Course Outline

EDGDS6007 ENGLISH CURRICULUM 1

Title: ENGLISH CURRICULUM 1

Code: EDGDS6007

Formerly: TD710

School / Division: School of Education

Level: Advanced

Pre-requisites: (Required level of undergraduate study in discipline as specified by VIT)

Co-requisites: Nil

Exclusions: (TD710)

Progress Units: 15

ASCED Code: 070301

Objectives:

After successfully completing this course, students should be able to:

Knowledge:

- Understand contemporary theory and practice of English curriculum in the secondary school context, concentrating on knowledge about language literacy and literature
- understand the dynamic, changing nature of language use, literacy and literary experience;
- understand contemporary curriculum policies and guidelines;
- articulate their own personal practical theories related to the teaching and learning of language, literacy and literature
- develop understanding of the pedagogic consequences of linguistic and cultural difference, and the role of social interaction in English.

Skills:

- Develop capacity to reflect critically on practice, make positive use of feedback and learn in ongoing ways about teaching English;
- develop skills and strategies related to the effective teaching of reading, writing, speaking and listening in secondary school contexts;
- plan engaging units of work that enhance learning and that are in line with well developed personal theories;
- develop a critical and practical understanding of the present and future use of information technology in the secondary English curriculum;
- develop the capacity to understand, critique and respond to the various texts and discourses in secondary English teaching;
- develop interpersonal and communication skills and the capacity to work

collaboratively with colleagues.

Values:

- To appreciate and respect the variety of languages and experiences students bring to the English classroom;
- To engage with and respond to the variety of text types that can be examined and produced in English classrooms;
- To understand and value the centrality of relationships to learning.

Content:

Topics may include:

- The development of a personal practical-theory of secondary English teaching through observation, consideration of research and reflection on and critique of practice.
- Theoretical perspectives on learning about and teaching language, literacy and literature; including skills based approaches; whole language; functional literacy; critical literacy and literacy as social practice;
- The social and cultural character of language use, literacy and literature and developing a critical sense of the changing and problematic nature of learning about and through language;
- Understanding how a variety of texts (including print, visual and digital texts) are constructed and interpreted;
- The use of writing as a method of inquiry that promotes thinking and learning.
- Planning learning experiences that enhance learning and acknowledge individual learning needs and styles.
- Using curriculum policies and guidelines for planning purposes.

Learning Tasks & Assessment:

Learning Task	Assessment	Weighting
Reflections on teaching and learning issues and experiences in English	Reflective journal	20-40%
Articulate understanding of the theoretical background of literacy learning and the complexities involved in teaching language and literacy.	Reflective, analytical essay	30-40%
Curriculum planning task. The task is to prepare a critical report on the process of planning and teaching for learning in secondary English teaching.	School based research project	40-50%

Adopted Reference Style:

APA

Handbook Summary:

This course develops understandings and skills related to literacy learning and the study of English as a language. The theoretical foundations of language and literacy acquisition will be explored in conjunction with current policy documents, VELS and the VCE English Study Design. Students will be encouraged to reflect and critique research and practice to enhance their understandings. English curriculum design issues and pedagogical strategies will be examined along with assessment and evaluation