

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: Literacy, Language and Literature 2

Unit ID: EDMAS6055

Credit Points: 15.00

Prerequisite(s): (EDMAS6054)

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070301

Description of the Unit:

This unit aims to consolidate understandings of literacy, language, and literature in the middle and upper primary years. It focuses on research-based methods of explicit teaching, modelling, and scaffolding. The unit prioritises effective reading instruction through systematic and explicit practices that address key components such as phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language. It also examines explicit instruction of reading and writing across the curriculum. A variety of children's literature, including multimodal texts, is examined to inform planning aligned with current curriculum standards and 21st-century learning needs.

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.** Examine and critically assess theoretical perspectives on how students acquire literacy knowledge, skills, and understandings, with a specific focus on the middle and upper primary years.
- K2.** Explore a variety of children's literature, including multimodal texts, as resources for providing explicit teaching in middle and upper primary classrooms.
- K3.** Understand that texts are multimodal and that engaging with and creating texts requires an understanding of how different modes combine to convey meaning.
- K4.** Recognise the role of genre in shaping texts and understand how different genres influence the structure, language, and purpose of both reading and writing.
- K5.** Identify research-based pedagogical approaches, such as explicit teaching, modelling, and scaffolding, for developing literacy practices that align with how students learn.

Skills:

- S1.** Design inclusive and effective learning experiences using explicit teaching practices that support literacy development for all students, including those 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.** Identify opportunities to integrate other subject areas into literacy teaching, providing explicit reading and writing comprehension instruction that connects literacy skills with discipline-specific content.
- 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.** Select and annotate quality texts, including multimodal and children's literature, for use in explicit teaching of a specific area of literacy development, providing justification for each text's relevance and effectiveness in supporting targeted literacy outcomes.
- 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.** Analyse texts from a variety of genres, including multimodal texts, highlighting their features and potential for supporting effective literacy instruction.

Unit Content:

Foundations of student literacy development, particularly in the middle and upper primary years, with a focus

on explicit teaching, modelling, and scaffolding strategies.

The changing landscape of literacy in the 21st century, examining national and global influences on literacy teaching and learning practices.

The role of children's literature and multimodal texts as essential tools for providing explicit, systematic instruction in reading, writing, and comprehension.

Exploring various genres and text types, emphasising how tailored reading and writing comprehension instruction for different genres enhances student outcomes.

Research-driven pedagogical strategies, including explicit teaching, modelling, and scaffolding, to foster multiliterate practices in diverse classroom settings.

The role of current curriculum frameworks in shaping instructional planning for literacy, ensuring alignment with how students learn.

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**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are 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.	Not applicable	Not applicable
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.	Not applicable	Not applicable

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: <ul style="list-style-type: none"> • 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. 	Not applicable	Not applicable
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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, S5, S6, A1, A3	Select six texts, including two multimodal, suitable for literacy instruction in middle or upper primary, each supporting a specific area of literacy development. For each text, provide a rationale explaining the selection, the literacy component it addresses, how it supports explicit teaching and scaffolding, and its alignment with curriculum standards.	Literacy Resource Portfolio	40-60%
K1, K2, K3, K4, K5, S1, S2, S3, S4, S6, A2	Using knowledge of genre, literary devices, current curriculum frameworks, teaching approaches, and core practices, design an inclusive unit of work for middle to upper primary students based on a specific genre of text. This unit should incorporate explicit teaching, modelling, and scaffolding to engage diverse learners and develop key literacy skills. The unit must explore the structure, features, and literary devices of the genre while aligning with curriculum goals and supporting student learning in areas such as reading, viewing, writing, speaking and listening. Additionally, the unit should be annotated to demonstrate alignment with relevant theories of literacy development and pedagogy.	Annotated Unit of Work	40-60%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K2, K3, K4, S5, A3	Develop a brief presentation that highlights a variety of text types and genres, including multimodal texts, suitable for use as classroom resources in middle and upper primary settings. Show how these texts can be used to support the explicit teaching of literacy.	Hurdle task	S/U

Adopted Reference Style:

APA ()

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

Fed Cite - [referencing tool](#)