

# Unit Outline (Higher Education)

**Institute / School:** Institute of Education, Arts & Community

**Unit Title:** English Curriculum 2

**Unit ID:** EDMAS6109

**Credit Points:** 15.00

**Prerequisite(s):** (EDMAS6009)

**Co-requisite(s):** Nil

**Exclusion(s):** Nil

**ASCED:** 070105

**Description of the Unit:**

This course is designed to enhance knowledge and skills related to the effective teaching of English in secondary schools. It has a particular focus on the teaching of English at senior levels. PSTs will learn how to design curriculum and assessment related to the required knowledge and skills. PSTs will learn to use a range of teaching strategies, including the effective use of ICT, resources and assessment approaches that help students to be perceptive, skilled readers and writers able to participate in substantive conversations in both face-to-face and online contexts.

**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.** Understand the English Victorian Curriculum and the VCE English Areas of Study and the knowledge and skills that are taught and assessed in English.
- K2.** Analyse the constructed nature of multi-modal media texts the use of persuasive language and presentation of arguments, with a focus on implications for teaching and learning, particularly in VCE English.
- K3.** Examine a range of teaching approaches for closely reading, comparing, interpreting, critiquing and responding to texts.
- K4.** Identify the oral skills required by students to effectively present understandings and arguments to diverse audiences.
- K5.** Examine a range of teaching and assessment approaches for actively engaging diverse students, in learning English.
- K6.** Identify approaches for building vocabulary and using metalanguage in English.
- K7.** Identify and use a range of resources, including VCE English Examiners reports, as well as professional networks and peer feedback to support the effective teaching of English.

#### Skills:

- S1.** Demonstrate lesson planning and curriculum design skills drawing upon relevant curriculum policy and focusing on engaging and assessing diverse learners.
- S2.** Set challenging, clear and achievable learning goals and success criteria for students.
- S3.** Use a range of assessment approaches to examine students' learning, reflect critically on teaching, suggest next steps and provide constructive, timely feedback to students
- S4.** Collect, use and evaluate strategies and resources, including online resources, related to the effective, inclusive teaching of reading, writing, speaking and listening.
- S5.** Select, read, critique and respond to various texts, including multi-modal and digital texts, that could be the focus for learning in English
- S6.** Reflect critically and imaginatively on the practice of teaching English from years 7 - 12 drawing strategically upon feedback, dialogue and observations.
- S7.** Develop interpersonal and communication skills in both face-to-face and online settings.

#### Application of knowledge and skills:

- A1.** Design a lesson sequence focused on argument.
- A2.** Choose and read a literary text and argue for its inclusion in an English classroom.

#### Unit Content:

- Understanding the VCE English Course Design and using it as the basis for curriculum planning, sequencing learning experiences and creating assessment tasks.
- Understanding the links between VCE English and Victorian Curriculum, including the curriculum capabilities
- Using a range of resources to support the teaching of English including the VCE English Examiner's Reports,

VATE publications and VCAA publications.

- Analysing persuasive language used in media texts, presenting arguments and building students' critical and analytical thinking skills.
- Reading and responding to texts in years 7-12 English and catering for diverse learners.
- Expanding awareness, understanding and application of approaches to teaching close reading of texts and developing a written response
- Expanding awareness, understanding and application of approaches to teaching the craft of writing, including use of mentor texts
- Building students' vocabulary, spelling and use of metalanguage.
- Using ICT as a tool for learning in English.
- Examining the use of small group work in English and enabling student voice.

## 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.	K4, K5, K7 S6, S7	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.	K7 S6, S7	AT1
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, K2, K3, S1, S2, S4, S5	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
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.	K2 S4, S7	AT1, AT2
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	K5, K7	AT2

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K4, K5, K6, K7, S1, S2, S3, S4, S5, S6, S7 APST 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 5.1	Design a sequence of lessons with a focus on VCE English Unit 2, Area of Study 2, Exploring Argument. Ensure use of teaching strategies to cater for diverse learners, resources (including the use of ICT), assessment approaches, references to the recent Examiner's Report. Teach a lesson excerpt to a peer and exchange lesson sequence for critical feedback and reflect on personal learning.	Curriculum Design and Performance Assessment	40% - 60%
K1, K3, K5, K6, K7 S1, S4, S5 APST 2.1, 2.2, 2.5, 3.1, 3.3, 3.4, 4.1, 5.1	Select and read a literary text appropriate for years 9 or 10, such as a novel, graphic novel, selection of short stories or essays or poetry. Present an argument for its inclusion in your English class. Include analysis and critique of the text, discussion of opportunities for enhancing reading strategies, engaging teaching strategies, resources (including the use of technology) and learning and assessment tasks.	Text Selection	40% - 60%

### Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)