Acknowledgement of Country

We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present. The Centre for Aboriginal Studies aspires to contribute to positive social change for Indigenous Australians through higher education and research.

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

We might argue that without language, we would cease to be truly human. Without literacy we would not function in a world so dependent upon the written word and without literature we would never have the opportunity to step into other worlds; other times, or the shoes of others. Language, literacy and literature are uniquely human artefacts, but what are their similarities and how do they differ from one another?

In this unit we will begin to explore the many facets of our linguistic, visual and symbolic world and consider the implications for both ourselves, as student teachers, and for the students we will eventually teach. We will embark on a journey in which we shall explore how language and literacy differ over time; between locations and even in the different daily contexts of use. Implicated in these differences are issues to do with cultural diversity, gender and social class and how they impact on learning in classrooms.

To be an effective teacher we need to firstly nurture our own literacy. This unit will, therefore, provide you with tasks to help you develop your own literacy, both for professional and academic purposes.

Tasks are designed to help you analyse your needs in this area and create a plan for improvement over the course of the unit and throughout your education 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 and demonstrate personal academic integrity</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**
- **Communication skills**
- **International perspective**
- **Thinking skills**
  - Use analytical skills to solve problems
- **Technology skills**
- **Cultural understanding**
  - Value the perspectives of others
- **Information skills**
  - Confidence to investigate new ideas
- **Learning how to learn**
  - Apply principles learnt to new situations
  - Confidence to tackle unfamiliar problems
- **Professional Skills**
  - Work independently and as a team
  - Plan own work

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.

**Keeping a personal writer’s journal**, including reflections on processes of composition.

**Compiling a resource folder** of quality children’s literature.

**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 Reading List**

The Reading List for this unit can be accessed through Blackboard.
Essential texts
The required textbook(s) for this unit are:


Other resources


Other videos and resources will be available through the Blackboard site for this unit

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>Essay</td>
<td>40 percent</td>
<td><strong>Week: 6</strong>&lt;br&gt;<strong>Day: Monday 3rd April</strong>&lt;br&gt;<strong>Time: 23.59 WST</strong></td>
<td>1,4</td>
</tr>
<tr>
<td>Exercise</td>
<td>40 percent</td>
<td><strong>Week: 14</strong>&lt;br&gt;<strong>Day: Monday 29th May</strong>&lt;br&gt;<strong>Time: 23.59 WST</strong></td>
<td>1,2,3</td>
</tr>
<tr>
<td>Test</td>
<td>20 percent</td>
<td><strong>Week: 15</strong>&lt;br&gt;<strong>Day: Monday 5th June 2017</strong>&lt;br&gt;<strong>Time: 23.59 WST</strong></td>
<td>1,2,3,4</td>
</tr>
</tbody>
</table>

Detailed information on assessment tasks

1. **Task 1. This assessment is in two parts, as follows:**
   Part i) is an essay and Part ii) is a self-evaluation of your own academic writing.
   For Part i), write an academic essay of 2000 words (not including references or headings) (35 % of the total unit mark). The title for the essay is:
   **Topic:**
   "...to view language as though it were an object, devoid of the social context of its creation and use, is to dislocate it from the field of human interaction within which language derives the full quality of its meanings..."
   *(Gruegeon and Gardener 2000: 105)*
   Explain your understanding of the above statement and discuss how a socio-cultural understanding of language has important implications for the teaching of language and literacy in the classroom.
Part ii) is an 'Evaluation of Personal Academic Writing' (5% of the total unit mark).

(See Blackboard for further guidance).

2. Exercise 40% of the unit mark.

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>
</table>
| 1. Audio Presentation:  
The Self as a Writer. (10%)  | Prepare a 4 minute recorded audio presentation in which you reflect on your journey as a writer during the unit. Place a photo of yourself on the slide and upload your audio file.  
The file should consist of:  
i. a reading, lasting no more than one minute, of an original piece of creative writing developed from your Writer’s Journal.  
ii. A 3 minute reflective account in which you:  
a. explain what you have learned about the writing process and how your chosen piece epitomizes your learning;  
b. reflect on how your identity as a writer has changed during the unit;  
Whisth the presentation should be planned and delivered in formal spoken English it should also be personalised and not be read, apart from the first minute. You are not expected to cover all content but you are expected to provide a clear and concise synthesis of your developing knowledge of yourself as a writer and the writing process. |
| 2. Writing Poster (10%)                    | Design an attractive poster for parents explaining your approach to writing with students.  
Use research evidence, background reading, and your own insights into the writing process to construct a clear rationale for your approach. |
Choose one picture book from the unit’s children’s literature reading list and discuss the following:  
- Narrative structure  
- The author/illustrator’s use of multimodality  
- The use of language, including figurative language and the musicality of words  
- Characterization  
- Insights or theme. |
| 4. Poster (10%)                            | Define multi-literacy and give four types of multi-literate practice. (you may use an image to identify each form of multiliterate practice).  
For each type, write a paragraph explaining the literacy skills required to undertake the practice. |
| 5. References                               | Create a reference list for Assessment 3 following APA 6th guidelines. You only need to reference information included on your slides. Use a numeric code (i.e 1,2,3 etc) for references on the slides to correspond with items in the list. You do not need to list readings that you have used to help you to do the quiz etc. |

3. Assessment 3 Online Test 20%
You will complete an online test which covers all of the content in the unit including knowledge of language, academic literacy and language development. The test will be multiple choice and computer marked. The test will be live for four days over the weekend Friday 2nd (9am WST), Saturday 3rd, Sunday 4th and Monday 5th (23:59 WST) June 2017. An announcement will be made prior to the release of the test.

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 (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
A student unable to complete an assessment task by/on the original published date/time (e.g. examinations, tests) or due date/time (e.g. 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.
The Unit Coordinator is responsible for ensuring that the guidelines contained in the Curtin University Student Assessment and Progression policy are adhered to in their unit/s. The onus is on students to provide evidence that their inability to complete an assessment task by the due date can be accepted as being due to exceptional circumstances beyond the student’s control. Such exceptional circumstances that may warrant approval of an assessment extension include, but are not limited to:

- Student injury, illness or medical condition of such significance that completion of the assessment task was not possible;
- Family issues (eg family injury or illness, bereavement etc) of such significance that completion of the assessment task was not possible;
- Commitments to participate in elite sport or other activities that warrant favourable consideration;
- Commitments to assist with emergency service activities (eg bushfire protection);
- Unavoidable and unexpected work commitments (eg relocation, changes to fly-in-fly-out schedules).

These guidelines can be found in Curtin University’s Assessment and Student Progression manual.
Students will be notified of the outcome of their application for Assessment Extension within five working days of the application.
For assignments or other submitted work, an extension will normally be granted up to seven days after the initial due date/time, unless the circumstances warrant a longer delay.
If an application for Assessment Extension is rejected, the Unit Coordinator must provide reasons for her/his decision. Students have the right of appeal (to the Head of School).
Deferred assessments
If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Supplementary assessments
Supplementary assessments, if granted by the Board of Examiners, will have a due date or be held between 12/07/2017 and 25/07/2017. 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 OASIS for details.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies
A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.
If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each study period.

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. Assessments under investigation will not be given a mark until the matter is concluded. This may result in the unit grade being withheld or a grade of Fail Incomplete (F-IN) until a decision has been made by the Student Disciplinary Panel. This may impact on enrolment in further units/study periods.
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**

**Curtin School of Education Assessment Extension**

The Unit Coordinator is responsible for ensuring that the guidelines contained in the Curtin University Student Assessment and Progression policy are adhered to in their unit/s. The onus is on students to provide evidence that their inability to complete an assessment task by the due date can be accepted as being due to exceptional circumstances beyond the student’s control. Such exceptional circumstances that may warrant approval of an assessment extension include, but are not limited to:

- Injury, illness or medical condition
- Family issues
- Commitments to participate in elite sport
- Commitments to assist with emergency service activities
- Unavoidable and unexpected work commitments

These guidelines can be found in Curtin University’s Assessment and Student Progression manual. Students must apply for an Assessment Extension using the Assessment Extension form located at: [http://students.curtin.edu.au/administration/forms.cfm](http://students.curtin.edu.au/administration/forms.cfm). The form and any supporting documentation must be submitted to the Unit Coordinator by the assessed date/time or due/time. An application may be accepted up to five working days after the due date of the assessment task where the student is able to provide an acceptable explanation as to why he/she was unable to submit the application prior to the assessment date.

Students will be notified of the outcome of their application for Assessment Extension within five working days of the application. For assignments or other submitted work, an extension will normally be granted up to seven days after the initial due date/time, unless the circumstances warrant a longer delay.

If an application for Assessment Extension is rejected, the Unit Coordinator must provide reasons for her/his decision. Students have the right of appeal (to the Head of School).

**Curtin School of Education Assessment Appeals**

Any student who genuinely believes that assessed work has been unfairly or inaccurately marked or that their final unit grade is inappropriate, has the right to request a review of the mark or final result. If this review process is unable to resolve the issue, a formal assessment appeal may be lodged.

It is expected that most situations will be able to be resolved without the need for a formal appeal.

- **Step 1** – Initial Request for Review by marker or Unit Coordinator. This informal review will be to check that marking was accurate and complete. The work is not completely re-assessed. Marks cannot be reviewed downwards as a result of this informal process.
- **Step 2** – Formal Appeal. If the appeal is upheld and the work re-assessed, this can then result in a mark that is higher, lower or the same as the original assessment.

**Corrupted or Unreadable Files**

Assessments are not considered as submitted if the electronic file is not readable. It is a student’s responsibility to ensure that assessments have been successfully uploaded in a readable format.

It is strongly recommended that students check all uploaded assessments by re-accessing Blackboard and attempting to open and read the uploaded file.

If a lecturer or marker encounters a problem with a submitted file, the student will be notified and must provide a readable file within 48 hours of this notification, after which time it will be considered as a late submission. Students should check their Curtin student email daily during the assessment marking period.

**Student Support**

**Curtin Learning Centre**

Comprehensive support for many aspects of students’ learning is offered through face to face and online resources via the Learning Centre.


**Curtin UniEnglish**

This website has been designed to support students whose first language is not English. The Curtin University UniEnglish website contains English language resources, activities, support information, and links to diagnostic assessment tests.


**Curtin Counselling**

All Curtin students are entitled to access Curtin Counselling for free, confidential and professional services. This includes online students who may require individual counselling for personal, psychological, or study-related issues (although please note that the counselling service is not the appropriate avenue for pursuing assessment appeals or debates).


**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

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
- Values and Signature Behaviours
- 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/.

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

Recent changes to this unit include:

The PELA has been removed from the unit as an assessment instrument and the assessments are now consistent with the OUA version of the unit.

A Professional Literacy strand has been introduced.
### Program calendar

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Reading 1 - Subject Content</th>
<th>Reading 2 – Professional Literacy</th>
<th>Reading 3 - Academic Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/04/17</td>
<td><strong>Two Tuition Free Weeks</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17/04/17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Week 8 01/05/17 | Perspectives of ‘literacy’?  
| Week 9 08/05/17 | Learning to read  
| Week 10 15/05/17 | Children’s literature  
| Week 11 22/05/17 | Learning to write  
There is no set reading in this strand this week so use the time to further develop your personal writing and prepare for the assignment. | There is no set reading in this strand this week so use the time to further develop your personal writing. | Identify personal areas for development and further your knowledge, using available resources. |
| Week 12 29/05/17 A2: Exercise | Bringing it all together Multiliteracies Pedagogies | Read about multiliteracies at [http://newlearningonline.com/multiliteracies](http://newlearningonline.com/multiliteracies)  
View videos on multiliteracy at [http://newlearningonline.com/multiliteracies/videos](http://newlearningonline.com/multiliteracies/videos) | Identify personal areas for development and further your knowledge, using available resources. |
| Week 13 05/06/17 A3: Test | Study Week.  
The Test is open from 9:00 am WST Friday 2nd May and closes at 11:59 p.m. Monday 5th June.  
(N.B. Monday 5th June is a Public Holiday) | | |