Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	English Curriculum 2
Unit ID:	EDBED3130
Credit Points:	15.00
Prerequisite(s):	(EDBED3030)
Co-requisite(s):	Nil
Exclusion(s):	(EDBED3021 and EDDDE3109)
ASCED:	070301

Description of the Unit:

This unit is designed to enhance knowledge and skills related to the effective teaching of English in secondary schools. It has a particular focus on the teaching of English at senior levels. PSTs will learn how to design curriculum and assessment related to the required knowledge and skills. PSTs will learn to use a range of teaching strategies, including the effective use of ICT, resources and assessment approaches that help students to be perceptive, skilled readers and writers able to participate in substantive conversations in both face-to-face and online 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. Understand the English Victorian Curriculum and the VCE English Areas of Study and the knowledge and skills that are taught and assessed in English.

K2. Analyse the constructed nature of multi-modal media texts, the use of persuasive language and presentation of arguments, with a focus on implications for teaching and learning, particularly in VCE English.

K3. Examine a range of teaching approaches for closely reading, comparing, interpreting, critiquing and responding to texts.

K4. Identify the oral skills required by students to effectively present understandings and arguments to diverse audiences.

K5. Examine a range of teaching and assessment approaches for actively engaging diverse students in learning English.

K6. Identify approaches for building vocabulary and using metalanguage in English.

K7. Identify and use a range of resources, including VCE English Examiners reports, as well as professional networks and peer feedback to support the effective teaching of English.

Skills:

S1. Demonstrate lesson planning and curriculum design skills drawing upon curriculum policy and focusing on engaging and assessing diverse learners.

S2. Set challenging, clear and achievable learning goals and success criteria for students.

S3. Use a range of assessment approaches to examine students learning, reflect critically on teaching, suggest next steps and provide constructive, timely feedback to students.

S4. Collect, use and evaluate strategies and resources, including online resources, related to the effective, inclusive teaching of reading, writing, speaking and listening.

S5. Select, read, critique and respond to various texts, including multi-modal and digital texts,that could be the focus for learning in English

S6. Reflect critically and imaginatively on the practice of teaching English from years 7-12, drawing strategically upon feedback, dialogue and observations.

S7. Develop interpersonal and communication skills in both face-to-face and online settings.

Application of knowledge and skills:

A1. Design a lesson sequence focused on argument.

A2. Choose and read a literary text and argue for its inclusion in an English classroom.

Unit Content:

- Understanding the VCE English Course Design and using it as the basis for curriculum planning, sequencing learning experiences and creating assessment tasks.
- Understanding the links between VCE English and Victorian Curriculum, including the curriculum capabilities

- Using a range of resources to support the teaching of English including the VCE English Examiner's Reports, VATE publications and VCAA publications.
- Analysing persuasive language used in media texts, presenting arguments and building students' critical and analytical thinking skills.
- Reading and responding to texts in years 7-12 English and catering for diverse learners.
- Expanding awareness, understanding and application of approaches to teaching close reading of texts and developing a written response
- Expanding awareness, understanding and application of approaches to teaching the craft of writing, including use of mentor texts
- Building students' vocabulary, spelling and use of metalanguage. Using ICT as a tool for learning in English.
- Examining the use of small group work in English and enabling student voice.

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K4, K5, K6, K7, S1, S2, S3, S4, S5, S6, S7, A1	Design a sequence of lessons with a focus on VCE English Unit 2, Area of Study 2, Exploring Argument. Ensure use of teaching strategies to cater for diverse learners, resources (including the use of ICT), assessment approaches, references to the recent Examiner's Report. Teach a lesson excerpt to a peer and exchange lesson sequence for critical feedback and reflect on personal learning.	Curriculum Design and Performance Assessment	40-60%
K1, K3, K5, K6, K7, S1, S4, S5, A2	Select and read a literary text appropriate for years 9 or 10, such as a novel, graphic novel, selection of short stories or essays or poetry. Present an argument for its inclusion in your English class. Include analysis and critique of the text, discussion of opportunities for enhancing reading strategies, engaging teaching strategies, resources (including the use of technology) and learning and assessment tasks.	Text Selection	40-60%

Adopted Reference Style:

APA ()

Refer to the library website for more information

Fed Cite - referencing tool