

## EDUC90338 Literacy Planning for Diverse Learners

<b>Credit Points:</b>	12.50
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2011, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus.
<b>Time Commitment:</b>	Contact Hours: 24 hours contact Total Time Commitment: 120 hours commitment. 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.
<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>	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit websiteH: <a href="http://www.services.unimelb.edu.au/disability/H">Hhttp://www.services.unimelb.edu.au/disability/H</a>
<b>Coordinator:</b>	Dr Paul Molyneux
<b>Contact:</b>	Education Student Centre
<b>Subject Overview:</b>	This subject will focus on the importance of planning effective literacy approaches and strategies to meet the needs of diverse learners. It will highlight how teachers cater for diversity through 'crafting a mix' of pedagogic approaches in reading, writing, listening and speaking; through authentic and focused assessment practices, including profiling students and through the use of wider range of texts and practices in the middle years of school classroom. Informing this subject will be an examination of the interface between literacy and social context, taking into account considerations of gender, ESL, socio-economic status, indigenous status and the health and well being of students. Findings from national and international research will be highlighted.
<b>Objectives:</b>	On completion of the subject students will be able to: <ul style="list-style-type: none"> <li># demonstrate an understanding of how to meet the learning needs of diverse learners through effective assessment, curriculum design and teaching;</li> <li># analyses, critique and discuss some of the most salient findings from research into issues of literacy and diversity.</li> </ul>
<b>Assessment:</b>	Two assessment tasks equivalent to 5,000 words. Assignment 1: A profile of one student from a middle years of school classroom, drawing on relevant assessment, curriculum documents and professional literature (2,000 words) due halfway through the subject (40 per cent) Assignment 2: A program of effective approaches and strategies in reading, writing, listening and speaking to meet the learning needs of this particular student (3,000 words) due at the end of the subject (60 per cent).
<b>Prescribed Texts:</b>	None
<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>	This subject aims to build skills in:

	<ul style="list-style-type: none"><li># critical inquiry;</li><li># reflection on practice;</li><li># articulating knowledge in written presentations and classroom discussions.</li></ul>
<b>Links to further information:</b>	<a href="http://www.education.unimelb.edu.au">www.education.unimelb.edu.au</a>
<b>Related Course(s):</b>	Master of Education (Stream 100B)Coursework Master of Education (Stream 150) Postgraduate Certificate in Education (Middle Years Literacies)