

EDUC90438 Learning Area English 2

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. 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:	You must have successfully completed the following subject/s prior to enrolling in this subject <table border="1" data-bbox="389 607 1485 752"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90437 Learning Area English 1</td> <td>February</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90437 Learning Area English 1	February	12.50
Subject	Study Period Commencement:	Credit Points:					
EDUC90437 Learning Area English 1	February	12.50					
Corequisites:	None						
Recommended Background Knowledge:	None						
Non Allowed Subjects:	None						
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:	<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>						
Objectives:	<p>On completion of this subject, teacher candidates should be able to demonstrate:</p> <ul style="list-style-type: none"> # a deepened understanding of the Study Designs for the suite of VCE English subjects. # 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 						

	<ul style="list-style-type: none"> # the ability to plan and evaluate learning and teaching experiences for diverse learners in secondary English and those with specific needs # confidence in integrating current technologies into the planning and implementation of learning and teaching experiences in secondary English # the ability to reflect deeply on professional practice as English teachers # developing research skills.
Assessment:	There are 2 assessment tasks: A report of an action research project investigating an issue arising from teaching practice (2400 words) due mid semester (60 per cent) A critical reflection on English teaching in the 21st century (1600 words) due end of semester (40 per cent)
Prescribed Texts:	No prescribed text
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>