Course Outline (Higher Education)

School:	School of Education
Course Title:	ENGLISH CURRICULUM 2
Course ID:	EDDDE3109
Credit Points:	15.00
Prerequisite(s):	(EDBED3030 or EDDDE3009)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070301

Description of the Course :

This course 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, resources and assessment approaches that help students to be perceptive, skilled readers and writers able to participate in substantive conversations.

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

Work Experience:

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

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	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 media texts and the use of persuasive language 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 to diverse audiences.

K5. Understand the differences in focus between the VCE courses English, Literature and English Language.

K6. Examine a range of teaching and assessment approaches for actively engaging diverse students, in learning English.

K7. Identify approaches for building vocabulary and using metalanguage in English.

K8. 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 relevant curriculum policy and focusing on engaging and assessing diverse learners.

S2. Set challenging learning goals 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 related to the effective, inclusive teaching of reading, writing, speaking and listening.

S5. Select, read, critique and respond to various 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.

Application of knowledge and skills:

A1. Design, teach and critically evaluate a lesson which has a focus on reading applying planning skills, content knowledge, pedagogical understandings, differentiation strategies, assessment strategies and policy knowledge.

A2. Design a sequence of lessons with a focus on analysing and presenting arguments and including a personal reflection on learning.

A3. Participate in an online Text Club focusing on texts selected for junior, middle and senior students and focusing on analysis and critique, reading strategies, teaching ideas, resources (including the use of technology) and learning and assessment tasks

Course Content:

Topics to be covered

- Understanding the VCE English Course Design and using it as the basis for curriculum planning, sequencing learning experiences and creating assessment tasks.
- Using a range of resources to support the teaching of VCE including 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 VCE English and catering for diverse learners.
- Reading and comparing texts and constructing written responses.
- Building students' vocabulary, spelling and use of metalanguage.
- Using ICT as a tool for learning in English.

Values:

V1. Appreciate and respect the variety of languages, literacies and experiences students bring to English classrooms.

V2. Engage with and respond to the variety of text types that can be examined and produced in English classrooms.

V3. Value the centrality of relationships to learning.

Graduate Attributes

The Federation University FedUni 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)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
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, K3, A2	A	AT2	A
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.	S5, S6, A1	A	AT1	A
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.	K6, A3	A	AT3	A
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.	K3, S7	A	AT3	A

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
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.	S5	A	AT1	B

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K3, K5, K6, K7 S1, S4, S5, S6, S7 A1 APST 2.1, 2.2, 2.3, 2.5, 3.1, 3.3. 3.4, 3.5, 4.1, 4.2, 5.1	Design, teach and evaluate a lesson which has a focus on reading applying planning skills, content knowledge, pedagogical understandings, differentiation strategies, assessment strategies and policy knowledge.	Performance Assessment Task	30-40%
K1, K2, K3, K4, , K5, K6, K7 S1, S2, S4, S5, S6 A2 APST 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4. 4.1, 4.2, 5.1	Design a sequence of 6 lessons with a focus on an Area of Study in VCE English and include a personal reflection on learning.	Lesson and Curriculum Planning	30-40%
K1, K3, K4, K5, K6, K7 S4, S5, S6, S7 A3 APST 2.1, 2.5, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 5.1	Participate in an online Text Club focusing on 2 texts selected for junior, middle or senior students focusing on analysis and critique, reading strategies, teaching ideas, resources (including the use of technology) and learning and assessment tasks.	Online Forum	30-40%

Adopted Reference Style:

APA