day 2018

Department of Educational Studies

Contents

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General Information

Unit convenor and teaching staff
Unit co-convenor (NB on leave at beginning of Session 1)
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Unit co-convenor (Contact #1)
Ruth French
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29 Wally's Walk, Room 282
Tuesdays, 10:15am - 12 noon (usually). Contact via email for appointments at this or other times.

Credit points
3

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

Corequisites

Co-badged status

Unit description
Literacy is one of the foundations of learning; it manifests itself in evolving forms and comprises a complex repertoire of knowledge and skills. Our changing communicative modes within a rapidly altering world require an expansion of the uses, purposes and practices of language and literacy. These encompass the key skills of reading, writing, viewing, representing, speaking and listening framed by a multimodal perspective of language. This unit examines these six language modes and it is organised around a research-based study of words, sounds, images, and texts, which include written, visual, oral/aural, digital and multimodal texts. Contemporary Australian curriculum, educational policies, and quality literacy practices will be introduced. The pedagogical emphasis is on a continuous cycle of explicit, systematic, balanced and integrated teaching for all students.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are

available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

> Demonstrate a working knowledge and understanding of the key principles and concepts used in contemporary language and literacy learning;
>
> Recognise the features of the six language modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance their own and their students' learning;
>
> Demonstrate a working knowledge of grammar, and of the forms and features of a range of texts;
>
> Discuss in an informed manner the significant issues in literacy education through drawing upon their examination of current research, policies, curriculum and practices in the field;
>
> Develop some strategies to enhance their own pedagogical practices so as to work towards achieving improved literacy and language outcomes in education for all students; and
>
> Demonstrate personal competency, knowledge and confidence in their uses of language and literacy in a variety of forms including ICT and digital.

General Assessment Information

Please note:

To demonstrate your satisfactory achievement of the Unit's Learning Outcomes and to pass EDUC260, *all* assessment tasks are to be attempted.

Assessment Tasks

Name	Weighting	Hurdle	Due
Task 1	15%	No	Sunday 18th March
Task 2	40%	No	Monday 23rd April
Task 3	45%	No	June

Task 1

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

Establishing the concepts and expectations of Literacy and Learning.

Purpose is to grasp the main concepts of the unit and to demonstrate students' personal literacy skills and reflections. Students will self assess by working through: "Prepare yourself: enhance your literacy skills" and then reflect on their learning.

On successful completion you will be able to:

- Demonstrate a working knowledge and understanding of the key principles and concepts used in contemporary language and literacy learning;
- Discuss in an informed manner the significant issues in literacy education through drawing upon their examination of current research, policies, curriculum and practices in the field;
- Demonstrate personal competency, knowledge and confidence in their uses of language and literacy in a variety of forms including ICT and digital.

Task 2

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

The development of explicit and systematic approaches to literacy instruction involving the development of a teaching resource.

This 2 part task requires an original writing task, a creative product, and a research based discussion.

On successful completion you will be able to:

- Demonstrate a working knowledge and understanding of the key principles and concepts used in contemporary language and literacy learning;
- Recognise the features of the six language modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance their own and their students' learning;
- Demonstrate a working knowledge of grammar, and of the forms and features of a range of texts;
- Discuss in an informed manner the significant issues in literacy education through drawing upon their examination of current research, policies, curriculum and practices in the field;
- Develop some strategies to enhance their own pedagogical practices so as to work towards achieving improved literacy and language outcomes in education for all students; and
- Demonstrate personal competency, knowledge and confidence in their uses of language and literacy in a variety of forms including ICT and digital.

Task 3

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

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

Short answers and extended responses will be required.

On successful completion you will be able to:
- Demonstrate a working knowledge and understanding of the key principles and concepts used in contemporary language and literacy learning;
- Recognise the features of the six language modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance their own and their students' learning;
- Demonstrate a working knowledge of grammar, and of the forms and features of a range of texts;
- Demonstrate personal competency, knowledge and confidence in their uses of language and literacy in a variety of forms including ICT and digital.

Delivery and Resources

Technologies used and required

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

Lectures will be available on the web through the *ECHO lecture* component.

This unit requires students to use several ICT and software skills. Internet access is required for the lecture slides, resources, activities, discussion and the online quiz. **Word processing, visual representations, and document formatting:** You are required to use an appropriate form of software to write up and present your assignments. **Library databases:** You are required to use various research databases to locate sources for your assignment.

Textbooks:

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

1. Emmitt, M., Zbaracki, M., Komesaroff, L. & Pollard, J. (2015). *Language and learning: An introduction for teaching* (6th ed.). South Melbourne, Australia: Oxford University Press.
2. Winch, G. (2013). *The grammar handbook.* South Melbourne, Australia: Oxford

University Press.

2018 Purchase information:

From the **Coop Bookshop**, this pack costs $88.95 or $82.72 with a member discount. Free shipping.

From **OUP** online: Visit oup.com.au/b2uteachered Pack costs $88.95 before 20% discount. For discount and free shipping, enter 'TEACH20' at checkout; price will then reduce to $71.16. Note: discount offer expires 19/3/18.

Available to access on iLearn for MODULE 4 (through licence from the publishers):

Custom chapters 3 and 7 taken from:

- Henderson, R. (ed.). (2012). *Teaching literacies. Pedagogies and diversity in the middle years*. South Melbourne, Australia: Oxford University Press.

Unit Schedule

EDUC260 is a lecture and tutorial-based unit of study. There are 2 X one hour lectures per week and a one hour tutorial for internal students. There are 2 compulsory on campus days for external students.

Lectures start Week 1; Tutorials commence in Week 1.

Module 1: Words: Weeks 1–4

Module 2: Texts: Weeks 4–6

Module 3: Sounds: Weeks 7&10   Please note that Week 10 has no internal tutorials, and the lectures are online only. The Week 10 online lectures will be available through iLearn from the mid-session break i.e. before the Professional Experience block.

Module 4: Images; Conclusion: Weeks 11–13

Learning and Teaching Activities

Module 1

Words

Module 2

Texts

Module 3

Sounds

Module 4

Images

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

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

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

Results

Results 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.

Extensions and Late Penalties

Applications for extensions must be made via AskMQ at https://ask.mq.edu.au as a "Disruption to Studies" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. *Extensions can only be granted if they meet the Disruption to Studies policy and are submitted via ask.mq.edu.au.* This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, and currently available at:

http://students.mq.edu.au/student_admin/exams/disruption_to_studies/

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Recognise the features of the six language modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance their own and their students' learning;
- Develop some strategies to enhance their own pedagogical practices so as to work towards achieving improved literacy and language outcomes in education for all students; and

Assessment task

- Task 2

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Demonstrate a working knowledge and understanding of the key principles and concepts used in contemporary language and literacy learning;
- Recognise the features of the six language modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance their own and their students' learning;

- Demonstrate a working knowledge of grammar, and of the forms and features of a range of texts;
- Discuss in an informed manner the significant issues in literacy education through drawing upon their examination of current research, policies, curriculum and practices in the field;
- Demonstrate personal competency, knowledge and confidence in their uses of language and literacy in a variety of forms including ICT and digital.

Assessment tasks

- Task 1
- Task 2
- Task 3

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Demonstrate a working knowledge and understanding of the key principles and concepts used in contemporary language and literacy learning;
- Recognise the features of the six language modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance their own and their students' learning;
- Demonstrate a working knowledge of grammar, and of the forms and features of a range of texts;
- Discuss in an informed manner the significant issues in literacy education through drawing upon their examination of current research, policies, curriculum and practices in the field;
- Develop some strategies to enhance their own pedagogical practices so as to work towards achieving improved literacy and language outcomes in education for all students; and

Assessment tasks

- Task 1

- Task 2

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Demonstrate a working knowledge and understanding of the key principles and concepts used in contemporary language and literacy learning;
- Recognise the features of the six language modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance their own and their students' learning;
- Demonstrate a working knowledge of grammar, and of the forms and features of a range of texts;
- Discuss in an informed manner the significant issues in literacy education through drawing upon their examination of current research, policies, curriculum and practices in the field;
- Develop some strategies to enhance their own pedagogical practices so as to work towards achieving improved literacy and language outcomes in education for all students; and
- Demonstrate personal competency, knowledge and confidence in their uses of language and literacy in a variety of forms including ICT and digital.

Assessment tasks

- Task 1
- Task 2
- Task 3

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to

have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

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

- Recognise the features of the six language modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance their own and their students' learning;

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

- Discuss in an informed manner the significant issues in literacy education through drawing upon their examination of current research, policies, curriculum and practices in the field;

- Develop some strategies to enhance their own pedagogical practices so as to work towards achieving improved literacy and language outcomes in education for all students; and

- Demonstrate personal competency, knowledge and confidence in their uses of language and literacy in a variety of forms including ICT and digital.

Assessment tasks

- Task 2
- Task 3

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

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

- Recognise the features of the six language modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance their own and their students' learning;

- Demonstrate a working knowledge of grammar, and of the forms and features of a range of texts;
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- Develop some strategies to enhance their own pedagogical practices so as to work towards achieving improved literacy and language outcomes in education for all students; and
- Demonstrate personal competency, knowledge and confidence in their uses of language and literacy in a variety of forms including ICT and digital.

Assessment tasks

- Task 2
- Task 3

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Demonstrate a working knowledge and understanding of the key principles and concepts used in contemporary language and literacy learning;
- Recognise the features of the six language modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance their own and their students' learning;
- Demonstrate a working knowledge of grammar, and of the forms and features of a range of texts;
- Discuss in an informed manner the significant issues in literacy education through drawing upon their examination of current research, policies, curriculum and practices in the field;
- Develop some strategies to enhance their own pedagogical practices so as to work towards achieving improved literacy and language outcomes in education for all students; and
- Demonstrate personal competency, knowledge and confidence in their uses of language

and literacy in a variety of forms including ICT and digital.

Assessment tasks

- Task 1
- Task 2
- Task 3

Changes from Previous Offering

For 2018, readings have been updated where necessary and assessment tasks and some tutorial activities revised to address areas of need identified in the previous year.