Course Outline (Higher Education)

School:	School of Education
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.

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

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 the 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 pedagogical approaches to multiliterate practices and how these apply to the classroom environment;

K5. 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. Students are required to 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. Demonstrate knowledge in lesson closure that reinforce the lesson learning outcomes.

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 artefacts for teaching text and include a reflective discussion about texts and text construction in contemporary teaching and learning.

A2. Using knowledge of current curriculum, teaching approaches 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
- Pedagogical approaches to support multiliterate practices 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.

Values:

V1. Appreciate the importance of being a literate citizen in the social world and how culturally responsive programs and practices facilitate student literacy development

V2. Understand how professional knowledge underpins all teaching and learning decisions within the educational context

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.	K1, K5, S6, A1,	A	AT1	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.	K2, K3, K4, S4, A3	A	AT1, AT2	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.	K1, K2, K5, S1, A1	B	AT2	B
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.	K1, S1, S2, S4, S6, A3	A	AT1, AT2	A
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.	K4, S3,	B	AT1, AT2	B

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5 S2. S3, S4; S6 A1 APST: 1.2, 2.1 3.4	Construct a collection of artefacts for teaching text (as an eportfolio), accompanied by a reflective discussion of your new and developing understandings about texts and text construction in contemporary teaching and learning.	Portfolio and reflective discussion	40-60%
K2, K3, K4 S1, S2. S3, S4, S5 A2 APST: 1.2, 1.3 2.2, 3.2 3.3, 3.4	Design a sequence of learning, with inclusive learning experiences, to teach a particular genre of text focusing on a specific year level (middle to upper primary). Incorporate the current curriculum. Justify planning decisions and include a range of teaching strategies to support all learners in the classroom.	Sequence of learning and rationale	40-60%
K2, K3 A3 APST: 3.4	Create a short presentation (using ICTs) to provide an example of a range of text types and genres that can be used as classroom resources.	Hurdle task	S/N

Adopted Reference Style:

APA