

EDUC90341 Reading for Engagement and Comprehension

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2014.
Time Commitment:	Contact Hours: 24 hours contact Total Time Commitment: 120 hours 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:	None
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
Contact:	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)
Subject Overview:	This subject will explore theoretical perspectives and the practical classroom implications of effective reading instruction in the middle years of school. A range of print-based , electronic and multimodal texts will be analysed to illuminate the challenges faced by students when attempting to comprehend, use and critique the range of they encounter in the middle years of schooling. An investigation of instructional arrangements to maximise student engagement with, comprehension of, and creativity around complex texts will also be undertaken.
Learning Outcomes:	On completion of the subject students will be able to: <ul style="list-style-type: none"> # analyse, discuss and critique key reading research perspectives that relate to the middle years of school; # identify and respond to the challenges presented by a range of complex texts students encounter in the middle years of school.
Assessment:	Two assessment tasks equivalent to 5,000 words Assignment 1: A literature review exploring key theoretical perspectives around teaching reading in the middle years of school (2, 000 words) due half way through the subject (40 per cent) Assignment 2: An analysis of three texts (one fiction, one non-fiction, one electronic) which identifies the supports and challenges each pose for the reader. A program outlining the pedagogical opportunities that one of these texts provides for constructive and critical engagement (3, 000 words) due at the end of the subject (60 per cent).
Prescribed Texts:	None
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:	This subject aims to build skills in:

	<ul style="list-style-type: none"># understanding, discussing and critiquing theoretical perspectives on reading:# analysis and critical reflection on classroom practice;# articulating knowledge and understanding in written presentations and classroom discussions.
Links to further information:	www.edfac.unimelb.edu.au