460-620 Advances in English/Literacy Teaching

Credit Points:	25.00
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2009.
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: Not available
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	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. 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: http://services.unimelb.edu.au/disability
Subject Overview:	English and Literacy teaching are changing in response to new challenges, such as the expansion of ICTs and their role in learning; the proliferation of multimodal texts, and the development of the concept of multiliteracies; and the emphasis on social views of language and its role in constructing particular ways of seeing the world. This subject will examine the theoretical frameworks underpinning these changes, and recent advances in English/literacy curriculum and classroom practice in light of them. It will focus on research-led teaching which underpins curriculum initiatives such as VELS and the Early and Middle Years programs, focusing specifically on issues to do with: critical and creative engagement with texts; critical thinking and interpretation of texts; knowledge of language, its structures and its social functions; and ICTs and the forms of literate practices required for successful engagement with new technologies.
Objectives:	For students to: # develop a working understanding of the breadth of English/literacy curricula as defined in key Victorian documents and policies # identify the theoretical frameworks that underpin these curriculum documents and policies # recognise the role of multiple forms of text, including Information and Communication Technologies, in language, literacy and learning # critically examine national and international research data regarding effective teaching in English/literacy, including those in multimodal forms # develop a meta-language appropriate for describing and working with current English/literacy pedagogies # apply understandings about advanced forms of English/literacy pedagogy at class and school level.
Assessment:	Assignment 1 (30 per cent): a written essay of 3,000 words, due mid-semester Assignment 2 (60 per cent): a project of 5,000 words, due after end of semester Small, weekly web-searches and between session tasks (10 per cent)
Prescribed Texts:	None
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	On completion of this subject, students should be able to

	# Implement various current approaches to literacy/English classroom practice; # Understand the theoretical basis for a number of current movements in literacy/English teaching; # Critically evaluate the strengths and limitations of some current movements in literacy/ English teaching; # Engage with international and national research data that focus on effective teaching in English/literacy; # Engage in professional discussion about changes in literacy/English teaching; # Read current English curriculum documents with greater critical awareness.
Links to further information:	www.edfac.unimelb.edu.au