

460-621 Reading for Engagement and Comprehension

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2009, This subject commences in the following study period/s: July, - Taught on campus.
Time Commitment:	Contact Hours: 18 hours contact 120 hours commitment Total Time Commitment: Not available
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>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.</p> <p>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</p></p>
Coordinator:	Dr Paul Molyneux
Subject Overview:	This subject will explore theoretical perspectives and the practical classroom implications of effective reading instruction in the middle years of school. A range of print-based , electronic and multimodal texts will be analysed to illuminate the challenges faced by students when attempting to comprehend, use and critique the range of they encounter in the middle years of schooling. An investigation of instructional arrangements to maximise student engagement with, comprehension of, and creativity around complex texts will also be undertaken.
Objectives:	<p>On completion of the subject students will be able to:</p> <ul style="list-style-type: none"> # analyse, discuss and critique key reading research perspectives that relate to the middle years of school; # identify and respond to the challenges presented by a range of complex texts students encounter in the middle years of school.
Assessment:	Two assessment tasks equivalent to 4,000 words Assignment 1: A literature review exploring key theoretical perspectives around teaching reading in the middle years of school (1,500 words) due half way through the subject (35 per cent) Assignment 2: An analysis of three texts (one fiction, one non-fiction, one electronic) which identifies the supports and challenges each pose for the reader. A program outlining the pedagogical opportunities that one of these texts provides for constructive and critical engagement (2,500 words) due at the end of the subject (65 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:	<p>This subject aims to build skills in:</p> <ul style="list-style-type: none"> # understanding, discussing and critiquing theoretical perspectives on reading; # analysis and critical reflection on classroom practice;

	# articulating knowledge and understanding in written presentations and classroom discussions.
Links to further information:	www.edfac.unimelb.edu.au
Related Course(s):	Master of Education (Stream 100A) Coursework and Thesis A Master of Education (Stream 100B) Coursework Master of Education (Stream 150) Major Thesis Master of Education (Stream 150A) Coursework and Thesis A Master of Education (Stream 150B) Coursework Postgraduate Certificate in Educational Studies(Middle Years Literacies) Postgraduate Diploma in Educational Studies (Generalist)