

## 460-659 ESL Across the Curriculum

<b>Credit Points:</b>	12.500
<b>Level:</b>	Graduate/Postgraduate
<b>Dates &amp; Locations:</b>	This subject is not offered in 2008. Parkville , On campus
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 125 hours 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; <p>&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> </p>
<b>Coordinator:</b>	Russell Cross
<b>Subject Overview:</b>	This subject is designed to provide learner teachers from areas other than ESL with an awareness of the issues that non-English speaking background students face in the mainstream classroom. Focusing on theory, principles, and practical methods for planning, teaching, and assessing ESL students across the curriculum, this subject develops the skills and knowledge necessary for all teachers to make their content areas accessible to students who are still mastering English as the medium for classroom instruction. The subject also includes a consideration of how mainstream teachers can work with ESL specialists and make productive
<b>Assessment:</b>	There are 2 assessment tasks: A case study (2000 words) due mid semester (50%) A reflective essay (2000 words) due end of semester) There are 3 hurdle requirements: Completion of weekly readings; Brief weekly presentation 80% attendance requirement
<b>Prescribed Texts:</b>	Collection of readings
<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 have the knowledge, skills, and understanding to enable them to:</p> <ul style="list-style-type: none"> <li># Describe the experiences of second language learners in the mainstream classroom and reflect on the implications this carries for generalist or discipline teachers</li> <li># Plan and adapt mainstream materials, lessons, units of work, and assessment strategies that account for the needs of non-English speaking background students</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 (Primary) Master of Teaching (Secondary) Master of Teaching (Secondary)