

# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	INTRODUCTION TO VOCATIONAL LITERACY
<b>Course ID:</b>	ISEAP1203
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(Status as a Non-English Speaking Background (NESB) Fee-paying student and meeting the requirement of a minimum IELTS band score of 5.0 or its equivalent with no band less than 5.0.)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED Code:</b>	091501

## Description of the Course :

This course introduces Non-English Speaking Background students to the language skills necessary for entry into an Australian vocational learning environment. Students will develop their reading and writing skills to be able to recognise, understand and produce simple everyday and vocational texts. Students will also develop their listening and speaking skills to be able to participate in a range of simple everyday, academic and vocational communicative contexts.

**Grade Scheme:** Graded (HD, D, C, etc.)

**Placement Component:** No

## Program Level:

AQF Level of Program						
	5	6	7	8	9	10
<b>Level</b>						
Introductory	✓	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

## Learning Outcomes:

### Knowledge:

- K1.** Listening: Understand instructions delivered in a simple audio recording aimed at a general audience.
- K2.** Speaking: Give a short talk about a familiar topic, with visual support.

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- K3.** Reading: Understand simple technical information (e.g. instructions for using everyday or technical equipment).
- K4.** Writing: Write a basic description of experiences, feelings and reactions, given a model.

### Skills:

- S1.** Listening: Follow everyday conversation, with some repetition of particular words and phrases.
- S2.** Speaking: Respond to some spontaneous follow-up questions from a presentation.
- S3.** Reading: Scan short texts to locate specific information.
- S4.** Writing: Write an e-mail/letter on a social, study or work matter, using appropriate levels of politeness.

### Application of knowledge and skills:

- A1.** Listening: Follow the main points of short talks on familiar topics if delivered in clear standard speech.
- A2.** Speaking: Explain the meaning of a word or phrase using simple language.
- A3.** Reading: Search the Internet for specific, everyday or work-related information.
- A4.** Writing: Write a short, simple description of a familiar device or product.

### Course Content:

The following content will be covered: reading, writing, speaking and listening in workplace and everyday contexts; reading from technical texts; communication in a workplace and vocational learning environment; group work; vocational-focused vocabulary; introduction to culture and language of vocational workplaces.

### Values:

- V1.** Active participation in all aspects of the learning environment through the four core aspects of the English language (reading, writing, speaking and listening).

### Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Attribute	Brief Description	Focus
Knowledge, skills and competence	Scaffolded learning and development of academic English language skills that build on previous language learning. Knowledge and skills are applied and practised to develop competence.	High
Critical, creative and enquiring learners	Equip students to commence the development of the skills for gathering, evaluating and critically responding to information.	Low
Capable, flexible and work ready	Demonstration of the ability to participate in individual, peer and group activities for the completion of set tasks.	High

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Attribute	Brief Description	Focus
Responsible, ethical and engaged citizens	Knowledge and appreciation of, and ability to accommodate, cultural differences and academic conventions in order to develop a sense of social responsibility as a student.	Low

## Learning Task and Assessment:

**Hurdle requirement:** Students must pass the reading/writing, and listening/speaking components separately in order to pass the course as a whole. Reading/writing components will add up to 50% of the final marks, as will listening/speaking components. This is to ensure that students have a balanced range of English language skills to succeed in their vocational studies.

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, S1, A1	Listening tasks related to the comprehension of vocational and informal texts.	Test multiple-choice and/or short answer	20-30%
K2, S2, A2	Spoken responses to personal and vocational topics, related to the production of presentations, questioning and answering	Individual presentation with Q&A session	20-30%
K3, S3, A3	Reading comprehension tasks related to the comprehension of short texts on informal and vocational topics.	Test multiple-choice and/or short answer	20-30%
K4, S4, A4	Writing tasks related to the production of short texts on informal and vocational topics.	Portfolio of written work.	20-30%

## Adopted Reference Style:

APA