

EDUC90437 Learning Area English 1

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2010, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus. Parkville, On Campus
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 125 hours
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Coordinator:	Ms Catherine Reid
Contact:	Education Student Centre
Subject Overview:	<p>English Learning Area 1 is offered to teacher candidates wishing to specialise in English teaching from Years 7 to 12.</p> <p>This subject will focus on three key themes: setting up and maintaining a professional resource bank appropriate for an English teacher in the 21st century; working with and responding to the texts of the current English curriculum, (including young adult fiction, poetry, drama, film, media and multimodal texts); and expanding understanding of literacy and multi-literacies.</p> <p>These three themes will be explored with three simultaneous imperatives in mind: key English curriculum policy statements (including the Victorian Essential Learning Standards – VELs - and VCE Study Designs); the need to teach to diversity; and the importance of teaching with and about current technologies.</p> <p>Students will learn to plan and evaluate learning and teaching experiences in light of these themes and imperatives; to develop a wide range of constructive monitoring, assessment and evaluation strategies; and to link their classroom practice with key theory and research into English teaching, through wider reading.</p> <p>Ongoing workshop and online interaction will promote a strong sense of peer sharing and support, such that students will be continuously reflecting on their own developing philosophy of English teaching.</p>
Objectives:	<p>On completion of this subject, teacher candidates should be able to demonstrate:</p> <ul style="list-style-type: none"> # Familiarity with key curriculum policy statements for English in secondary schools # The ability to plan and evaluate learning and teaching experiences around these curriculum policies # Understanding of the broader definitions of key concepts such as 'text' and 'literacy' # Consideration of educational theory and research when planning and evaluating teaching and learning practices # Acknowledgement of and response to student diversity and different learning styles in the English classroom # The application of a range of constructive monitoring, assessment and reflection procedures # Professional collegiality # Ongoing development of a personal philosophy of English teaching.

Assessment:	There are 2 assessment tasks: A presentation comprising a 'micro-lesson' and an online discussion linking the classroom strategy and underpinning theory (2000 words equivalent) as scheduled during the semester (50%) A close analysis of a sample of student writing, offering diagnostic and programmatic advice (2000 words) due end of semester (50%)
Prescribed Texts:	Key resources will be accessible online at the commencement of the subject.
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<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"> # Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes. # Be flexible and able to adapt to change through knowing how to learn; # 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.
Related Course(s):	<p>Master of Teaching (Secondary) Master of Teaching (Secondary)</p>