

EDUC90377 Advanced English Literacies

| Credit Points: | 6.25 | | | | | | | | |
|--|---|----------------|--|---------|----------------------------|----------------|--|------------------|-------|
| Level: | 9 (Graduate/Postgraduate) | | | | | | | | |
| Dates & Locations: | This subject is not offered in 2013. | | | | | | | | |
| Time Commitment: | Contact Hours: 18 hours Total Time Commitment: 62.5 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: | <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90367 Foundational English Literacy</td> <td>Not offered 2013</td> <td>12.50</td> </tr> </tbody> </table> | | | Subject | Study Period Commencement: | Credit Points: | EDUC90367 Foundational English Literacy | Not offered 2013 | 12.50 |
| Subject | Study Period Commencement: | Credit Points: | | | | | | | |
| EDUC90367 Foundational English Literacy | Not offered 2013 | 12.50 | | | | | | | |
| Corequisites: | <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90369 Professional Practice and Seminar Prim 2</td> <td>Not offered 2013</td> <td>12.50</td> </tr> </tbody> </table> | | | Subject | Study Period Commencement: | Credit Points: | EDUC90369 Professional Practice and Seminar Prim 2 | Not offered 2013 | 12.50 |
| Subject | Study Period Commencement: | Credit Points: | | | | | | | |
| EDUC90369 Professional Practice and Seminar Prim 2 | Not offered 2013 | 12.50 | | | | | | | |
| 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 234 Queensberry Street Phone: +61 3 8344 8285 | | | | | | | | |
| Subject Overview: | <p>This subject will lead teacher candidates to increase their understanding of the advanced forms of language and literacy that are developed in the middle years of schooling.</p> <p>Candidates will engage with key research that indicates a significant transition in English literacy in the final years of primary school, the challenges facing teachers and school students in this phase of learning and the classroom practice that best supports middle years students' learning.</p> <p>Topics include: the multiple forms of literacy required for the comprehension, composition and production of complex texts central to English and other areas of the curriculum; the strategies that assist all school students to engage in comprehension; higher order thinking; critical analysis and inquiry around various written, visual, multimodal and technological texts; the development of academic language proficiency in reading, writing, listening and speaking, with a particular focus on the learning needs of ESL students.</p> | | | | | | | | |
| Objectives: | <p>On completion of this subject teacher candidates will be able to:</p> <ul style="list-style-type: none"> # demonstrate understanding of the multiple forms of language and literacy required in English and across all areas of the curriculum in the final years of the primary school # analyse relevant research and current teaching practice that describe advanced forms of literacy and some of the challenges facing middle years teachers and students # implement teaching and assessment practices that support school students to comprehend, compose and produce more complex texts, with a particular focus on ESL school students # demonstrate an understanding of how to plan and implement their teaching of multiple forms of language and literacy in the middle years. | | | | | | | | |

| | |
|--------------------------------------|---|
| Assessment: | There are 2 assessment tasks: • An analysis and discussion paper (1000 words) due mid semester, 50%• An evaluation of curriculum (1000 words) due at the end of semester, 50% |
| Prescribed Texts: | Collection of readings. |
| 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 be able to:</p> <ul style="list-style-type: none"> # Understand the significance of developing their practice on the basis of research evidence # Evaluate the effectiveness of teaching and assessment strategies that support students' literacy learning; and # Communicate, effectively articulate and justify their planning of effective teaching in the middle years of schooling. |
| Links to further information: | https://handbook.unimelb.edu.au/view/current/MC-TEACHPR |
| Related Course(s): | Master of Teaching (Primary) |