

EDUC90437 Learning Area English 1

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2011, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus. Parkville, On Campus
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 125 hours. Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
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 Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H
Coordinator:	Dr Larissa Mclean Davies
Contact:	Education Student Centre
Subject Overview:	<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>
Objectives:	<p>On completion of this subject, teacher candidates should be able to demonstrate:</p> <ul style="list-style-type: none"> # Familiarity with key curriculum policy statements for English in secondary schools # The ability to plan and evaluate learning and teaching experiences around these curriculum policies # Understanding of the broader definitions of key concepts such as 'text' and 'literacy' # Consideration of educational theory and research when planning and evaluating teaching and learning practices

	<ul style="list-style-type: none"> # Acknowledgement of and response to student diversity and different learning styles in the English classroom # The application of a range of constructive monitoring, assessment and reflection procedures # Professional collegiality # Ongoing development of a personal philosophy of English teaching.
Assessment:	There are 2 assessment tasks: The design and presentation of a lesson (2000 words equivalent) due during the semester (50%) The design of a unit of work (2000 words) due end of the semester (50%)
Prescribed Texts:	Key resources will be accessible online at the commencement of the subject.
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>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"> # Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes. # Be flexible and able to adapt to change through knowing how to learn; # Understand the significance of developing their practice on the basis of research evidence; # Work in teams with skills in cooperation, communication and negotiation; # Be independent of mind, responsible, resilient, self-regulating; # Have a conscious personal and social values base.
Related Course(s):	<p>Master of Teaching (Secondary)</p> <p>Master of Teaching (Secondary)</p>