

MC-LIT Master of Literacy

Year and Campus:	2014 - Parkville																													
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees																													
Level:	Graduate/Postgraduate																													
Duration & Credit Points:	100 credit points taken over 24 months part time.																													
Coordinator:	Larissa McLean-Davies																													
Contact:	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)																													
Course Overview:	<p>The Master of Literacy is designed to foster a comprehensive understanding of literacy praxis, informing evidence-based practice with the latest theoretical understandings from leading-edge research into literacy learning and teaching.</p> <p>Graduates of the Master in Literacy will acquire specialist knowledge in literacy and leadership, and will be well placed to lead schools and students in all facets of literacy and literacy development.</p>																													
Learning Outcomes:	<p>On completion of this course, students should be able to:</p> <ul style="list-style-type: none"> # Understand the development of language and literacy across the spectrum from birth to Year 10 of schooling; # Understand the fundamental importance of language and literacy in schooling across all learning areas; # Enhance their teaching of the range of current literacy practices that students have to master, from oral to written, from print to multimodal; # Understand the importance of developing their students' capacity for critical and creative practice across the range of literacies they use; # Take into account the diversity of literacy learners in their teaching practice; # Demonstrate knowledge of current research in teaching literacy; # Demonstrate leadership in the literacy curriculum within their workplace. 																													
Course Structure & Available Subjects:	Students undertake seven compulsory subjects totalling 100 points																													
Subject Options:	<p>Year One</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90684 Literacy and Literacy Development</td> <td>February</td> <td>12.50</td> </tr> <tr> <td>EDUC90683 Reading Texts: Selection to Response</td> <td>May</td> <td>12.50</td> </tr> <tr> <td>EDUC90680 Creating Texts</td> <td>August</td> <td>12.50</td> </tr> <tr> <td>EDUC90681 Textual Resources Across the Curriculum</td> <td>October</td> <td>12.50</td> </tr> </tbody> </table> <p>Year Two</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90685 Literacy Planning and Diversity</td> <td>March</td> <td>12.50</td> </tr> <tr> <td>EDUC90686 Leadership and School Development</td> <td>May</td> <td>12.50</td> </tr> <tr> <td>EDUC90682 Literacy Leadership Research Project</td> <td>Semester 2</td> <td>25</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90684 Literacy and Literacy Development	February	12.50	EDUC90683 Reading Texts: Selection to Response	May	12.50	EDUC90680 Creating Texts	August	12.50	EDUC90681 Textual Resources Across the Curriculum	October	12.50	Subject	Study Period Commencement:	Credit Points:	EDUC90685 Literacy Planning and Diversity	March	12.50	EDUC90686 Leadership and School Development	May	12.50	EDUC90682 Literacy Leadership Research Project	Semester 2	25
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Entry Requirements:	An applicant may be eligible for entry into the Master of Literacy if the applicant has: # an undergraduate degree and a fourth-year level education qualification, or equivalent, # or a four-year education degree, or equivalent.
Core Participation Requirements:	The Melbourne Graduate School of Education welcomes applications from students with disabilities. It is University and Graduate School policy to take reasonable steps to enable the participation of students with disabilities, and reasonable adjustments will be made to enhance a student's participation in the Graduate School's programs. The core participation requirements for study in the Melbourne Graduate School of Education are: In all courses The ability to comprehend complex information related to education and the disciplines in which the student is teaching. The ability to communicate clearly and independently in assessment tasks a knowledge of the content, principles and practices relating to education and other relevant disciplines. Behavioural and social attributes that enable a student to participate in a complex learning environment. Students are required to take responsibility for their own participation and learning. They also contribute to the learning of other students in collaborative learning environments, demonstrating interpersonal skills and an understanding of the needs of other students. Assessment may include the outcomes of tasks completed in collaboration with other students. Students who feel a disability will prevent them from meeting the above academic requirements are encouraged to contact the Disability Liaison Unit.
Further Study:	Graduates from this program are eligible to apply for entry to the Doctor of Education program or a PhD after completion of a 50-point Postgraduate Certificate in Educational Research, provided they meet the entry requirements and subject to achievement of an H2A GPA. Please note also that graduates of an undergraduate Honours degree may already be eligible for doctoral studies, subject to the same entry and achievement requirements.
Graduate Attributes:	Academically Excellent:the course is based on the latest research into language and literacy teaching, and encourages an inquiry approach in the students. Knowledgeable across disciplines:While being firmly lodged within the discipline of language and literacy, the course will develop in students a deep understanding of how language and discourse are fundamental in constructing all disciplines. Leaders in Communities:The course is constructed to develop leaders in literacy within schools. There is a specific subject on leadership included. Attuned to cultural diversity:The cultural basis of literacy is a constant theme in the program, as is literacy learning for those for whom English is an additional language. Active global citizens:The development of critical awareness about major global issues, as constructed in verbal and visual representations is an aim of the program, and the way English is used globally in electronic communication will be a constant theme.
Links to further information:	http://education.unimelb.edu.au/study_with_us/professional_development/course_list