



Course Outline (Higher Education)

School:	School of Education
Course Title:	LITERACY, LANGUAGE AND LITERATURE 1
Course ID:	EDMAS6054
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070301

Description of the Course:

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` and the importance of valuing home and school literacies and ways to translate this into classroom practice is considered. The use of children`s literature as part of the teaching and learning experience in the classroom is examined.

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

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 checked="" type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 research into how students learn and the implications underpin literacy learning and teaching.

- 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.

Course 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

Values:

- V1.** Recognise that literacy is enacted in a range of ways in different cultural and social settings
- V2.** Acknowledge the importance of culturally responsive programs and practices to facilitate student literacy development

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)	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.	K1; K2; S2; A2	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.	K6; K7; S1; A1; A2	AT1; AT2; AT3
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.	A1; S5; S6	AT1
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.	K6; S1; S5; S6; A1; A2	AT1, AT2, AT3
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.	S1; S5; A2	AT1, AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K4, S2, S3, A1, APST: 2.1, 2.5, 3.2, 3.3	Discuss how a range of children's literature, including multimodal texts can be incorporated into an early primary classroom to develop student literacies. Outline teaching strategies and their application to support literacy learning for all learners using children's literature	Essay	40-60%
K3, K5, K6, K7, S1, S4, S5, S6, A2, APST: 2.1, 2.5, 3.2, 3.3	Analyse a writing sample for a particular year level in relation to the current curriculum framework. Create a series of effective learning experiences which include teaching strategies to support and scaffold literacy development for all literacy learners.	Extended analytical response and learning sequence	40-60%
K2, K3, S1, S6,	Evaluation, reflection and action plan on personal literacy capabilities obtained from feedback from previous assessments and language conventions/reading comprehension tests	Personal Literacy Reflection and Action Plan	S/U

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)