Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	LITERACY, LANGUAGE AND LITERATURE 1
Unit ID:	EDMAS6054
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070301

Description of the Unit:

This course is designed to develop understandings of literacy, language and literature in the Victorian and Australian contexts. It considers the nature and scope of literacy pedagogies in the early years of primary school and the effective strategies for teaching and assessing literacy learning experiences. Theoretical perspectives that underpin how students learn are explored with connections made to current curriculum frameworks. An understanding of what counts as `literacy`, the value of home and school literacies and ways to translate this into classroom practice are considered. The use of children`s literature as part of the teaching and learning experience in the classroom is examined.

This course will run over 15 weeks with a blended model of online learning, F2F instruction. intensives and seminars.

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

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

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:

On successful completion of the course the students are expected to be able to:

Knowledge:

K1. Investigate the role of literacy, language and literature in primary education with a specific focus on the early primary years and understand current research

K2. Explore how phonemic awareness underpins the development of reading, writing, spelling and grammar in the acquisition of literacy skills.

K3. Examine the wide range of practices that can be applied to the teaching of reading, writing, spelling, grammar, oral language and visual literacies

K4. Recognise what constitutes texts in a multi-literate environment.

K5. Link curriculum policies with school and classroom literacy planning using current curriculum documents.

K6. Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.

K7. Identify effective assessment strategies to assess reading, writing, and oral language

Skills:

S1. Implement explicit teaching and learning strategies for the teaching of reading, writing, spelling, grammar, oral language and visual literacies in the early primary years.

S2. Incorporate a range of literature genres when planning for literacy learning.

S3. Incorporate effective strategies and develop resources to support diversity in literacy programs.

S4. Develop cross-curricular literacy links when planning for student's literacy learning.

S5. Apply effective teaching and learning strategies when working with Aboriginal and Torres Strait Islander students and students for whom English is not their first language.

S6. Identify effective strategies to support students experiencing difficulties in their literacy development.

Application of knowledge and skills:

A1. Discuss how a range of children's literature can be incorporated into an early primary classroom to develop student literacies.

A2. Using knowledge of current curriculum frameworks, plan and design lesson sequences incorporating effective teaching strategies that integrate a range of reading and writing activities and resources that support a literacy learner at a chosen year level.

Unit Content:

Topics may include:

- The nature and scope of language and literacy pedagogies in the early primary school context
- The process involved in translating current theories and current curriculum frameworks into classroom

practice
- The design of appropriate practices to incorporate multimodal texts, multiliteracies and other digital technology into a range of classroom contexts
- Effective and explicit teaching strategies to teach reading, writing, spelling, grammar, oral language and visual literacies to meet the learning needs of students across the full range of abilities
- The diverse range of assessment strategies utilised in primary classrooms
- Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
- The recognition and planning for literacy experiences in literacy, language and literature across all areas of the curriculum
- The inclusion of children's literature in the planning, teaching and learning processes
- The development of effective teaching and learning strategies for Aboriginal and Torres Strait Islander students; students for whom English is not their first language; and students experiencing difficulties with their literacy development
- The recognition of literacy as a social practice

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**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be 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 at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills • Demonstrating mastery of working respectfully in cross-cultural and diverse teams.	S1	AT1
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. • Creating and sustaining a collegial environment • Demonstrating a high level of self -awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations	K1, S1	AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning	K1 S6	AT1, AT2
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities	Not applicable	Not applicable
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life.	K3	AT1

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K4, S2, S3, A1, APST: 2.1, 2.5, 3.2, 3.3	Explore research and theoretical perspective to examine how a range of children's literature, including multimodal texts can be incorporated into an early primary classroom. Outline research based teaching strategies how they support literacy learning for all learners.	Essay	40-60%
K3, K5, K6, K7, S1, S4, S5, S6, A2, APST: 1.5, 2.1, 2.5, 3.2, 3.3	Analyse a writing sample for a particular year level in relation to the current curriculum framework. Use the analysis to support the learner by developing a learning sequence to move the learner to the next level of learning.	Extended analytical response and learning sequence	40-60%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K2, K3, S1, S6, APST: 6.3	Create a personal literacy philosophy, that documents personal beliefs and values. Explore current research and evaluate how this personal literacy philosophy fits with current theories and practices.	Reflection & Evaluation	S/U

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit   No

Date:

Adopted Reference Style:

APA

Refer to the library website for more information

Fed Cite - referencing tool