

## 460-567 Learning Area English 1

<b>Credit Points:</b>	12.50
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2009, This subject commences in the following study period/s: Semester 1, - Taught on campus. Parkville, On Campus
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 125 hours
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt;         &lt;p&gt;It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>
<b>Coordinator:</b>	Ms Catherine Reid
<b>Subject Overview:</b>	<p>English Learning Area 1 is offered to teacher candidates wishing to specialise in English teaching from Years 7 to 12.</p> <p>This subject will focus on three key themes: setting up and maintaining a professional resource bank appropriate for an English teacher in the 21 st century; working with and responding to the texts of the current English curriculum, (including young adult fiction, poetry, drama, film, media and multimodal texts); and expanding understanding of literacy and multi-literacies.</p> <p>These three themes will be explored with three simultaneous imperatives in mind: key English curriculum policy statements (including the Victorian Essential Learning Standards – VELs - and VCE Study Designs); the need to teach to diversity; and the importance of teaching with and about current technologies.</p> <p>Students will learn to plan and evaluate learning and teaching experiences in light of these themes and imperatives; to develop a wide range of constructive monitoring, assessment and evaluation strategies; and to link their classroom practice with key theory and research into English teaching, through wider reading.</p> <p>Ongoing workshop and online interaction will promote a strong sense of peer sharing and support, such that students will be continuously reflecting on their own developing philosophy of English teaching.</p>
<b>Objectives:</b>	<p>On completion of this subject, teacher candidates should be able to demonstrate:</p> <ul style="list-style-type: none"> <li># Familiarity with key curriculum policy statements for English in secondary schools</li> <li># The ability to plan and evaluate learning and teaching experiences around these curriculum policies</li> <li># Understanding of the broader definitions of key concepts such as 'text' and 'literacy'</li> <li># Consideration of educational theory and research when planning and evaluating teaching and learning practices</li> <li># Acknowledgement of and response to student diversity and different learning styles in the English classroom</li> </ul>

	<ul style="list-style-type: none"> <li># The application of a range of constructive monitoring, assessment and reflection procedures</li> <li># Professional collegiality</li> <li># Ongoing development of a personal philosophy of English teaching.</li> </ul>
<b>Assessment:</b>	There are 2 assessment tasks: A presentation comprising a 'micro-lesson' and an online discussion linking the classroom strategy and underpinning theory (2000 words equivalent) as scheduled during the semester (50%) A close analysis of a sample of student writing, offering diagnostic and programmatic advice (2000 words) due end of semester (50%)
<b>Prescribed Texts:</b>	Key resources will be accessible online at the commencement of the subject.
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<p>On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> <li># Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes.</li> <li># Be flexible and able to adapt to change through knowing how to learn;</li> <li># Understand the significance of developing their practice on the basis of research evidence;</li> <li># Work in teams with skills in cooperation, communication and negotiation;</li> <li># Be independent of mind, responsible, resilient, self-regulating;</li> <li># Have a conscious personal and social values base.</li> </ul>
<b>Related Course(s):</b>	Master of Teaching (Secondary)