## Unit Outline
### EDPR3011 EDP333 Pedagogies and Planning for English
#### OpenUnis SP 2, 2016

<table>
<thead>
<tr>
<th>Unit study package code:</th>
<th>EDPR3011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of study:</td>
<td>Area External</td>
</tr>
<tr>
<td>Credit Value:</td>
<td>25.0</td>
</tr>
<tr>
<td>Pre-requisite units:</td>
<td>EDUC2004 (v.0) EDC231 Teaching Language and Literacy in Junior Primary or any previous version</td>
</tr>
<tr>
<td>Co-requisite units:</td>
<td>Nil</td>
</tr>
<tr>
<td>Anti-requisite units:</td>
<td>Nil</td>
</tr>
<tr>
<td>Result type:</td>
<td>Grade/Mark</td>
</tr>
<tr>
<td>Approved incidental fees:</td>
<td>Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.</td>
</tr>
</tbody>
</table>

### Unit coordinator:
- **Title:** Ms
- **Name:** Von Sawers
- **Phone:** 08 92662178
- **Email:** Yvonne.Sawers@curtin.edu.au
- **Location:** Building: 501 - Room: WS 75

### Teaching Staff:

### Administrative contact:
- **Name:** OUA General Enquiries
- **Phone:** +61 8 9266 7590
- **Email:** hum.educationOUA@curtin.edu.au
- **Location:** Building: Building 501, Bentley Campus - Room: Monday to Friday 8:30am - 4:30pm (WST)

### 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
An inquiry approach to interpretation and critique of curricula and pedagogical materials is employed to plan for teaching, assessment, feedback and reporting on the English literacy learning of primary school children. Planning integration of English across the primary school curriculum is promoted within the context of safe, equal and equitable learning environments. Short and long term teaching and learning plans are developed which demonstrate English curriculum content knowledge and effective instructional approaches. The plan includes an individual, professional English teaching philosophy which demonstrates knowledge of learners and learning.

Introduction
Welcome to the 3rd of three Language Literacy and Literature units in your education degree. This unit builds on theories, principles and understandings from the previous 2 literacy units. It is expected that students review previous units as a starting point for learning. Students will develop a deep knowledge around the theories and pedagogies associated with quality teaching as well as prepare plans for teaching English in a primary school classroom. The text book, associated website and the unit Blackboard site are important resources for this unit. Students will engage with these resources thoroughly and be expected to share their learning with others.

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 Generate a philosophy for teaching english</td>
<td></td>
</tr>
<tr>
<td>2 Interpret English Curricula for authentic and multimodal classroom application</td>
<td></td>
</tr>
<tr>
<td>3 Integrate teaching, assessment, feedback and reporting for student learning</td>
<td></td>
</tr>
<tr>
<td>4 Create a plan for inclusive inquiry based safe, equal and equitable learning environment and experiences.</td>
<td></td>
</tr>
</tbody>
</table>

Curtin’s Graduate Attributes

<table>
<thead>
<tr>
<th></th>
<th>Thinking skills</th>
<th>Information skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply discipline knowledge</td>
<td>(use analytical skills to solve problems)</td>
<td>(confidence to investigate new ideas)</td>
</tr>
<tr>
<td>Communication skills</td>
<td>Technology skills</td>
<td>Learning how to learn</td>
</tr>
<tr>
<td>(value the perspectives of others)</td>
<td></td>
<td>(apply principles learnt to new situations)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(confidence to tackle unfamiliar problems)</td>
</tr>
<tr>
<td>International perspective</td>
<td>Cultural understanding</td>
<td>Professional Skills</td>
</tr>
<tr>
<td>(value the perspectives of others)</td>
<td>(value the perspectives of others)</td>
<td>(work independently and as a team)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(plan own work)</td>
</tr>
</tbody>
</table>

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

Learning Activities
Complete set readings each week and participate in the online discussion forums to develop own knowledge and to enhance the knowledge of others.
Participate in learning activities and discussions, view videos and read widely to support development of understanding around the teaching and planning for literacy learning. Create, prepare and present an integrated plan for English for use in a classroom based on a sound philosophy of teaching literacy.

Learning Resources

Essential texts

The required textbook(s) for this unit are:

  
  This website supports the text: http://newlearningonline.com/literacies
  
  There is a 2nd edition of this text book soon to be released however I don’t think it will be available for this study period.
  
  (ISBN/ISSN: 978-1-107-40219-5)

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 Case Study</td>
<td>50 percent</td>
<td>Week: 6 Day: Friday 8th July 2016 Time: 23.59pm</td>
<td>1,2</td>
</tr>
<tr>
<td>2 Presentation</td>
<td>50 percent</td>
<td>Week: 11 Day: Monday 12th August 2016 Time: 23.59pm</td>
<td>2,3,4</td>
</tr>
</tbody>
</table>

Detailed information on assessment tasks

1. Write a Case Study essay. (2,000 words) 50% 11pt Arial or Times New Roman font, 1.5 spacing.
   
   The topic for the case study written as an essay is: Literacy pedagogy which includes the teaching of reading, writing as well as other modes of communication: oral, visual, audio, gestural, tactile and spatial. Include information about the four approaches to pedagogy that you are studying and incorporate examples of how they would influence the teaching of all the modes above. You will base this essay on the text book: Kalantzis & Cope, B. (2012). Literacies. Cambridge University Press, as well as fifteen (15) references from those listed on the website: http://newlearningonline.com/literacies (or other relevant scholarly articles).
   

2. Presentations of Weekly Learning and 3 Week Learning Plan Due 12th August. 50%

   Presentation of Weekly Learning 20%
Reading and developing educationally valuable talk about learning in the discussion board (Starts week 1 and must be completed each week.)


This reading identifies the purpose behind discussing your learning with other students who are also studying this unit. It also gives an outline of the type of responses you can make on the discussion board.

Over the study period you must read, view, take notes and think about:

- the set readings from the textbook,
- the website based on the text
- other resources on Blackboard.

You will need to prepare responses to the topics which are outlined on Bb.

Each response is then posted to your group’s discussion board. You will read all the responses posted. Based on what you have read and understood you will respond to other postings for each topic and focus on adding to the learning and building a collective understanding within the group. This MUST be completed weekly for 10 weeks. The details for each topic prompt are on Blackboard.

You will choose 10 of your best postings from this Study Period which demonstrate your deep understanding of the unit content and your development of the learning of others over a range of topics and over time. These postings will clearly show the coding from Uzuner (2007). They also need to show the date they were posted online with a heading which indicates the topic and whether you are responding to someone or starting a new posting. You are also to justify why you have chosen these postings. See the table in Blackboard.

Small group Presentation of Learning Plan for teaching English 30%

With a partner or a group of 3, design a 3 week learning plan for English. You will choose a particular school context and year level between years 4-6. Your plan must be designed in accordance with:

1. Teaching literacies using multiple approaches
2. The relevant Australian English Curriculum

Follow the planning guidelines at the Learning By Design Website:
http://newlearningonline.com/learning-by-design/

Other information including the format is available on Bb.
**Pass requirements**

In order to pass this unit, **all** assessment tasks must be submitted 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.

**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 OASIS for details.
Supplementary assessments
Supplementary assessments, if granted by the Board of Examiners, will have a due date or be held between 17/10/2016 and 21/10/2016. 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 semester.

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

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. The form and any supporting documentation must be submitted to the Unit Coordinator or delegate (i.e., lecturer or tutor) before the assessment 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 Co-ordinator. 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**

**OUA students will find that most information they need can be found on our dedicated student support website:** [www.soecurtin.org/wp/](http://www.soecurtin.org/wp/)

**Some specific services offered to Curtin OUA students are as below:**

**Smarthinking through OUA**

This service is designed to supplement students' learning experiences while studying at Open Universities Australia. Students are linked to a service administered outside the Blackboard environment and independent of Curtin University and OUA. Smarthinking enables students to connect to a tutor 24 hours a day, 7 days a week. More information is available on Blackboard. Note that Smarthinking tutors do not have any details relating to assessment tasks and so the help they offer may not align with actual assessment requirements.

**To access Smarthinking:**

2. From **My courses & units** select the **Current units** tab
3. Click on the **Smarthinking** link, next to the list of units

For problems logging in, please contact the OUA Student Advisors by email **advisors@open.edu.au** or by telephone +61 03 8628 2555.

**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 Counseling 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 queries 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 eesi@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:

This unit has been re-written in 2015.
<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assessment due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20 May</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>06 June</td>
<td>Theories of Literacy</td>
<td>Text Chapter 13 or new edition chapter 3</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>13 June</td>
<td>Didactic Literacy teaching</td>
<td>Text Chapter 3</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>20 June</td>
<td>Authentic Literacy Teaching</td>
<td>Text Chapter 4</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>27 June</td>
<td>Functional Literacy Teaching</td>
<td>Text Chapter 5</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>04 July</td>
<td>Critical Literacy Teaching</td>
<td>Text Chapter 6</td>
<td><em>Case Study Essay Due 8th July</em></td>
</tr>
<tr>
<td>7.</td>
<td>11 July</td>
<td>Ways to Make Meaning</td>
<td>Peruse the Text Chapters 7,8,9,10,11</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>18 July</td>
<td>Strategies for Inquiry Based Teaching</td>
<td>Text Chapter 12</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>25 July</td>
<td>Planning with Curriculum</td>
<td>Text Chapter 14</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>01 Aug</td>
<td>Planning for assessment, Feedback and Reporting</td>
<td>Text Chapter 15</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>08 Aug</td>
<td>Planning the Weeks</td>
<td>Review Text Book</td>
<td><em>Presentations Due 12th August</em></td>
</tr>
<tr>
<td>12.</td>
<td>15 August</td>
<td>Your Philosophy How are you going to Teach?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>22 August</td>
<td></td>
<td></td>
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</table>