Unit Outline
EDUC1004 Language and Literacy for Teachers
Semester 1, 2016

Unit study package code: EDUC1004
Mode of study: Fully Online
Tuition pattern summary: 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:

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Email: T.Dobinson@curtin.edu.au
Location: Building: 501 - Room: 4th floor
Consultation times: Telephone or email for assistance

Teaching Staff: Name: Dr Helen McCarthy
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Location: Building: 501 - Room: 4th Floor

Administrative contact: Name: Kat Minutillo
Phone: +618 9266 5818
Email: kathleen.minutillo@curtin.edu.au
Location: Building: 501 - Room: Third floor

Learning Management System: Blackboard (lms.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 unit should help students to appreciate the importance of language in our lives and the importance of context for language choice. Language can be represented in many text types including oral, written, digital, graphical and pictorial. The unit will also address language and literacy changes over time and the impact of the digital world on language. Students will develop their understanding of cultural diversity and varieties of English in the classroom. They will also reflect upon their own personal academic literacy with a view to improving in this area.

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>📋💡✍</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>📋💡✍</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>📋💡✍</td>
</tr>
<tr>
<td>4 Evaluate the roles of language and languages in diverse contexts as central to living and learning</td>
<td>📋💡✍</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)
- **Learning how to learn** (apply principles learnt to new situations)
- **Communication skills**
- **Technology skills**
- **International perspective** (value the perspectives of others)
- **Cultural understanding** (value the perspectives of others)
- **Professional Skills** (work independently and as a team)

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

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

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: Students will explore their own personal academic literacy skills with a view to improvement.

Online discussions: Forums are provided in Blackboard so that students can connect with other students and continue discussions outside of the Blackboard sites. Participating in online discussions helps clarify and extend learning.

On campus students: Bentley 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:

  (ISBN/ISSN: 978-0-17-024361-2)

Recommended texts

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


  This text is about teaching English grammar and should help you to improve your own English 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.
  (ISBN/ISSN: 978-1-4860-1049-3)

Other resources


Assessment

Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Reflection on results</td>
<td>10 percent</td>
<td>Week: 2 Day: Monday March 7 Time: 23.59 WST</td>
<td>1,2</td>
</tr>
<tr>
<td>2  Report Critical Reflection</td>
<td>30 percent</td>
<td>Week: 6 Day: Monday April 4 Time: 23.59 WST</td>
<td>1,4</td>
</tr>
<tr>
<td>3  Learning Portfolio</td>
<td>60 percent</td>
<td>Week: 12 Day: Monday May 16 Time: 23.59 WST</td>
<td>1,2,3</td>
</tr>
</tbody>
</table>

Detailed information on assessment tasks

1. **Assessment 1 (10%)** Identify your Academic Literacy Needs by completing the compulsory Post Entry Language Assessment (PELA) online by Monday 7th March 2016 at the latest.

   1. The PELA must be completed during the first week of semester and no later than Monday March 7. All 1st year Curtin University students must undertake this diagnostic test. Follow the instructions to complete the PELA on BlackBoard under the Assessment tab in Assessment one. Make sure you keep a copy of the writing you submit in a word document. You will receive your results in the form of a number which indicates whether you must complete further study (the SUCCESS program) to develop your academic literacy. This number will also be your score out of 10 for Ass 1

   To help you before you complete Assessment 1

   Read Chapter 11 and 12 of Grellier, J. & Goerke, V. (2014). *Communications Toolkit* (3rd Ed). Melbourne: Cengage Learning pp160-204. These chapters are about key principles of academic writing and grammar. You may also want to put another piece of your writing through a website (see some suggestions listed under Topic 1 on the EDUC 1004 Blackboard site) to see what areas of your writing might need improving before you submit your writing for the PELA (Ass 1).

2. **Assessment 2 Academic Report 30% Due Monday April 4th 2016.**

   Write an Academic Report of **1500 words** (not including references or headings). The report will not contain recommendations but it will have headings.

   **Topic:** Language can be seen and heard; it can be diverse or standard. With this in mind, discuss the different roles that language can have in a child’s life.

   **Reading and Research:** Read all set readings around this topic. Discuss your ideas on the discussion board under the related topics in order to help you to build up your knowledge base and critical perspective.

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

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

   **Check all referencing:** Reference your sources both in-text and end text. All ideas must be referenced to the source. When using the exact words in the text you must use quotation marks and indicate page numbers. Use Grellier, J. & Goerke, V. (2014). *Communication toolkit.* (3rd Ed.). Melbourne, Vic.: Cengage Pp 51-72 to guide you.
Review your draft report before submission: Use the following guidelines from Grellier, J. & Goerke, V. (2014) about how to write a lab or project report (p 107 onwards).

1. Unit cover page. Not required
2. Report Title page.
3. Introduction to Language can be seen and heard; it can be diverse or standard. With this in mind, discuss the different roles that language can have in a child’s life.
4. Body – you should 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 Monday May 16th 2016
Create a Learning Portfolio and present it in the form of a PowerPoint Presentation
The portfolio will comprise of 5 tasks. The presentation of your learning in PowerPoint will represent thinking and learning completed by you throughout the semester. Each task must be presented on only one PPT slide. Your own personal academic literacy will be assessed as well as the content you present on each slide so be sure to make your work, accurate, cohesive and coherent.
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. Audio Presentation (10%)</td>
<td>Prepare a 3 minute recorded audio presentation to represent your key learning from this unit. Place a photo of yourself on the slide and upload your audio file. This presentation should be planned and delivered in formal spoken English but it should also be personalised and not just a rehearsed summary of the unit outline. It should be a clear synthesis of the most important learning you have done over the semester. <strong>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 and the significance of the content for you.</strong></td>
</tr>
<tr>
<td>2. Multiliteracies (10%)</td>
<td>Read and View the following: <a href="http://newlearningonline.com/multiliteracies">http://newlearningonline.com/multiliteracies</a> <a href="http://newlearningonline.com/multiliteracies/videos">http://newlearningonline.com/multiliteracies/videos</a> Choose 5 images which demonstrate your understanding of “children engaged in multiliterate practices”. Justify your choices in 1 paragraph.</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 in the unit 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 (eg 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

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: http://libguides.library.curtin.edu.au/referencing.

Copyright
© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

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.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

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

Information and Communications Technology (ICT) Expectations
Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support:
oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre:
life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

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

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

<table>
<thead>
<tr>
<th>Feedback System</th>
<th>To view previous student feedback about this unit, search for the Unit Summary Report at <a href="https://evaluate.curtin.edu.au/student/unit_search.cfm">https://evaluate.curtin.edu.au/student/unit_search.cfm</a>. See <a href="https://evaluate.curtin.edu.au/info/dates.cfm">https://evaluate.curtin.edu.au/info/dates.cfm</a> to find out when you can eVALUate this unit.</th>
</tr>
</thead>
</table>

Recent changes to this unit include:

1. PELA now used as Assessment 1
2. Topic for Assessment 2 changed.
3. Self marking online quiz added to Assessment 3 as well as the slide/poster on writing skills. The slide/poster on bilingualism has been dropped as has the slide on academic literacy progress.
## Program Calendar

**Program Calendar – Semester 1 2016**

**Language and Literacy for Teachers EDUC1004**

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assmt</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Orientation Week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>22 February</td>
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<tr>
<td></td>
<td></td>
<td><strong>MODULE 1 LANGUAGE AWARENESS</strong></td>
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<tr>
<td></td>
<td>29 February</td>
<td><strong>Topic 1 What is language?</strong></td>
<td><strong>Reading 1</strong>&lt;br&gt;Gee, P. &amp; Hayes, E. (2011). <em>Language and Learning in the Digital Age</em>. New York: Routledge. pp 6-13. This whole text is available online through the library and is a good resource.</td>
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<tr>
<td></td>
<td></td>
<td><strong>Academic literacy</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>Your own literacy</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>transition to tertiary studies and an introduction to referencing using APA style</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>This is an official website for the American Psychological Association (APA) referencing style.</strong> <a href="http://blog.apastyle.org/apastyle/">http://blog.apastyle.org/apastyle/</a></td>
<td></td>
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</tbody>
</table>
Week 1 or Mon March 7 latest |
<p>|    |            | <strong>Academic literacy</strong>                      |                                                                         |                                 |
|    |            | <strong>Grammar, punctuation and spelling</strong>      |                                                                         |                                 |
| 3  | 14 March   | <strong>Topic 3 Varieties of English (Australian and Aboriginal English)</strong> | <strong>Reading 1</strong>&lt;br&gt;Caruso, J. Aboriginal English is bad standard Australian English - not. [online]. <em>Practically Primary</em>; v.2 n.4 p.19-20; Nov 1997 |                                 |
|    |            | <strong>Academic literacy</strong>                      |                                                                         |                                 |
|    |            | <strong>Report writing</strong>                         |                                                                         |                                 |
|    |            | <strong>Reading 3</strong>                             |                                                                         |                                 |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading 1</th>
<th>Reading 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>28 March</td>
<td>Tuition Free Week</td>
<td></td>
<td></td>
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<tr>
<td>8.</td>
<td>18 April</td>
<td>Tuition Free Week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>25 April</td>
<td>Topic 7 The big picture: Literacy in the Australian Curriculum and Early Years Learning Framework</td>
<td>Viewing 1-3 <a href="http://www.youtube.com/watch?v=nVrnYHvRkxk">http://www.youtube.com/watch?v=nVrnYHvRkxk</a> <a href="http://www.youtube.com/watch?v=sP3aPU8VJ0I">http://www.youtube.com/watch?v=sP3aPU8VJ0I</a> <a href="http://www.youtube.com/watch?v=vSSVO9C-lCk">http://www.youtube.com/watch?v=vSSVO9C-lCk</a></td>
<td></td>
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</tbody>
</table>
for this week will therefore be conducted online through a Collaborate session

10. 2 May

<table>
<thead>
<tr>
<th>Topic 8 What is ‘literacy’?</th>
<th>Reading 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective writing</td>
<td>Reading 2</td>
</tr>
<tr>
<td></td>
<td>Reading 3</td>
</tr>
</tbody>
</table>

11. 9 May

<table>
<thead>
<tr>
<th>Topic 9 Learning to read</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic literacy</td>
</tr>
<tr>
<td>Revisiting referencing</td>
</tr>
</tbody>
</table>

12. 16 May

<table>
<thead>
<tr>
<th>Topic 10 Children’s literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic literacy</td>
</tr>
</tbody>
</table>

13. 23 May

<table>
<thead>
<tr>
<th>Topic 11 Learning to write</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic literacy</td>
</tr>
<tr>
<td>Date</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>30 May</td>
</tr>
</tbody>
</table>

Watch Video 1 in 5 parts. Considering Multiliteracies.

**PLEASE COMPLETE THE eVALUate SURVEYS FOR THE UNIT CONTENT AND THE TEACHING OF THE UNIT**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 June</td>
<td>Study Week</td>
</tr>
<tr>
<td>13 June</td>
<td>Examinations (NO EXAM FOR THIS UNIT)</td>
</tr>
<tr>
<td>20 June</td>
<td>Examinations (NO EXAM FOR THIS UNIT)</td>
</tr>
</tbody>
</table>