



# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	READING IN THE 21ST CENTURY
<b>Course ID:</b>	HENAE6014
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070303

## Description of the Course:

This course will enable students to investigate the reading skills, processes and strategies that are essential to acquiring twenty-first-century literacies. Critical challenges facing reading comprehension in the digital era will be explored, with attention to multimodalities and their corresponding multiliteracies. Students will interrogate how reading texts from screens and from paper may differ in terms of deep versus shallow processing. They will examine multimodal and hybrid texts through various theoretical frameworks including semiotics and social constructivism. Students will research and plan for various pedagogical strategies for teaching critical digital reading practices.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

**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	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Learning Outcomes:**

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

**Knowledge:**

- K1.** Examine and interrogate the concepts and constructs that inform contemporary definitions of reading comprehension.
- K2.** Identify and examine multimodalities and their corresponding multiliteracies.
- K3.** Explore the semiotic systems through which meaning is made and the implications for reading comprehension via print and screen.
- K4.** Investigate approaches and strategies for teaching critical digital reading.

**Skills:**

- S1.** Analyse contemporary theories of reading comprehension to inform teaching.
- S2.** Investigate the explicit instruction of deep comprehension and self-monitoring skills in digital reading.
- S3.** Incorporate a range of semiotic systems and modalities when planning for literacy learning.
- S4.** Identify effective pedagogical strategies to differentiate reading instruction for diverse learners.

**Application of knowledge and skills:**

- A1.** Critically evaluate the theoretical perspectives and pedagogical challenges of reading in the digital era.
- A2.** Interpret curriculum and apply understandings of multimodalities to support learner's critical digital reading skills.
- A3.** Plan and design lesson sequences incorporating effective pedagogical approaches, digital reading tools and strategies.

**Course Content:**

Topics may include:

- The digital culture and implications for cognitively demanding deep-reading processes
- Contributions of neuroscience to the understanding of digital reading
- Reading and learning from screens and from paper
- Multimodal texts and their multiliterate affordances
- Comprehension models and theories
- Self-monitoring and digital reading comprehension skills
- The importance of critical literacies in the digital age

**Values:**

- V1.** Appreciate deep reading as central to students' success in an information age.
- V2.** Recognise learner's preferences and uses of particular types and modes of texts
- V3.** Develop a broadened perspective of reading and the implications for learning and teaching

**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)	Assessment task (AT#)
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.	A1 S1 K3	AT1
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.	S4 K4	AT2
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.	S2 S4 A3	AT1, AT2
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.	A1 A2 A3	AT1, AT2
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.	S2 K4	AT2

**Learning Task and Assessment:**

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K4, S1, S2, A1	Literature review	Literature review	40-60%
K3, K4, S2, S3, S4, A2, A3	Create comprehensive teaching materials, practices or programs for teaching reading, relevant to the student's own teaching context.	Negotiated unit of work	40-60%

**Adopted Reference Style:**

APA

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

 Fed Cite - [referencing tool](#)