Unit Outline

EDUC1004 Language and Literacy for Teachers
Semester 1, 2015

Unit study package code: EDUC1004
Mode of study: Internal
Tuition pattern summary: Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section.
Workshop: 1 x 2 Hours Weekly
This unit does not have a fieldwork component.
Credit Value: 25.0
Pre-requisite units: Nil
Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.

Unit coordinator:
Title: Ms
Name: Von Sawers
Phone: 0892662178
Email: Yvonne.Sawers@curtin.edu.au
Building: 501
Room: 4th floor

Teaching Staff:
Name: Toni Dobinson
Phone: +618 9266 4311
Email: T.Dobinson@curtin.edu.au
Building: 501
Room: 4th Floor
Name: Helen McCarthy
Phone: +618 9266 2815
Email: H.Mccarthy@curtin.edu.au
Building: 501
Room: 4th Floor

Administrative contact:
Name: Lily McDonald
Phone: 92662158
Email: L.MacDonald@curtin.edu.au
Building: 501
Room: Reception

Learning Management System: Blackboard (ims.curtin.edu.au)
Acknowledgement of Country

We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus

This unit provides an introduction to language, its development, use and centrality to living and learning. Effective teaching of language, literature and literacy rests upon theoretical understanding and practical appreciation of the roles of language and languages in all sociocultural contents. The modes, textual varieties, purposes and functions of English are emphasised as students develop confidence in their own academic and professional literacy.

Introduction

This is an interesting unit which will help student understanding about how important language is for everything humans do. All language has a context which drives its form. Language can be represented in many text types including oral, written, digital, graphical, pictorial etc. Learning will also cover how language and literacy changes over time and how the digital world has influenced many of these changes. Students must also develop their understanding of cultural diversity, how English comes in many variations and how that impacts a classroom. Students will also address their own academic literacy needs and create a plan for improvement to implement while they are studying this semester and over the length of their degree.

Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Develop personal literacy skills for academic and professional contexts</td>
<td>![Icon] ![Icon] ![Icon]</td>
</tr>
<tr>
<td>2 Assess personal levels of competence and confidence about language and literacy and successfully implement a plan to meet required standards</td>
<td>![Icon] ![Icon] ![Icon]</td>
</tr>
<tr>
<td>3 Demonstrate an understanding of multiliteracies through applying them for different purposes in diverse contexts and at different times</td>
<td>![Icon] ![Icon] ![Icon]</td>
</tr>
<tr>
<td>4 Evaluate the roles of language and languages in diverse contexts as central to living and learning</td>
<td>![Icon] ![Icon] ![Icon]</td>
</tr>
</tbody>
</table>

Curtin’s Graduate Attributes

- Apply discipline knowledge
- Thinking skills (use analytical skills to solve problems)
- Information skills (confidence to investigate new ideas)
- Communication skills
- Technology skills
- Learning how to learn (apply principles learnt to new situations)
- Professional Skills (work independently and as a team)
- International perspective (value the perspectives of others)
- Cultural understanding (value the perspectives of others)
- Cultural understanding (value the perspectives of others)
- Professional Skills (plan own work)

Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: ctl.curtin.edu.au
Learning Activities

Reading of set readings and the Communications Toolkit - It is expected that each week students read all set readings.

After reading/viewing, thinking and notetaking each week students will carry out activities and tasks to consolidate knowledge and understanding to clarify the topic and prepare for the completion of assessments.

Academic literacy improvement - Exploration of student’s own personal and academic literacy skills and create a personal plan for improvement.

Online discussions - Forums are provided in Blackboard so students can connect with others students and continue discussions and ask clarifying questions. Participating in online discussions also helps clarify and extend learning.

On Campus students will be involved in collaborative activities with other students in their weekly workshops.

Learning Resources

Library Reserve

There are resources for this unit in the library Reserve collection. To access these resources, please click on the following link:
http://link.library.curtin.edu.au/primo/course?EDUC1004

Essential texts

The required textbook(s) for this unit are:


Recommended texts

You do not have to purchase the following textbooks but you may like to refer to them.


This text is about teaching grammar and will help you improve your own grammar. If you are doing this unit to become a teacher this text will prove a good resource for this unit and for future units.

Other resources

1. **Assessment 1** Identify your Academic Literacy Needs and Create a Plan for Improvement 10% Week 4 Monday 23\(^{rd}\) March

1. **PELA WEEK 1** this must be completed during the first week of semester. Please complete the “PELA” – Post Entry Language Assessment which all 1\(^{st}\) year Curtin University students must undertake. Follow the instructions to complete the PELA on BlackBoard under the Assessment tab in Assessment one. Once you have completed the PELA, within one week, you will receive your results in the form of a number which indicates whether you must complete further study to develop your academic literacy.

2. You have been reading about Language in week 1. Write another short passage around 100 words, as formally as you can, about what you have learned so far (or use the writing from the PELA). When you have finished, seek some feedback from some of the following websites or other sources such as your student peers, friends or family.


3. Reflect on the PELA results and other feedback and try to identify your writing strengths and weaknesses.

**To complete assessment 1**


Ask yourself: “How clear and correct is my written English?” Identify the academic skills you need to improve or enhance. Use the headings from Grellier & Goerke, 2014 as a starting point for this and then add some headings from the other feedback.

**In a Word document, complete the following:**

Create a table (see format on BlackBoard) which clearly states your learning needs, what you do well and what you need to do to improve. Be very specific about each element of each principle from the reading.

2. Write 3 paragraphs about how you are going to improve your writing based on your feedback and analysis. What are you going to do and how are you going to go about doing it? This is your plan. You will include your improvement strategies such as weekly practice sessions or online tutorial help or resources you intend to access. This plan must be actionable. You must plan to follow your plan throughout this study period and beyond so make it realistic and achievable.
2. Assessment 2 Academic Report 30% Due Tuesday 28th April 2015

Write an Academic Report strictly 1500 words (not including references or headings).

**Topic:** Outline the Role of Language and its Usage in a Variety of Diverse Contexts

**Reading and Research:** Read all set readings around this topic

**Take notes from your readings using some of the note taking strategies you have learned in week 2.**

**Summarise and Refine your notes.** Use Grellier, J. & Goerke, V. (2014). *Communication toolkit.* (3rd Ed.). Melbourne, Vic.: Cengage, to learn about summarising refining on pp144-150

**Draft Writing:** Identify some key ideas which could be your headings in the body of your report. Write paragraphs around your findings and put them under headings. Keep track of where your ideas have come from as you will need to reference them. Refine and check your writing for clarity. Academic writing is clear and simple.

**Check all referencing:** both in-text and end text. All ideas must be referenced to the source. Use Grellier, J. & Goerke, V. (2014). *Communication toolkit.* (3rd Ed.). Melbourne, Vic.: Cengage Pp 51-72 to guide you.

**Review your draft report – review and refine before submission.**

Use the following guidelines from Grellier, J. & Goerke, V. (2014) about how to write a lab or project report from Pp 107

1. Unit cover page. Not required
2. Report Title page.
3. Introduction to Outline the Role of Language and its Usage in a Variety of Diverse Contexts
4. Body – you may use headings to organise your writing.
5. Conclusion
6. No recommendations are necessary
9. References
10. No appendices are required.

3. Assessment 3 Learning Portfolio 60% Due May 25th 2015

You are going to create a Learning Portfolio and present it in the form of a PowerPoint Presentation

This portfolio will comprise of 7 tasks. The presentation of your learning in PowerPoint will represent thinking and learning completed by you throughout the semester.

See the table below for details.

<table>
<thead>
<tr>
<th>Topic</th>
<th>PowerPoint Portfolio using the shell provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Contents Page for the Unit</td>
<td>Using all topic and heading information: Create a contents page for the unit (not this PowerPoint). Look at many types and styles of “contents pages”. Choose a style which you think would adequately reflect this unit: <em>Language and Literacy for Teachers</em>. This is a task where you will be given little guidance. It is up to you to make decisions about what you include and what you don’t.</td>
</tr>
</tbody>
</table>
Pass requirements
In order to pass this unit, all assessment tasks must be submitted for marking and an overall mark of 50% or more must be achieved. Assessments are not considered as submitted if any required sections are incomplete, or if the electronic file is unreadable. It is a student’s responsibility to ensure that assessments are complete and have been successfully uploaded in a readable format.

A student who has received a Fail Grade (less than 50%) for an assessment, but achieves at least 40% of the possible mark for an assessment that was handed in on time, may be offered the opportunity to resubmit. The maximum a resubmission can be awarded is 50% of the possible mark and only one assessment resubmission per unit is possible. The resubmitted work must be received by the due date indicated. Where supplementary assessments are offered by the Board of Examiners, an OC will be sent to the student, giving a due date that will be two weeks after the notification.

Fair assessment through moderation
Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

Late assessment policy
This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (e.g. a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

Assessment extension

<table>
<thead>
<tr>
<th>5. Your Own Academic Literacy Improvement</th>
<th>Explain in 3 very well structured paragraphs how your plan for academic literacy improvement (Assessment 1) has progressed this semester.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Audio Presentation</td>
<td>Prepare a 3 minute recorded audio presentation to represent your key learning from this unit.</td>
</tr>
<tr>
<td></td>
<td>Place a photo of yourself on the slide and upload your audio file.</td>
</tr>
<tr>
<td></td>
<td>This presentation must be planned and formal not casual and laid back.</td>
</tr>
<tr>
<td></td>
<td>It must be a clear synthesis of the most important learning you have done over the semester.</td>
</tr>
<tr>
<td></td>
<td>You are not expected to cover all content but you are expected to provide a clear and concise synthesis of your developing knowledge about Language and Literacy for Teachers.</td>
</tr>
<tr>
<td>7. References</td>
<td>Create a reference list for Assessment 3 following APA guidelines.</td>
</tr>
</tbody>
</table>

Choose a high quality, award winning picture book published after 2010. After reading “How to recognise a well written book” analyse your chosen picture book for:

- The right words,
- Precise vocabulary,
- figurative language,
- dialogue,
- music in language
- understatement and
- unexpected insights.
- weak writing in your text?
A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

Deferred assessments
If your results show that you have been granted a deferred assessment you should immediately check your OASIS email for details.

Supplementary assessments
Supplementary assessments, if granted by the Board of Examiners, will have a due date or be held between 13/07/2015 and 12/08/2015. Notification to students will be made after the Board of Examiners’ meeting via the Official Communications Channel (OCC) in OASIS.

It is the responsibility of students to be available to complete the requirements of a supplementary assessment. If your results show that you have been granted a supplementary assessment you should immediately check your OASIS email for details.

Referencing style
The referencing style for this unit is APA 6th Ed.

More information can be found on this style from the Library web site: library.curtin.edu.au.

Academic Integrity (including plagiarism and cheating)
Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

For more information, including student guidelines for avoiding plagiarism, refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au.

Additional information
Enrolment
It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities
It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s “Student Rights and Responsibilities website at: students.curtin.edu.au/rights.
Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesj@curtin.edu.au or go to http://eesj.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin’s Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

We welcome feedback as one way to keep improving this unit. Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system (see evaluate.curtin.edu.au/info/).

To view previous student feedback about this unit, search for the Unit Summary Report at evaluate.curtin.edu.au/student/unit_search.cfm. See evaluate.curtin.edu.au to find out when you can eVALUate this unit.

Recent changes to this unit include:

There are no significant changes to this unit.
<table>
<thead>
<tr>
<th>Teaching week</th>
<th>Date Week Beginning</th>
<th>Topic</th>
<th>The Reading</th>
<th>Assessment due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1 Language</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Reading 1</td>
<td>Reading 2</td>
<td>Reading 3</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>7 13 April 2015</td>
<td>Tuition Free Week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 27 April 2015</td>
<td>Topic 7 Literacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 4 May 2015</td>
<td>Reflective Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Module 2 Language and Learning**

<p>| Assessment 2 Written Report | Due 28th April | 30% |</p>
<table>
<thead>
<tr>
<th>2015</th>
<th>Reading 1</th>
<th>Reading 2</th>
</tr>
</thead>
</table>

### Topic 9 The Role of Writing

11 May 2015

<table>
<thead>
<tr>
<th>11</th>
<th>Reading 1</th>
<th>11 May 2015</th>
</tr>
</thead>
</table>

### Topic 10 Multiliteracies

18 May 2015

<table>
<thead>
<tr>
<th>12</th>
<th>Reading 1</th>
<th>Reading/Viewing 2</th>
</tr>
</thead>
</table>

### Topic 11 Texts including Children’s Literature

25 May 2015

<table>
<thead>
<tr>
<th>13</th>
<th>Reading 1</th>
<th>Reading 2</th>
<th>Reading 3</th>
<th>Assessment 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 May 2015</td>
<td>Read a high quality children’s picture book. If you can’t access one listen to this You-Tube video. <a href="http://www.youtube.com/watch?v=BboBeS-vhjj">http://www.youtube.com/watch?v=BboBeS-vhjj</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 May 2015</td>
<td>Portfolio of Learning 60%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Topic 12 School and Australian Curriculum and Early Years Learning Framework

1 June 2015

<table>
<thead>
<tr>
<th>14</th>
<th>Viewing 1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 June 2015</td>
<td><a href="http://www.youtube.com/watch?v=nVmYHvRkkk">http://www.youtube.com/watch?v=nVmYHvRkkk</a></td>
</tr>
<tr>
<td>1 June 2015</td>
<td><a href="http://www.youtube.com/watch?v=sP3aPU8Vj0I">http://www.youtube.com/watch?v=sP3aPU8Vj0I</a></td>
</tr>
<tr>
<td>1 June 2015</td>
<td><a href="http://www.youtube.com/watch?v=V55VO9C-ICk">http://www.youtube.com/watch?v=V55VO9C-ICk</a></td>
</tr>
</tbody>
</table>

8 June 2015

<table>
<thead>
<tr>
<th>15</th>
<th>Please complete the Evaluate survey.</th>
</tr>
</thead>
</table>