

EDUC90683 Reading Texts: Selection to Response

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: May, Parkville - Taught on campus. Pre-teaching period: During the pre-teaching period, students will be required to complete reading that will be provided via LMS.
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: 170 hours
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>
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Subject Overview:	This subject will explore theoretical perspectives on reading and their practical classroom implications for effective teaching of reading across the years of schooling. Topics will include: theories of how children learn to read; reading for engagement and comprehension; reading for learning; reading for pleasure; text selection; reading multimodal texts; reading and interpretation; gender and reading; responding to reading; and assessing reading.
Learning Outcomes:	On completion of this subject, students should be able to: <ul style="list-style-type: none"> # Understand the complex nature of reading as a phenomenon; # Understand the relationship between reading, comprehension and interpretation; # Develop strategies to support students in reading; # Develop strategies to engage students in reading; # Evaluate texts for students in relation to their reading levels.
Assessment:	Two written assignments, one of 2,000 words, or equivalent, due halfway through the subject (40%), the other of 3,000 words, or equivalent, due approximately two weeks after the last class (60%). This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
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
Related Course(s):	Master of Education Master of Education Master of Literacy