

## 460-654 English as an Additional Learning Area

<b>Credit Points:</b>	12.500
<b>Level:</b>	Graduate/Postgraduate
<b>Dates &amp; Locations:</b>	2008, This subject commences in the following study period/s: Semester 2, - Taught on campus. Parkville, on campus
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment
<b>Prerequisites:</b>	A sequence of English/Linguistics subjects equivalent to 25% of one year of undergraduate study Restriction: Learning Areas: English/Language & Literacy
<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 is offered to teacher candidates who are completing two other Learning Area Studies, but wish to have some generalist understanding of English teaching as a third LAS. The subject familiarises graduates with the key English curriculum policy statements and guidelines and how to plan and evaluate English lessons around these policies. The focus will be on the VELS Years 7-10, involving consideration of issues to do with teachers' and students' knowledge about language, approaches to writing and the teaching of literary and other texts, including young adult fiction, poetry, drama, film and the media. Four key themes will be fore-grounded across these various issues: the use of Information and Communication Technologies; the importance of knowledge about language (KAL); the ongoing evaluation of teaching resources and strategies; and the ongoing development of a personal philosophy of English teaching.
<b>Assessment:</b>	There are 2 assessment tasks: A written analysis of a sample of student writing (2000 words equivalent) due mid semester (50%) Contributions to an online discussion (2000 words equivalent) due end of semester (50%)
<b>Prescribed Texts:</b>	Grammar and Meaning: an introduction for teachers' Louise Droga and Sally Humphrey, Target Texts, 2003
<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>	By the completion of the subject, teacher candidates will <ul style="list-style-type: none"> <li># Have a well developed knowledge of the key curriculum documents related to teaching English in the junior secondary curriculum</li> <li># Be able to design lessons and units of work which engage secondary school students in the English curriculum</li> </ul>

	<ul style="list-style-type: none"> <li># Have a sufficient understanding of the structures and functions of English language to engage students in examination of spoken, written and electronic language</li> <li># Have strong oral and written communication skills</li> <li># Be able to work collaboratively with other students/teachers in the preparation of engaging materials and activities</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>	<p>Master of Teaching (Secondary)  Master of Teaching (Secondary)</p>