

## EDUC90683 Reading Texts: Selection to Response

<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: September, Parkville - Taught on campus.
<b>Time Commitment:</b>	Contact Hours: 24 hours Total Time Commitment: 120 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.
<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 Disability Liaison Unit website: <a href="http://www.services.unimelb.edu.au/disability/">http://www.services.unimelb.edu.au/disability/</a>
<b>Contact:</b>	Education Student Centre
<b>Subject Overview:</b>	This subject will explore theoretical perspectives on reading and their practical classroom implications for effective teaching of reading across the years of schooling. Topics will include: theories of how children learn to read; reading for engagement and comprehension; reading for learning; reading for pleasure; text selection; reading multimodal texts; reading and interpretation; gender and reading; responding to reading; and assessing reading.
<b>Objectives:</b>	On completion of this subject, students should be able to: <ul style="list-style-type: none"> <li># Understand the complex nature of reading as a phenomenon;</li> <li># Understand the relationship between reading, comprehension and interpretation;</li> <li># Develop strategies to support students in reading;</li> <li># Develop strategies to engage students in reading;</li> <li># Evaluate texts for students in relation to their reading levels.</li> </ul>
<b>Assessment:</b>	Two written assignments, one of 2000 words, or equivalent, due halfway through the subject (40%), the other of 3000 words, or equivalent, due approximately two weeks after the last class (60%).
<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>Related Course(s):</b>	Master of Literacy