EDCU12043 *English - Teaching Language Use in Context*

Term 2 - 2017

Profile information current as at 12/10/2024 05:06 pm

All details in this unit profile for EDCU12043 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student).The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

Teaching Language use in Context builds pre-service teachers' knowledge of the rationale, organisation and content of the Australian Curriculum: English and the interrelatedness of the Language, Literature and Literacy strands. The unit has a particular focus on the productive modes of writing and constructing texts. Students investigate the relationship between the features of texts and the social and cultural contexts in which they are used and apply knowledge of pedagogical frameworks including the teaching-learning model and multiliteracies framework to the development of assessment, teaching resources and learning sequences that scaffold learners' ability to construct texts using multiple semiotic modes.

Details

Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 2 - 2017

- Bundaberg
- Distance
- Mackay
- Noosa
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Practical Assessment**
Weighting: 50%
2. **Group Work**
Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Course Evaluations

Feedback

Overall students found the course and assessment tasks to be both practical and engaging and most were pleased with the scaffolding provided to complete tasks.

Recommendation

Scaffolding should be provided for both tasks and students are encouraged to work methodically through the task components as a means of meeting all requirements of each assessment task.

Feedback from Course Evaluations

Feedback

The option to complete Assessment task 2 in a group/individually is appreciated. Students studying via Distance mode commented on the the complexity of the process of collaboration via distance modes.

Recommendation

The option should be carefully considered by each student and all students entering into partnership/collaboration with others need to clearly define the rules of engagement. As collaboration is paramount to the teaching the profession, strategies for collaboration should be identified in the moodle site to support learners.

Unit Learning Outcomes

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

1. Appraise the social purpose of texts to identify effective language features and a focus for teaching and assessment.
2. Analyse curriculum documents to create resources that align curriculum intent, teaching and learning and assessment.
3. Write task-specific criteria and standards for the purpose of making judgments on the quality of the texts students construct for a particular purpose.
4. Identify opportunities for students to use ICTs purposefully for constructing effective multimodal texts.
5. Create resources that engage learners and promote understanding of the features of effective literary and/ or non-literary texts.
6. Design logically-structured learning sequences based on knowledge of research-based pedagogical strategies and frameworks for teaching literacy.

Successful completion of the unit English: Teaching Language use in Context provides opportunities for students to demonstrate the Australian Professional Standards for Teachers focus areas of 1.2, 2.1, 2.2, 2.3, 2.6, 3.4, and 5.1. Assessment tasks for this unit may be included in a portfolio and used as evidence of progress towards meeting the standards at Graduate career stage with evidence specifically related to teaching and learning in English. Unit assessment also provides evidence of competence in meeting the ICT elaborations of these standards.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level · Introductory Level · Intermediate Level · Graduate Level · Professional Level · Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Practical Assessment - 50%	•	•	•	•	•	
2 - Group Work - 50%	•	•		•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Communication	•	•	•	•		•
2 - Problem Solving	•	•		•	•	•
3 - Critical Thinking	•	•	•	•	•	•
4 - Information Literacy						
5 - Team Work				•	•	
6 - Information Technology Competence	•			•	•	
7 - Cross Cultural Competence						
8 - Ethical practice						
9 - Social Innovation						
10 - Aboriginal and Torres Strait Islander Cultures						

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Practical Assessment - 50%	•	•	•			•				
2 - Group Work - 50%	•	•	•		•	•				

Textbooks and Resources

Textbooks

EDCU12043

Prescribed

Language, literacy and literature
(2013)
Authors: Simpson, A., & White, S.
Oxford
South Melbourne , VIC , Australia
Binding: Hardcover

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Dawn Haynes Unit Coordinator
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Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the Australian Curriculum English	ACARA: Australian English Curriculum	

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
The Register of Texts and Language Features	CRO - Derewianka and Jones (2013) Chapter 1	

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Four Resources Model and Text Production	Set text - Introduction and Chapter 1	

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Aligning Curriculum, Learning and Assessment	Set text - Chapter 6	

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Assessment, Rubrics and the Features of Informative and Persuasive Text	Set text - Chapter 4 CRO - Derewianka & Jones 2013 Chapter 8	

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Meaning Making Modes in Imaginative Texts	Set text - Chapter 3	**Practical Assessment** Due: Week 6 Thursday (24 Aug 2017) 11:00 pm AEST

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Explicit Teaching and Scaffolding Knowledge for Narrative Writing	CRO - Exley, Kervin & Mantei (2015)	

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Stimulus for Writing,Figurative Language and Narrative Text	Set text - Chapter 3	

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
The Teaching Learning Model for Instruction in English	Set text - Chapter 4 pp.90-142	

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Multiliteracies Pedagogy	Set text - Chapter 4 Lankshear & Knobel (online)	

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Monitoring Learning and Progress in Writing	Set text - Chapter 4: Case study pp. 110-117	

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Unit Review		**Group/Individual Practical Task** Due: Week 12 Friday (6 Oct 2017) 11:00 pm AEST

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Practical Assessment

Assessment Type
Practical Assessment

Task Description

Task sheet, rubric and model text for a non-literary (informative or persuasive) multimodal text

Choose a topic suitable for the purpose of creating/ producing an informative or persuasive text in a Year 3-6 classroom. (This might be a topic of interest or one from a curriculum learning area that students are currently studying.)

Using the Australian Curriculum English for one of these year levels (Years 3-6), analyse the content descriptions and achievement standards and select an informative or persuasive multimodal text that learners in that year level will produce as part of a summative task where they present their understanding or point of view on the topic to an audience.

Write a brief description of the summative task in the form of a task sheet for the learners' use. The task sheet should provide instructions for completing the assessment and clearly describe the knowledge of text organisation and language features (linguistic, visual, spatial) that learners must demonstrate in the multimodal text they produce for assessment. (Note that for the purposes of this task, the chosen text must include written rather than spoken language.)

Develop an assessment rubric that teachers could use as a guide to making judgments on the quality of student work at the chosen year level. The rubric should include descriptors for students working above, at or below the achievement standard for the year level.

Construct a sample text to illustrate the text organisation / structure; linguistic and visual features you expect to see demonstrated in the summative task at an A level standard and annotate your sample showing how the chosen features contribute to the text's social purpose and effectiveness for an audience and reflect the assessment criteria described in your rubric.

Note that this assessment task can be used as evidence for of the Australian Professional Standards for Teachers in your ePortfolio.

Assessment Due Date

Week 6 Thursday (24 Aug 2017) 11:00 pm AEST

Return Date to Students

Feedback on this assessment response will be provided in sufficient time to allow for academic support and advice as necessary to inform students' responses to the next assessment task.

Weighting

50%

Assessment Criteria

Knowledge of the social purpose, text organisation and language features of multimodal informative or persuasive texts
Explicit alignment between curriculum intent and assessment
Ability to create tasks that provide meaningful contexts for producing effective multimodal texts
Ability to write task-specific criteria as a guide to making judgments on the quality of student work

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission

Online

assessmentOutcome

- Appraise the social purpose of texts to identify effective language features and a focus for teaching and assessment.
- Analyse curriculum documents to create resources that align curriculum intent, teaching and learning and assessment.
- Write task-specific criteria and standards for the purpose of making judgments on the quality of the texts students construct for a particular purpose.
- Identify opportunities for students to use ICTs purposefully for constructing effective multimodal texts.
- Create resources that engage learners and promote understanding of the features of effective literary and/ or non-literary texts.

assessmentGradAttribute

- Communication
- Problem Solving
- Critical Thinking
- Information Technology Competence

2 Group/Individual Practical Task

Assessment Type
Group Work

Task Description
Teaching/ Learning sequence for constructing a literary text

This task may be completed as **either** a group or an individual task. Students who choose to work in a group will receive the same mark for this task.
Create a digital resource that could be used at a chosen year level of the Australian Curriculum as a **stimulus for introducing a unit of work** where students must produce a literary text for the final summative assessment task. This text can be in a form and mode of your choice e.g. multimodal, digital, narrative, biographical recount, poetry, film, etc.
Clearly identify the content descriptions from the Australian Curriculum English that will be the focus of teaching and learning for the unit/ lesson sequence leading up to students' production of this text.
Design an **overview** of the content, teaching strategies and learning activities for a **sequence of ten (10) lessons** that:

a. makes use of the created resource; and
b. supports students' knowledge and understanding of, and ability to use the language features of literary texts in aesthetic and engaging ways to convey meaning and heighten engagement, enjoyment or emotional impact for the reader/ viewer.

Assessment Due Date
Week 12 Friday (6 Oct 2017) 11:00 pm AEST

Return Date to Students

Feedback on this assessment response will be returned in accordance with university policy on certification of grades.

Weighting
50%

Assessment Criteria
Application of effective pedagogical frameworks to the design of logically structured teaching and learning sequences in English
Knowledge of the range of purposes and linguistic features of literary texts
Identification and explicit teaching of the semiotic modes and linguistic features that embed particular meanings in literary texts
Demonstrated competence in the construction of a digital resource as a stimulus for engaged learning
Alignment between curriculum, learning and assessment

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

assessmentOutcome

- Appraise the social purpose of texts to identify effective language features and a focus for teaching and assessment.
- Analyse curriculum documents to create resources that align curriculum intent, teaching and learning and assessment.
- Identify opportunities for students to use ICTs purposefully for constructing effective multimodal texts.
- Create resources that engage learners and promote understanding of the features of effective literary and/ or non-literary texts.
- Design logically-structured learning sequences based on knowledge of research-based pedagogical strategies and frameworks for teaching literacy.

assessmentGradAttribute

- Communication
- Problem Solving
- Critical Thinking
- Team Work
- Information Technology Competence

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem