

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: Literacy, Language and Literature B

Unit ID: EDBED3111

Credit Points: 15.00

Prerequisite(s): (EDBED2008 or EDBED2101 or EDFGC2020)

Co-requisite(s): Nil

Exclusion(s): (EDBED3102 and EDFGC4020)

ASCED: 070301

Description of the Unit:

This unit is designed to consolidate understandings of literacy, language, and literature learning in the middle and upper years of primary school. It focuses on research-based approaches to explicit teaching, modelling, and scaffolding practices, emphasizing how students continue to develop literacy knowledge and skills throughout their education. A strong emphasis is placed on delivering effective reading instruction through systematic and explicit teaching practices that target key elements such as phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language. Additionally, the unit explores explicit instruction in reading and writing, across the curriculum. A wide range of children's literature, including multimodal texts, is explored to construct effective teaching programs aligned with current curriculum frameworks and 21st-century learning contexts.

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

Work Experience:

No work experience

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Review and critically evaluate theoretical perspectives on how students develop literacy knowledge, skills, and understandings, with a particular emphasis on the middle and upper years of primary school.
- K2.** Investigate a wide range of children's literature, including multimodal texts, as resources for delivering explicit teaching in middle and upper primary classrooms.
- K3.** Understand the multimodal nature of texts and how different modes—such as visual, auditory, and linguistic elements—integrate to create meaning in reading and writing.
- K4.** Identify research-based pedagogical approaches, such as explicit teaching, modelling, and scaffolding, for developing literacy practices that align with how students learn to read and write.
- K5.** Examine the evolving nature of literacies in the twenty-first century, with a focus on national and global contexts and their implications for classroom practice.

Skills:

- S1.** Plan inclusive and effective learning experiences that employ explicit teaching practices, ensuring all students, including those from diverse social, cultural, and linguistic backgrounds, are supported in literacy development.
- S2.** Design and implement explicit and systematic reading and writing instruction, focusing on phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language in middle and upper primary classrooms.
- S3.** Integrate literacy teaching and learning across the curriculum, ensuring explicit reading and writing comprehension instruction tailored to discipline-specific content.
- S4.** Develop effective lesson sequences that include scaffolding, modelling, and explicit teaching practices to support literacy, language, and literature development.
- S5.** Design lessons that connect new information to prior learning to reduce cognitive overload and enhance student understanding.
- S6.** Engage in critical thinking about contemporary issues in literacy education, including the role of explicit and systematic instruction in the twenty-first-century classroom.

Application of knowledge and skills:

- A1.** Draw on a range of theoretical and practical understandings to construct a collection of texts, including multimodal texts, and provide reflective discussion on text construction in contemporary literacy instruction.
- A2.** Using current curriculum frameworks and research-based approaches, design a unit of work that includes inclusive, explicit learning experiences for middle to upper primary students, focused on a specific genre or text type.
- A3.** Create and present a short analysis of a range of texts and multimodal resources, demonstrating their use as classroom teaching tools in supporting explicit literacy instruction.

Unit Content:

- Theoretical perspectives on how students learn and develop literacy knowledge, with a specific emphasis

- on middle and upper primary years, including explicit teaching, modelling, and scaffolding practices.
- The evolving nature of literacies in the twenty-first century, focusing on national and global contexts and their impact on literacy teaching and learning.
 - Children's literature, including multimodal texts, as key resources to support explicit and systematic literacy instruction in reading, writing, and comprehension.
 - Exploration of a wide range of genres and text types, with attention to how explicit reading and writing comprehension instruction tailored to different genres improves student learning.
 - Research-based pedagogical approaches, including explicit teaching, modelling, and scaffolding, to support multiliterate practices for all learners and their application in diverse classroom environments.
 - Current curriculum frameworks and their role in guiding program planning for explicit instruction in reading, writing, spelling, grammar, speaking, listening, and viewing, ensuring alignment with how students learn.

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	Not applicable	Not applicable
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving. 	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities. 	Not applicable	Not applicable
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, S6, A1	Construct a collection of texts for teaching (as an e- portfolio), incorporating a range of multimodal texts and genres. Accompany this with a discussion of explicit teaching and how the use of multimodal texts support teaching of literacy in the twenty-first-century classroom. Reflect on how the use of multimodal texts and current curriculum frameworks influence your approach to teaching reading and writing in the twenty-first-century classroom.	Portfolio and discussion	40-60%
K1, K2, K3, K4, S1, S2, S3, S4, S5, A2	Design a unit of learning to teach a particular genre of text, focusing on a specific year level in middle or upper primary. Incorporate explicit teaching practices, modelling, and scaffolding to systematically develop literacy skills, including phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language. Ensure the learning experiences are inclusive and cater to diverse learners, using current curriculum frameworks to guide your planning. Justify your planning decisions by explaining how the chosen strategies support literacy development for all learners and reflect research-based approaches to reading and writing instruction across the curriculum.	Unit of learning and rationale	40-60%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, A3	Create a short presentation that showcases a range of text types and genres, including multimodal texts, that can be used as classroom resources in middle and upper primary classrooms. Demonstrate how these texts can support explicit teaching of key literacy skills. Highlight how the selected texts support the development of literacy.	Hurdle task	S/N

Adopted Reference Style:

APA ()

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

Fed Cite - [referencing tool](#)