

EDUC90592 Language and Teaching (TFA)

Credit Points:	6.25								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	This subject is not offered in 2011.								
Time Commitment:	Contact Hours: 18 hours Total Time Commitment: 60 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:	None								
Corequisites:	You must take the following subject in the same study period								
	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90593 Professional Practice and Portfolio 1</td> <td>February</td> <td>18.75</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90593 Professional Practice and Portfolio 1	February	18.75		
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EDUC90593 Professional Practice and Portfolio 1	February	18.75							
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								
Contact:	Education Student Centre								
Subject Overview:	This subject introduces Associates to the literate demands of the range of subject areas taught in the secondary school. Associates will be assisted to develop interventionist classroom practices using explicit language strategies. Topics will include: the relationship between language and learning; the scaffolding role of the teacher in students' learning through language; teachers' and students' use of oral language to enhance learning; the structures and language features of key text types used in secondary schooling; the processes involved in reading the complex multimodal texts used in modern secondary schooling; supporting students' reading and writing; and planning for literacy in the subject areas. Associates will relate their understandings of these issues to their teaching in the schools								
Objectives:	<p>On completion of this subject, associates will be able to:</p> <ul style="list-style-type: none"> # Recognise the role of spoken and written language in learning across the secondary subject areas; # Plan interventionist classroom practices which account for and address literacy demands; # Reflect on their own ongoing role in supporting learning through spoken and written language; # Know how to work cooperatively with other teachers in supporting student learning through language; # Have strong oral and written communication skills; # Have sufficient metalinguistic awareness to reflect productively on their use of language in the classroom. 								
Assessment:	One 1000 word written language analysis due during the summer period (50 per cent); One 4000 word or equivalent clinical praxis examination during school term 2. The examination comprises 1500 words or equivalent from Individualising Learning and Teaching 1, 1500 words or equivalent from Social and Professional Contexts and 1000 words or equivalent from Language and Teaching (50 per cent).								
Prescribed Texts:	"Literacy Across the Secondary Subjects" (DVD) Kristina Love, Graeme Baker & Marie Quinn Melbourne University, 2007								

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, associates 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.