

Course Outline (Higher Education)

School:	School of Education
Course Title:	ENGLISH CURRICULUM 2
Course ID:	EDMAS6109
Credit Points:	15.00
Prerequisite(s):	(EDMAS6009)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED Code:	070105

Description of the Course :

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, resources and assessment approaches that help students to be perceptive, skilled readers and writers able to participate in substantive conversations.

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

Work Experience:

No work experience: Student is not undertaking work experience in industry.

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:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

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- 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 media texts and the use of persuasive language 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 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 learning goals 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 related to the effective, inclusive teaching of reading, writing, speaking and listening.
- S5.** Select, read, critique and respond to various 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.

Application of knowledge and skills:

- A1.** Design, teach and critically evaluate a lesson which has a focus on reading applying planning skills, content knowledge, pedagogical understandings, differentiation strategies, assessment strategies and policy knowledge.
- A2.** Design a sequence of lessons with a focus on analysing and presenting arguments and including a personal reflection on learning.
- A3.** Participate in an online Text Club focusing on texts selected for junior, middle and senior students and focusing on analysis and critique, reading strategies, teaching ideas, resources (including the use of technology) and learning and assessment tasks.

Course Content:

- Understanding the VCE English Course Design and using it as the basis for curriculum planning, sequencing learning experiences and creating assessment tasks.
- 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.
- Reading and comparing texts and constructing written responses.
- Building students' vocabulary, spelling and use of metalanguage.
- Using ICT as a tool for learning in English.

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- Examining the use of small group work in English and enabling student voice.

Values:

- V1.** Appreciate and respect the variety of languages, literacies and experiences students bring to English classrooms
- V2.** Engage with and respond to the variety of text types that can be examined and produced in English classrooms.
- V3.** Value the centrality of relationships to learning.

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K3, K5, K6, K7 S1, S4, S5, S6, S7 A1 APST 2.1, 2.2, 2.3, 2.5, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 5.1	Design, teach and critically evaluate a lesson, which has a focus on reading, applying planning skills, content knowledge, pedagogical understandings, differentiation strategies, assessment strategies and policy knowledge.	Performance Assessment	30 – 40%
K1, K2, K3, K4, , K5, K6, K7 S1, S2, S4, S5, S6 A2 APST 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4. 4.1, 4.2, 5.1	Design a sequence of lessons with a focus on Analysing and Presenting Arguments in VCE English and which includes teaching strategies which cater for diverse learners, resources (including the use of ICT), assessment approaches, references to the recent Examiner's Report, and a personal reflection on learning.	Curriculum Design	30 – 40%
K1, K3, K4, K5, K6, K7 S4, S5, S6, S7 A3 APST 2.1, 2.5, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 5.1	Participate in an online Text Club focusing on texts selected for junior, middle or senior students focusing on analysis and critique, reading strategies, engaging teaching strategies, resources (including the use of technology) and learning and assessment tasks.	Online Text Club	30 – 40%

Adopted Reference Style:

APA