

## 460-581 Learning Area Language and Literacy 1

<b>Credit Points:</b>	12.50
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	This subject is not offered in 2009. Parkville, On Campus
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 125 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>Subject Overview:</b>	<p>The English Language and Literacy LAS offers practical and theoretical perspectives on literacy and language studies beyond those covered in the English Learning Area subject. In English Language and Literacy A, the focus will be on the VCE subject 'English Language', requiring as this does, the development of a close knowledge about the structures and functions of the English language. By working with a range of literary and everyday texts (in spoken, written and electronic modes), teacher candidates will develop their own knowledge about language (KAL), examining language as a system at the phonological, lexical, syntactic, and discourse levels. We will also look broadly at the sociolinguistics of English in Australia as this relates to the senior school curriculum.</p>
<b>Objectives:</b>	<p>By the completion of the subject, teacher candidates will</p> <ul style="list-style-type: none"> <li># Have a well developed knowledge of the structures and functions of the English language;</li> <li># Be able to design lessons and units of work which engage secondary school students in the disciplined study of spoken and written language;</li> <li># Reflect on their own learning of the structures and functions of spoken, written and electronic language as a means of helping their own students;</li> <li># Have strong oral and written communication skills;</li> <li># Be able to work collaboratively with other students/teachers in the preparation of new materials.</li> </ul>
<b>Assessment:</b>	<p>There are 2 assessment tasks: A detailed linguistic analysis (2000 words) due mid semester (50%) A unit of work (2000 words) due end of semester (50%)</p>
<b>Prescribed Texts:</b>	<p>VCE English Language Study Design (available online from VCAA web site) Grammar and Meaning: an introduction for teachers' Louise Droga and Sally Humphrey, Target Texts, 2003</p>
<b>Breadth Options:</b>	<p>This subject is not available as a breadth subject.</p>
<b>Fees Information:</b>	<p>Subject EFTSL, Level, Discipline &amp; Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a></p>
<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># 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> </ul>

- # Understand the significance of developing their practice on the basis of research evidence;
- # Work in teams with skills in cooperation, communication and negotiation;
- # Be independent of mind, responsible, resilient, self-regulating;
- # Have a conscious personal and social values base.