

In Progress

Please note that this Unit Profile is still in progress. The content below is subject to change.



EDCU12043 *English - Teaching Language Use in Context*

Term 2 - 2024

Profile information current as at 14/05/2024 10:49 am

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 - 2024

- Bundaberg
- Mackay
- Online
- 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

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 Evaluations and correspondence with students

Feedback

Assessment tasks

Recommendation

Maintain the practicality of the assessment tasks.

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 this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:

- 1.2 Understand how students learn
- 2.1 Content and teaching strategies of the teaching area
- 2.2 Content selection and organisation
- 2.3 Curriculum, assessment and reporting
- 2.6 Information and Communication Technology (ICT)
- 3.4 Select and use resources
- 5.1 Assess student learning

Alignment of Learning Outcomes, Assessment and Graduate Attributes



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						

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
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

Information for Textbooks and Resources has not been released yet.

This information will be available on Monday 17 June 2024

Academic Integrity Statement

Information for Academic Integrity Statement has not been released yet.

This unit profile has not yet been finalised.