

## 460-543 Language and Teaching

<b>Credit Points:</b>	6.250
<b>Level:</b>	Graduate/Postgraduate
<b>Dates &amp; Locations:</b>	2008, This subject commences in the following study period/s: Semester 1, - Taught on campus. Parkville, On Campus
<b>Time Commitment:</b>	Contact Hours: 18 hours Total Time Commitment: 62.5 hours total commitment
<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>	Kristina Love
<b>Subject Overview:</b>	This subject introduces all teacher candidates to the literate demands of the range of subject areas taught in the secondary school. Topics will include: the relationship between language and learning; the scaffolding role of the teacher in students' learning through language; teachers' and students' use of oral language to enhance learning; the structures and language features of key text types used in secondary schooling; the processes involved in reading the complex multimodal texts used in modern secondary schooling; supporting students' reading and writing; and planning for literacy in the subject areas. Teacher candidates will relate their understandings of these issues to their ongoing teaching practice.
<b>Assessment:</b>	There are 2 assessment tasks: A written evaluation (1000 words) due mid semester (50%) An written analysis (1000 words) due end of semester (50%)
<b>Prescribed Texts:</b>	"Literacy Across the Secondary Subjects" (DVD) Kristina Love, Graeme Baker & Marie Quinn Melbourne University, 2007
<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 be able to:</p> <ul style="list-style-type: none"> <li># Recognize the role of spoken and written language in learning across the secondary subject areas;</li> <li># Plan lessons and units of work which account for and address literacy demands;</li> <li># Reflect on their own ongoing role in supporting learning through spoken and written language;</li> <li># Know how to work cooperatively with other teachers in supporting student learning through language;</li> <li># Have strong oral and written communication skills;</li> </ul>

	<ul style="list-style-type: none"> <li># Have sufficient metalinguistic awareness to reflect productively on their use of language in the classroom.</li> </ul> <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) Master of Teaching (Secondary)