

## 460-568 Learning Area English 2

<b>Credit Points:</b>	12.50
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2009, 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
<b>Prerequisites:</b>	460-567 Learning Area English 1
<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>	Dr Larissa Jane Mclean Davies
<b>Subject Overview:</b>	<p>Learning Area English 2 is offered to teacher candidates who have satisfactorily completed Learning Area English 1.</p> <p>This subject will focus on four key aspects of English teaching in the current climate: a closer study of each of the English subjects taught at VCE level; a closer examination of current technologies and their place in the English curriculum; the development of knowledge about the structures and functions of the English language; and an exploration of explicit strategies to assist literacy development in the English classroom.</p> <p>In focussing on these aspects, teacher candidates will develop confidence in planning, implementing and evaluating learning and teaching experiences across all year levels, and for the diversity of learners in English classrooms. Teacher candidates will be encouraged to devise and utilise a range of resources to cater to different learning styles, multi-literate abilities, and specific needs in the study of a wide range of texts.</p> <p>Teacher candidates will be encouraged to reflect critically on their own practice as secondary English teachers, and to use their evaluations to inform their future planning for teaching and learning. Guided action research will enable students to develop skills related to data collection and analysis, and will promote ongoing integration of theory and practice in their development as English teachers in new times.</p>
<b>Objectives:</b>	<p>On completion of this subject, teacher candidates should be able to demonstrate:</p> <ul style="list-style-type: none"> <li># a deepened understanding of the Study Designs for the suite of VCE English subjects.</li> <li># a growing knowledge of the structures and functions of the English language and an ability to apply this to the engaging study of a range of texts</li> <li># the ability to plan and evaluate learning and teaching experiences for diverse learners in secondary English and those with specific needs</li> <li># confidence in integrating current technologies into the planning and implementation of learning and teaching experiences in secondary English</li> <li># the ability to reflect deeply on professional practice as English teachers</li> </ul>

	# developing research skills.
<b>Assessment:</b>	There are 2 assessment tasks: A reflective discussion of a range of resources collected and maintained during teaching practice (2000 words) due mid semester (50%) A report of an action research project investigating an issue arising from teaching practice (2000 words) due end of semester (50%)
<b>Prescribed Texts:</b>	Grammar and Meaning: an introduction for teachers' Louise Droga and Sally Humphrey, Target Texts, 2003 'Computers, Thinking and Learning' David Nettlebeck ACER Press, 2005
<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>	On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to: <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)