EDUC90422 English as an Additional Learning Area

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2011, Parkville This subject commences in the following study period/s: July, Parkville - Taught on campus. Parkville, on campus
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 125 hours total 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.
Prerequisites:	A sequence of English/Linguistics subjects equivalent to 25% of one year of undergraduate study
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	Teacher candidates may not enrol in Learning Areas: English 1 and 2

Subject	Study Period Commencement:	Credit Points:
EDUC90437 Learning Area English 1	February	12.50
EDUC90438 Learning Area English 2	July	12.50

Core Participation Requirements:	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: Hhttp://www.services.unimelb.edu.au/disability/H
Coordinator:	Dr Larissa Mclean Davies
Contact:	Education Student Centre
Subject Overview:	This subject is offered to teacher candidates who are completing two other Learning Area Studies, but wish to have some generalist understanding of English teaching as a third LAS. The subject familiarises graduates with the key English curriculum policy statements and guidelines and how to plan and evaluate English lessons around these policies. The focus will be on the VELS Years 7-10, involving consideration of issues to do with teachers' and students' knowledge about language, approaches to writing and the teaching of literary and other texts, including young adult fiction, poetry, drama, film and the media. Four key themes will be fore-grounded across these various issues: the use of Information and Communication Technologies; the importance of knowledge about language (KAL); the ongoing evaluation of teaching resources and strategies; and the ongoing development of a personal philosophy of English teaching.
Objectives:	By the completion of the subject, teacher candidates will # Have a well developed knowledge of the key curriculum documents related to teaching English in the junior secondary curriculum # Be able to design lessons and units of work which engage secondary school students in the English curriculum # Have a sufficient understanding of the structures and functions of English language to engage students in examination of spoken, written and electronic language # Have strong oral and written communication skills

	# Be able to work collaboratively with other students/teachers in the preparation of engaging materials and activities
Assessment:	There are 2 assessment tasks:The design and presentation of a lesson (2000 words equivalent) due throughout the semester (50%) The design of a unit of work (2000 words equivalent) due end of the semester (50%)
Prescribed Texts:	Grammar and Meaning: an introduction for teachers' Louise Droga and Sally Humphrey, Target Texts, 2003
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:	On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to: # 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):	Master of Teaching (Secondary) Master of Teaching (Secondary)