Course Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Course Title:	LITERACY, LANGUAGE AND LITERATURE 2
Course ID:	EDMAS6055
Credit Points:	15.00
Prerequisite(s):	(EDMAS6054)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070301

Description of the Course:

This course is designed to consolidate understandings of literacy, language and literature learning in the middle and upper years of primary school. A further review of conceptual frameworks and theoretical ideas is undertaken, focusing on how students continue to develop literacy knowledge, skills and understandings throughout their education. Critical thinking in relation to ways programs can be developed is fostered with strong links to twenty-first century contexts. Exploration of a wide range of children's literature, including multimodal texts, is considered as a basis to construct relevant teaching programs with strong links to current curriculum frameworks including the Victorian curriculum.
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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.

Does Recognition of Prior Learning apply to this course?   No

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:

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

Knowledge:

K1. Review understandings of a range of theoretical perspectives that underpin how students learn and 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 available as part of the teaching and learning resources for middle and upper primary;

K3. Recognise that texts are multimodal in nature and engaging with and creating texts involves an understanding of how different text modes integrate to make meaning;

K4. Identify and analyse the effect of a range of literary devices in imaginative, informative and persuasive texts.

K5. Identify pedagogical approaches to multiliterate core teaching practices for literacy and how these apply to the classroom environment;

K6. Examine the shifting nature of literacies in the twenty-first century in national and global contexts.

Skills:

S1. Plan inclusive learning experiences and use a range of teaching strategies to take into account students from diverse social, cultural and linguistic backgrounds;

S2. Identify and incorporate teaching and assessment strategies to develop reading, writing (including spelling and grammar), speaking, listening and viewing into middle and upper primary classrooms;

S3. Explore ways to integrate literacy teaching and learning across the curriculum;

S4. Understand how to design a lesson sequence; how to organise and plan lesson content for effective learning and teaching in literacy, language and literature.

S5. Analyse the effect of literary devices in texts to support critical thinking, reading, writing and contextual understanding.

S6. Engage in critical thinking regarding issues relevant to literacy, language and literature education in the twenty-first century.

Application of knowledge and skills:

A1. Draw on a range of understandings to construct a collection of artefact texts for teaching text and include a reflective discussion about texts and text construction in contemporary teaching and learning.

A2. Using knowledge of genre, literary devices current curriculum, teaching approaches, core teaching practices and student learning, design a sequence of inclusive learning experiences for middle to upper primary students, based on a particular genre of text.

A3. Using knowledge of text types and genres, create a short presentation of a range of texts as classroom resources.

Course Content:

Topics may include:

- Theoretical perspectives that underpin how students learn and develop literacy knowledge with a specific emphasis on middle and upper primary years
- The shifting nature of literacies in the twenty-first century in national and global contexts
- Children's literature, including multimodal texts, as resources to support teaching and learning
- Exploration of a range of genres and text types, various literary devices and their effects
- Core teaching practices to support multiliterate literacy for all learners and the application of these in classroom environments
- Current curriculum frameworks and how these inform program planning for reading, writing, spelling, grammar, speaking, listening and viewing.

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 course, and all must be directly assessed in each program.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		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.	Not applicable	AT1, AT3
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	S5	AT1

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		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, K65, S3, S4, S5, 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	K3	AT3
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.	K6	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K6 S2, S3, S4, S5, S6, A1 APST: 1.2, 2.1 3.4	Construct a research based collection of texts for teaching (as an eportfolio), accompanied by a critical discussion of how your understandings of texts and text construction in contemporary teaching and learning has developed.	Portfolio and critical discussion	40-60%
K2, K3, K4, K5,S1, S2, S3, S4, S5, S6, A2 APST: 1.2, 1.3 2.2, 3.2 3.3, 3.4	Design a research-based literacy unit of work appropriate for students in middle to upper primary. This unit of work will take into account the issue of inclusion and will focus on a range of genres. Current curriculum will be explained in a rationale that justifies activities in the unit of work.	Unit of Work	40-60%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K2, K3 A3 APST: 3.4	Create a short presentation (using ICT) based on current research and theoretical perspectives to provide examples of a range of text types and genres that can be used to support literacy teaching and learning.	Hurdle task	S/N

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 program level. Although courses must undertake MiCS mapping, there is NO expectation that courses 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 program level reporting highlights how each program embraces the principals and practices associated with the Co-Operative Model. Evidence of program alignment with the MiCS, can be captured in the Program Modification Form.

MICS Mapping has been undertaken for this course   No

Date:

Adopted Reference Style:

APA

Refer to the library website for more information

Fed Cite - referencing tool