

## EDUC90685 Literacy Planning and Diversity

<b>Credit Points:</b>	12.5
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2016, Parkville This subject commences in the following study period/s: February, 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>	<p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt;         &lt;p&gt;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 Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt; </p>
<b>Coordinator:</b>	Dr Carmel Sandiford
<b>Contact:</b>	<a href="mailto:carmel.sandiford@unimelb.edu.au">carmel.sandiford@unimelb.edu.au</a> (mailto:carmel.sandiford@unimelb.edu.au)
<b>Subject Overview:</b>	This subject focuses on the importance of planning effective literacy approaches and strategies to meet the needs of diverse learners. It will highlight how teachers cater for diversity through 'crafting a mix' of pedagogic approaches in reading, writing, listening and speaking; through authentic and focused assessment practices, including profiling students and through the use of a wide range of texts and practices in the classroom. Informing this subject will be an examination of the interface between literacy and social context, taking into account considerations of gender, ESL, socio-economic status, indigenous status and the health and well being of students. Assessing the learning needs of individual students will be a major focus. The subject will build on the e5 framework.
<b>Learning Outcomes:</b>	<p>On completion of the subject students will be able to:</p> <ul style="list-style-type: none"> <li># demonstrate an understanding of how to meet the learning needs of diverse learners through effective assessment, curriculum design and teaching;</li> <li># analyse, critique and discuss some of the most salient findings from research into issues of literacy and diversity.</li> </ul>
<b>Assessment:</b>	Two 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%). This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
<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 build skills in: <ul style="list-style-type: none"><li># critical inquiry;</li><li># reflection on practice;</li><li># articulating knowledge in written presentations and classroom discussions.</li></ul>
<b>Related Course(s):</b>	Master of Literacy