

## EDUC90681 Textual Resources Across the Curriculum

<b>Credit Points:</b>	12.5
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2015, Parkville This subject commences in the following study period/s: October, Parkville - Taught on campus. During the pre-teaching period, students will be required to complete reading that will be provided via LMS.
<b>Time Commitment:</b>	Contact Hours: 24 Total Time Commitment: 170 hours.
<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 Overview, Objectives, Assessment and Generic Skills sections of this entry. It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and the Disability Liaison Unit: <a href="http://www.services.unimelb.edu.au/disability/">http://www.services.unimelb.edu.au/disability/</a>
<b>Coordinator:</b>	Ms Catherine Reid
<b>Contact:</b>	<b>Contact Us (<a href="https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&amp;fn=MGSE">https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&amp;fn=MGSE</a>)</b> Call: 13 MELB (13 6352)
<b>Subject Overview:</b>	This subject's primary focus will be on the reading and writing demands of schooling across the curriculum; a secondary focus will be on developing the teacher participants' theoretical knowledge of language and textuality so they will have the tools to analyse and articulate the literacy demands made by particular disciplines and particular texts. Topics will include: the elements of language; the importance of a common metalanguage; analysing generic structures; subject area discourses; visual literacy; interpreting graphs, diagrams and tables; matching resources to student needs; matching resources to learning styles; accessing internet resources; critical evaluation of resources.
<b>Learning Outcomes:</b>	On completion of this subject, students should be able to: <ul style="list-style-type: none"> <li># Analyse the literacy demands of subjects across the school curriculum, including <ul style="list-style-type: none"> <li>-Generic structures</li> <li>-Discourse</li> <li>-Construction of visual texts;</li> </ul> </li> <li># Use a standard metalanguage for describing written and spoken language;</li> <li># Find and develop appropriate resources to support students' literacy learning.</li> </ul>
<b>Assessment:</b>	Two assignments, one of 2,000 words or equivalent, due halfway through the subject (40%), the other of 3,000 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>Generic Skills:</b>	This subject aims to develop skills in <ul style="list-style-type: none"><li># Understanding language and its uses;</li><li># Using theoretical frameworks to improve one's professional practice;</li><li># Articulating knowledge orally and in writing.</li></ul>
<b>Related Course(s):</b>	Master of Education Master of Education Master of Literacy