



EDCU20036 Literacy Learning

Term 1 - 2021

Profile information current as at 19/05/2022 10:13 pm

All details in this unit profile for EDCU20036 have been officially approved by CQU University 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

Effective language and literacy instruction is central to primary school students' learning in English and in all other areas of the school curriculum. This unit aims to develop knowledge, skills and attitudes that contribute to successful teaching and learning of language and literacy in primary schools. The unit addresses the broad areas of early literacy learning and the middle years of schooling. The approach is grounded in theoretical perspectives that seek to provide balanced and explicit instruction about language and literacy practices, and knowledge of texts that are central to those. Specifically, students in the unit will be required to demonstrate effective assessment and instruction of language and literacy, planning of literacy lessons, and development of a unit of work that addresses the diversity of needs of primary school students in 21st Century classrooms.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Co-requisite EDCU20037 Numeracy Learning

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 1 - 2021

- Online

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 Postgraduate 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. **Written Assessment**

Weighting: 30%

2. **Portfolio**

Weighting: 30%

3. **Online Test**

Weighting: 40%

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 Student feedback: Moodle site

Feedback

Assessments were practical and based on tasks implemented in classroom settings.

Recommendation

Retain the design and structure of the current assessment tasks.

Feedback from Student feedback: Moodle site

Feedback

Students found the content insightful, informative and engaging.

Recommendation

Continue to implement the unit as designed.

Unit Learning Outcomes

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

1. Illustrate a range of teaching strategies that provide explicit and balanced literacy instruction
2. Delineate literacy practices for early language and literacy instruction and those appropriate for primary students at other levels of literacy learning
3. Determine and teach purpose, structure and features of a range of texts including print-based and digital
4. Conduct assessment activities to determine specific language and literacy learning needs of a diverse range of learners and to monitor their progress
5. Plan and program language and literacy instruction across the primary school curriculum for diverse groups of learners including sequences that explicitly addresses identified needs and or enhance reading practice
6. Identify, articulate and evaluate the ways their knowledge of literacy instruction addresses professional standards for teachers
7. Apply personal competence in literacy

Successful completion of this unit provides opportunities for students to demonstrate the Australian Professional Standards for Teachers focus areas of:

1.1 Physical, social and intellectual development and characteristics of students**1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds****1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities****2.1 Content and teaching strategies of the teaching area****2.2 Content selection and organisation****2.3 Curriculum, assessment and reporting****2.5 Literacy and numeracy strategies****3.1 Establish challenging learning goals****3.2 Plan, structure and sequence learning programs****3.3 Use teaching strategies****3.4 Select and use resources****5.1 Assess student learning****5.4 Interpret student data****6.2 Engage in professional learning and improve practice****6.4 Apply professional learning and improve 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	7
1 - Written Assessment - 30%	•	•	•		•	•	
2 - Portfolio - 30%	•	•	•	•	•	•	
3 - Online Test - 40%							• •

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Knowledge	○	○	○	○	○	○	○
2 - Communication	○	○	○		○	○	○
3 - Cognitive, technical and creative skills	○	○	○		○	○	○
4 - Research					○		
5 - Self-management					○	○	
6 - Ethical and Professional Responsibility				○	○	○	○
7 - Leadership					○	○	
8 - 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
1 - Written Assessment - 30%	○	○	○		○	○		
2 - Portfolio - 30%	○	○	○		○	○		
3 - Online Test - 40%	○	○	○			○		

Textbooks and Resources

Textbooks

EDCU20036

Prescribed

Literacy: Reading, Writing and Children's Literature

Edition: sixth (2019)

Authors: Winch, G., Johnston, R. R., March, P., Ljungdahl, L. Holliday, M.

Oxford

Sydney, NSW, Australia

ISBN: 9780190310561

Binding: Paperback

Additional Textbook Information

This text book will also be used in EDCU20039 Teaching English. Both the paper version and eBook copies can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[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

No referencing style set.

Teaching Contacts

Michelle Vanderburg Unit Coordinator

m.vanderburg@cqu.edu.au

Schedule

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Defining Literacy	Chapter 1: Literacy in the Modern World	

Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Children's Literature	Chapter 24: Literature and the Curriculum	

Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Understanding Reading	Chapter 3 A Balanced View of Reading Chapter 4: Toward a Model of reading Chapter 5: Word Recognition: The Meaning of Text Chapter 6: Comprehension: The Meaning of Text	

Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Strategies for Teaching Reading	Chapter 7: The Reader and the Text Chapter 9: The Effective Teaching of Reading	

Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Assessing Literacy Development	Chapter 8: The Assessment of Reading	

Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Compiling a reading resource Due: Vacation Week Tuesday (13 Apr 2021) 11:45 pm AEST

Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Understanding Writing	Chapter 14: The Role of Writing Chapter 15: The Importance of Writing in Our Society	Online test 1

Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Strategies for Teaching Writing	Chapter 23; Teaching Writing in the Classroom Chapter 21: The Assessment of Writing	Online test 2

Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Oral Language and Literacy	Chapter 2: Oral Language	Online test 3

Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Grammar for Teaching	Chapter 17: Grammar Chapter 18: Punctuation Chapter 19: Spelling	Online test 4

Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous Students and Teaching Literacy	Chapter 31: Stories: A Rich Resource for EAL/D and Indigenous Students Chapter 32: Cross Curriculum Priorities: Aboriginal and Torres Strait Islander Cultures and Asia	Personal Literacy Competency Online Test Due: Week 10 Friday (21 May 2021) 11:45 pm AEST

Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
ESL Students and Teaching Literacy	Chapter 31: Stories: A Rich Resource for EAL/D and Indigenous Students	Assessment for Literacy Learning Due: Week 11 Friday (28 May 2021) 11:45 pm AEST

Week 12 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic

Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Compiling a reading resource

Assessment Type

Written Assessment

Task Description

This task is to be completed individually.

Being able to understand the multiple ways in which quality texts can be used to teach reading, writing, and oral language is important. This task will encourage you to carefully select texts and design ways in which you can use them in class settings.

Annotated bibliography

Select 4 quality* texts published in the period 2010-2021. Your selection should include a variety of picture books, novels, websites, and other electronic or paper-based texts. These texts must be suitable for a variety of grade levels (P-6) and include different genres (fiction, non-fiction, poetry).

Provide an overview of each text's purpose, content, and genre. Using correct grammatical terminology, describe the key language features, illustrations/graphics, and the age group for which the text is most suited.

Ways to use the texts

Using the template provided, design ways in which each text could be used to support the explicit teaching of reading (i.e. strategies for before, during, and after reading the text). Maximum 3 pages per template. Justify your activities. Why have you chosen this activity? How will it help readers? Indicate which role of the reader is supported (code breaker, participant, user, analyst).

Tasks must be described in detail. Where cloze is adopted, for example, you must indicate which words or sections of text are deleted and why. Indicate page numbers and text excerpts where appropriate.

Where these ideas are derived from existing sources, you must reference this AND state how and why you have adapted the activity.

For each section of before, during, and after reading, write a range of questions that could be posed when using this text. The range must span the hierarchy of questions in Bloom's Taxonomy. Try to make the questions specific to the text rather than generic.

* Quality denotes the use of authentic and rich language and textual features. Do not include texts from commercially available reading schemes.

The page limit only applies to each template. It excludes the cover page, abstract, contents page, reference page, and appendices.

SUPPORT FOR COMPLETING THIS TASK WILL BE PROVIDED ON THE MOODLE SITE.

Assessment Due Date

Vacation Week Tuesday (13 Apr 2021) 11:45 pm AEST

Return Date to Students

Week 8 Friday (7 May 2021)

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

30%

Assessment Criteria

- Knowledge
- Skills
- Application of knowledge and skills
- Communication Skills

Submission

Online

Submission Instructions

Include Word files only - NO PDF.

Learning Outcomes Assessed

- Illustrate a range of teaching strategies that provide explicit and balanced literacy instruction
- Delineate literacy practices for early language and literacy instruction and those appropriate for primary students at other levels of literacy learning
- Determine and teach purpose, structure and features of a range of texts including print-based and digital
- Plan and program language and literacy instruction across the primary school curriculum for diverse groups of learners including sequences that explicitly addresses identified needs and or enhance reading practice
- Identify, articulate and evaluate the ways their knowledge of literacy instruction addresses professional standards for teachers

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Self-management
- Ethical and Professional Responsibility

2 Assessment for Literacy Learning

Assessment Type

Portfolio

Task Description

This is an individual task that requires assessment of a young learner's literacy.

This task is designed to develop practical knowledge of how to interpret and use assessment information and evidence to design experiences that build on and support students' literacy learning.

On the Moodle site for this unit you will find two student data sets. These contain the following:

- * two audio recordings of the student's reading
- * comprehension responses
- * writing samples, including planning sheets and
- * a single word spelling test

Part A - The analysis

You are required to analyse and interpret the assessment data of one child. This will include completing running records, as well as analysing comprehension responses, first draft writing samples, planning sheets, and spelling.

Following analysis, record a summary of the assessment data in relation to the Achievement Standards of the Australian Curriculum: English.

The analysis must refer to all literacy samples and conclusions reached justified in the data. Consider what

(and how) the child has demonstrated achievement and identify the areas for future development and instruction.

Each aspect of the child's literacy must be considered. This section of the task must be no longer than 3 A4 pages in length.

Part B - Planning

Based on your findings, write a detailed overview of how you would extend this student's literacy development in the context of a whole class over a three-week period.

This overview needs to identify the focus for instruction, texts you would use, and details of the range of activities that you would include.

Meaningful links to the Australian Curriculum: English need to be made.

This overview can be presented as a table, but not exceed 3 A4 pages.

From this overview, select one aspect and write one detailed lesson plan for a 2-hour literacy block.

This lesson plan needs to detail the groupings, teacher questions, texts used, modelled, guided and independent reading, and writing opportunities.

This lesson plan can be presented as a table, but not exceed 2 A4 pages.

The page limit is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page, and appendices.

SUPPORT FOR COMPLETING THIS TASK WILL BE PROVIDED ON THE MOODLE SITE.

Assessment Due Date

Week 11 Friday (28 May 2021) 11:45 pm AEST

Return Date to Students

Feedback on this final assessment response will be provided following moderation and prior to the Date of Certification of Grades for the term. Date of Certification of Grades for the Term.

Weighting

30%

Assessment Criteria

- Knowledge
- Skills
- Application of knowledge and skills
- Communication Skills

Submission

Online

Submission Instructions

Include Word files only - NO PDF

Learning Outcomes Assessed

- Illustrate a range of teaching strategies that provide explicit and balanced literacy instruction
- Delineate literacy practices for early language and literacy instruction and those appropriate for primary students at other levels of literacy learning
- Determine and teach purpose, structure and features of a range of texts including print-based and digital
- Conduct assessment activities to determine specific language and literacy learning needs of a diverse range of learners and to monitor their progress
- Plan and program language and literacy instruction across the primary school curriculum for diverse groups of learners including sequences that explicitly addresses identified needs and or enhance reading practice
- Identify, articulate and evaluate the ways their knowledge of literacy instruction addresses professional standards for teachers

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Self-management
- Ethical and Professional Responsibility

3 Personal Literacy Competency Online Test

Assessment Type

Online Test

Task Description

This task comprises two parts:

1. Four personal literacy competency on-line tests that are completed each week from Week 6 to Week 9.
2. A reflective statement.

Further information about the tests:

- You have 1 attempt only at each test.
- There are 10 questions per test, each question worth 1 mark.
- Each test is timed - you have 30 minutes to complete each test.
- Each weekly test will be open for all of that week only (i.e Week 8 test will be open from Monday of Week 8 through to Friday of Week 8)
- Once you complete each of the tests you will know your score, but you will not know what answers were correct or incorrect. This information will be released to you at the end of the week once the test has been closed for that week. You will not be able to go back in and attempt the test again.
- Your responses for each test will be recorded for assessment purposes.
- The tests are located within the Assessment Link on the top of the front page of Moodle for this unit.

Further information about the Reflective Statement:

After the last on-line test has been completed, you are to write a 1000 word (maximum) reflective statement outlining your strengths and professional challenges relating to personal literacy competency.

This reflective statement must outline what you believe are the consequences of your personal skill level.

You must outline where and how you will seek professional learning in personal literacy (Professional Standard 6.2 Engage in professional learning and improve practice - Understanding the relevant and appropriate sources of professional learning for teachers)* and provide a justification as to why this professional learning is to occur and the implications this will have for your own personal journey and that of the students you will teach (Professional Standard 6.4 Apply professional learning and improve student learning - Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning)*.

*A full copy of the AITSL Professional Standards for Australian Teachers is available at:

<http://www.aitsl.edu.au/australian-professional-standards-for-teachers>

You must achieve a pass standard in this task to be eligible to pass this course.

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices.

Assessment Due Date

Week 10 Friday (21 May 2021) 11:45 pm AEST

Four weekly on-line tests to be completed from Week 6 to Week 9. Reflective Statement due at the completion of Week 10 via the Assessment Task 3 upload.

Return Date to Students

Feedback on this assessment response will be provided following moderation and prior to the Date of Certification of Grades for the Term.

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

No Assessment Criteria

Submission

Online

Submission Instructions

Four weekly on-line tests to be completed from Week 6 to Week 19. Reflective Statement due at the completion of Week 10 via the Assessment Task 3 upload.

Learning Outcomes Assessed

- Identify, articulate and evaluate the ways their knowledge of literacy instruction addresses professional standards for teachers
- Apply personal competence in literacy

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Ethical and Professional Responsibility

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