



Course Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Course Title:	LITERACY AND NUMERACY
Course ID:	EDBED1011
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070103

Description of the Course:

The focus of this course is to provide experiences that lead pre-service teachers (PSTs) to develop resources and skills that will allow them to deliver effective and engaging literacy and numeracy curriculum that is in line with current theories of teaching and learning. PSTs will develop their skills in literacy and numeracy teaching strategies and the application of these strategies in an education context. PSTs will develop skills in interpreting literacy and numeracy curriculum, academic and personal communication, self-reflection and personal learning. They will engage in literature for children and adolescents and explore the components of language (grammar, phonics, spelling, vocabulary), literacy (speaking, listening, writing, reading and viewing), understandings of genre; and ways in which these develop engaging learning experiences. Students will explore the numeracy topics of number sense, fractions, the four operations and measurement as part of their study.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Examine the conventions of academic and personal reading, writing and numeracy.
- K2.** Investigate key strategies in literacy and numeracy teaching.
- K3.** Identify current curricula requirements for literacy and numeracy.

Skills:

- S1.** Develop personal literacy and numeracy competence.
- S2.** Interpret the content, processes and standards presented in current curriculum documents.
- S3.** Critically reflect on experiences and further develop understanding of the learning process.

Application of knowledge and skills:

- A1.** Demonstrate the conventions of academic and personal reading, writing and numeracy.
- A2.** Apply key strategies in literacy and numeracy.
- A3.** Critically reflect on a situation to further develop understanding of the learning process.

Course Content:

This course will include:

- Personal literacy and numeracy skills.
- Oral language and early literacy development.
- Literacy and numeracy teaching strategies.
- Literacy topics of reading and writing.
- Teaching reading (phonemic awareness, phonics, fluency, vocabulary, comprehension and oral language)
- The need for number sense in learners.
- Fractions, decimals, percentages and measurement.
- Current curriculum in literacy and numeracy.
- Academic and personal communication and personal learning,
- Role of reflection as a critical part of the learning process.
- Exploration of the components of language, literacy and numeracy.
- Literacy and numeracy across the curriculum.

Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K2, S3, A3	AT1, AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	Not applicable	Not applicable
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	Not applicable	Not applicable
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	A1	AT2
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
S1, S3, A3	Literacy and Numeracy skills test and goal setting to reflect on personal needs in both areas.	Test and personal goal setting	S/U
K1, K2, S1, A1; APST 1.1, 1.2, 2.1, 2.5	Identify and research one numeracy and one literacy concept and a related misconception. Explore the challenges and implications arising from these misconceptions for teaching and learning. Findings are to be presented in a research informed academic essay.	Essay	40-60%
K1, K2, K3, S2, S3, A1, A2, A3 APST 1.2, 2.1, 2.2, 2.3, 2.5, 3.1, 3.3	Analyse and respond to a case study involving an early childhood, primary or junior secondary student. Identify the literacy and numeracy needs of the student, use your knowledge of theories and practices to make decisions and recommendations based on these needs.	Lesson implementation and evaluation	40-60%

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)