EDCU20039 *Teaching English*
Term 2 - 2021

Profile information current as at 08/05/2024 09:20 am

All details in this unit profile for EDCU20039 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

The focus of this unit is on 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: *Postgraduate*
Unit Level: *Level 9*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Pre-requisite EDCU20036 Literacy 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 2 - 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: 50%
2. **Written Assessment**
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 Student feedback

Feedback
The assessments were relevant to what is needed for teaching.

Recommendation
Retain assessment tasks.

Feedback from Student feedback

Feedback
It was helpful to have a week by week guide to the assessment tasks.

Recommendation
Retain the guide to assessment.

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 demonstrate the Australian Professional Standards for Teachers 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
2.5 Literacy and numeracy strategies
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

— 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 - Written Assessment - 50%	●	●	●	●	●	●
2 - Written Assessment - 50%	●	●		●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
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 - 50%	∘	∘	∘		∘	∘	∘	
2 - Written Assessment - 50%	∘	∘	∘		∘	∘	∘	

Textbooks and Resources

Textbooks

EDCU20039

Prescribed

Literacy: Reading, Writing and Children's Literature
Edition: Sixth (2020)
Authors: Winch, G., Johnston, R.R., March, P., Ljungdahl, L., Holliday, M.
Oxford
Melbourne , Victoria , Australia
ISBN: 9780190310561
Binding: Paperback

Additional Textbook Information
Both paper and eBook versions 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

All submissions for this unit must use the referencing style: American Psychological Association 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Dawn Haynes Unit Coordinator
d.haynes@cqu.edu.au

Schedule

Week 1: - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
The Australian Curriculum: English		

Week 2 : - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
The interrelated nature of the strands of language, literature and literacy		

Week 3: - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Multiliteracies pedagogy	Chapter 22 Multiliteracies and Technology Chapter 23 Teaching Writing in the Classroom. pp 391-397	

Week 4: - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Strategies for creating multimodal and digital texts	Chapter 22 Multiliteracies and Technology	

Week 5: - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Critical literacy and multiple perspectives as an element of multiliteracies	Chapter 23 Teaching Writing in the Classroom: pp 390-391	

Non teaching Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Teaching strategies and resources appropriate for interpreting, analysing, evaluating and creating multimodal and digital texts Due: Vacation Week Thursday (19 Aug 2021) 11:45 pm AEST

Week 6: - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Linguistic features and variation in imaginative, persuasive and informative texts	Chapter 15 The Importance of Writing in Our Society	

Week 7: - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Strategies to support learning of textual and linguistic features.		

Week 8: - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
The Teaching/Learning Cycle		

Week 9: - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Differentiation	Chapter 13: Managing the Literacy Classroom: pp 213- 218	

Week 10: - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Assessment of learning, rubrics and standards in English	Chapter 8 Assessment in Reading Chapter 21 Assessment in Writing	

Week 11: - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Planning using the Australian Curriculum + whole school perspective		

Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Planning for teaching, learning and assessment in English Due: Week 12 Friday (8 Oct 2021) 11:45 pm AEST

Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 18 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Teaching strategies and resources appropriate for interpreting, analysing, evaluating and creating multimodal and digital texts

Assessment Type
Written Assessment

Task Description
This task will be completed in two parts: Part A and Part B
Part A
The task requires you to prepare a PowerPoint presentation, with voice over or accompanying notes on the PowerPoint for each slide to provide a narrative that demonstrates teaching strategies, resources and assessment appropriate for interpreting, analysing, evaluating and creating **multimodal and digital texts** in a specific year level of the Australian Curriculum: English. The presentation must focus on a **non-literary text type** and relate to the content descriptions of the curriculum for a Year 1 or 2 class. The audience for this presentation can be either parents of students in your class or fellow teachers at the school or teachers at a professional development day. The presentation should include:

- A summary of the content descriptions related to interpreting and producing the chosen text type at the specific year level
- Teaching strategies used to scaffold the textual, linguistic and literacy knowledge required by users and producers of the specific **multimodal or digital non-literary text** at the chosen year level. (In this section you should illustrate practical ways of using resources to teach the content descriptions you have identified.)
- A concluding statement that explains how the targeted knowledge contributes to the acquisition of literacy across a range of curriculum and real-world contexts.

Part B
You must submit written documentation to support the presentation. The documentation should include the following:

- An explanation and justification of the approach to teaching the conventions and structures of the chosen texts included in the presentation. This justification must include references to researchers and educators who have contributed to the development of pedagogical knowledge in multimodal and digital literacy.(Maximum 1500 words)
- A copy of the PowerPoint and/or practical activities included in the presentation.

Assessment Due Date
Vacation Week Thursday (19 Aug 2021) 11:45 pm AEST
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.

Return Date to Students

Weighting
50%

Assessment Criteria

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

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Submission Instructions
Include Word and PPT files only - NO PDF.

Learning Outcomes Assessed

- 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
- Design logically-structured learning sequences based on knowledge of research-based pedagogical strategies and frameworks for teaching literacy

Graduate Attributes

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

2 Planning for teaching, learning and assessment in English

Assessment Type
Written Assessment

Task Description
This task requires you to plan for teaching, learning and assessment in English in a middle or upper primary school classroom (i.e. Year 3, 4, 5 or 6). To complete this task, you will need to:

1. **Use** Year Level Descriptions, Year Level Overviews, Achievement Standards and/or other relevant support materials for implementing the Australian Curriculum: English to **choose a text type** that learners will produce / construct as a summative assessment task in a Year 3-6 classroom. The chosen text may be either literary or non-literary but must be an example of a "multimodal" text incorporating at least two semiotic modes to express information or ideas and where possible the effective use of ICTs to engage learners.
2. **Set a context** for learners for the creation / production of the chosen text. For example, if learners are to create a scientific report, identify the topic. Similarly if the text is a magazine article or review (or any other form of text you decide to use that fits the guidelines provided in Step 1), you need to outline the subject matter or context for creating the text. This will help you with completing the steps outlined below.
3. **Analyse** the content descriptions for the chosen year level to **develop a rubric** that could be used as a guide for making judgments on students' knowledge and understanding of English in the "productive mode". Steps 1, 2 and 3 should be recorded and included in the final submission for this task.
4. **Construct a sample** text to illustrate the text organisation / structure; linguistic and visual features you expect to see demonstrated in the summative task and **annotate your sample** showing how the chosen features contribute to the text's social purpose and effectiveness for an audience.
5. **Construct a unit plan** that includes the **key lessons** you would implement to teach content from the Language strand of the curriculum so that learners can demonstrate the assessment criteria. The overview should be organised in a logical sequence and include (a) the specific activities learners will be required to do; (b) the teaching strategies used to scaffold the targeted knowledge, skills and processes; (c) the resources used to build understanding of the content; and (d) formative assessment strategies you would use to check for understanding. Note: This is an overview **not** individual lesson plans. A template for completing this section of the task will be provided on the moodle site for this unit. The overview should be no more than 4 A4 pages in length.
6. **Create a table** to accompany the overview that shows how you would differentiate teaching and learning in each of the key lessons for students from the following groups: students experiencing difficulty and in need of support; and, students requiring extension. This requires you to demonstrate knowledge and understanding of research into how students learn and the implications for teaching.

Assessment Due Date
Week 12 Friday (8 Oct 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.

Weighting
50%

Assessment Criteria

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

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Submission Instructions
Include Word files only - NO PDF.

Learning Outcomes Assessed

- 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

Graduate Attributes

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

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