USC

C O U R S E   O U T L I N E

EDU347 Teaching Junior Secondary English

Course Coordinator: Carol Smith (csmith3@usc.edu.au)   **School:** School of Education and Tertiary Access

2021	Semester 1

USC Sunshine Coast	ON CAMPUS	Most of your course is on campus but you may be able to do some components of this course online.

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1.   What is this course about?

1.1.   Description

This course builds capacity to design and recognise effective pedagogy within English for students in Years 7 - 10. You organise and plan lessons using the Australian Curriculum: English, apply your knowledge, understanding and skills to interpret, implement and adapt learning, in order to engage Junior Secondary students. You integrate Aboriginal and Torres Strait Islander histories, culture or languages into learning activities and reflect on your developing teaching practice.

1.2.   How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Lecture – You are required to engage with an online lecture, associated activities and required/recommended course reading materials accessed through Blackboard and using the required text.	2hrs	Week 1	10 times
Tutorial/Workshop – A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. This course will be supported by technology-enabled learning and teaching including zoom.	2hrs	Week 1	10 times

1.3.   Course Topics

Language theory that informs curriculum

Australian Curriculum English and associated terminology

Literary texts used in Junior Secondary English courses

Teaching strategies used to differentiate teaching to a broad range of learners from different social, cultural and language contexts

Concepts, principles, structures and assessment associated with designing Lesson Plans and Units of Work

Literacy and numeracy demands across the curriculum

ICT applications in teaching, learning and communication

Using data to inform teaching, specifically NAPLAN and Australian Curriculum achievement standards

2. What level is this course?

> 300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. What is the unit value of this course?

> 12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Apply your knowledge of language learning theory and its connection to English development (from Year 7 through to Year 10) as represented in the Australian Curriculum | English to critically evaluate and justify lesson planning and unit of work decisions.	Knowledgeable
2 Plan, organise and integrate English content into authentic learning sequences demonstrating understanding of concepts, principles and structure of English pedagogy	Empowered
3 Communicate in different modes to an informed academic audience and virtual hypothetical students	Knowledgeable
4 Set achievable, challenging learning goals to match student abilities and identify authentic assessment and moderation processes	Ethical
5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Ethical

5. Am I eligible to enrol in this course?

Refer to the USC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

> Enrolled in Program (AE304 and an English Major or English Studies Extended Minor) or (ED315 and an English Minor)

5.2. Co-requisites

> Not applicable

5.3. Anti-requisites

> Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

> Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

> Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Early feedback on language skills will be provided in Week 3 following a formative in-class quiz.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Examination	Individual	20%	1000 words, 60 minute exam	Week 4	In Class
All	2	Oral and Written Piece	Individual	40%	1500 words. Lessons and 5 minute video presentation	Week 7	Online Assignment Submission with plagiarism check
All	3	Essay	Individual	40%	2000 words	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Diagnostic Test

GOAL:	The goal of this task is to demonstrate your foundational knowledge of the Australian and Queensland English curriculum and policy and underpinning language theory for secondary schooling in Years 7-10.
PRODUCT:	Examination
FORMAT:	The purpose of this task is to provide you opportunities to refresh, revise and renew your foundational knowledge of the Australian Curriculum: English and language learning theory in preparation for the next two tasks. If the test reveals that you have some knowledge gaps or misunderstandings, you will be offered additional voluntary tutorials t help you build your knowledge and/or skill base. This process of diagnosing and then providing follow up support mirrors how you can support students as a practising teacher. The test comprises multiple choice and short answer questions. One of these will include making and justifying an ethical judgment. You can bring any part of the Australian Curriculum: English to the test. A voluntary, formative assessment which will comprise a short 'open book' practice test (30 minutes) will be held and marked by you in the Week 3 tutorial. The feedback obtained from this formative test will provide you with information on where there are gaps in your knowledge and this material will assist your revision for the examination that follows.

CRITERIA:	No.		Learning Outcome assessed
	1	Knowledge and understanding of key concepts and principles of language development as outlined in the Australian Curriculum: English	
	2	Ability to explain content and apply knowledge using appropriate meta-language	
	3	Ability to critically evaluate curriculum materials as they relate to junior secondary English learners	
	4	Use of appropriate, controlled and effective language use according to Standard Australian English at text, sentence and word level	
	5	Assessment criteria are mapped to the course learning outcomes.	① ② ③ ④ ⑤

All - Assessment Task 2: Sequence of lessons and video

GOAL:	The goal of this task is to apply your knowledge of how to align teaching strategies and literary texts to design and deliver a sequence of lesson plans and a video segment.
PRODUCT:	Oral and Written Piece
FORMAT:	There are three aspects to this task. 1. Introduce a literary text that can be used in junior secondary English. Evaluate and justify the text choice and a range of teaching strategies you will use to teach the text in a particular year level. This is presented to a hypothetical mentor teacher as an introduction to the audio presentation (As in Step 3). (Suggested time 1 minute). 2. Create three (3) sequential lesson plans which are based on the chosen literary text and that develop writing knowledge and skill in a particular genre. Reference must be made to ACARA requirements for genre and a link must be provided to the chosen literary text. 3. Discuss, in an audio presentation how, in one of the lessons, you plan to teach one aspect of writing to a class of students (suggested 4 minutes). Please provide explicit instruction on how you intend to conduct the teaching.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Justification for choice of literary text, lesson content and teaching strategies for the selected age range.	
	2	Evidence of how to teach writing in a particular genre – ACARA links required	
	3	Organisation of materials and associated technical skills – logical and appropriate development of lesson plans, teaching strategies, audio segment/ Powerpoint.	
	4	Use of appropriate, controlled and effective oral and written language according to Standard Australian English at text, sentence and word level and to include, where appropriate, tone, pitch and audience awareness. Academic referencing is required.	

All - Assessment Task 3: Unit of Work Evaluation

GOAL:	The goal of this task is to develop your ability to evaluate a unit of work and student assessment data
PRODUCT:	Essay
FORMAT:	During tutorials in Weeks 8 and 9, you will work with others to: interpret a school student's assessment data, and evaluate a unit of work that has been supplied to you by your tutor. With others you will identify the student's English strengths and weaknesses in relation to the outcomes they achieved at the conclusion of the unit of work. Consideration will also be given to what was taught, the strategies and resources used, what was assessed and how it was assessed and what teaching needs to occur to improve the student's ongoing development. Individually, you are required to write a unit of work evaluation in essay form which outlines your: • Evaluation of the student data and ways to improve learning outcomes. • Evaluation of the unit of work in relation to its content, the student's achievement levels and teaching strategies which were employed. • Thoughts on the assessment used and assessment strategies you could employ. • Thoughts on moderation of assessment and why moderation is important. • Opinions on effective reporting to students, parents/carers. • Rationale for keeping accurate and reliable records of student achievement in English.

CRITERIA:	No.		Learning Outcome assessed
	1	Accurate evaluation of the student's literacy strengths and weaknesses and appropriate future planning to achieve outcomes	
	2	Identification, evaluation, and reflection on the unit of work content; including teaching and assessment strategies, moderation, reporting and record-keeping	
	3	Accurate reference to research and policy documents which include those from ACARA English and correct referencing of the same	
	4	Use of appropriate, controlled and effective language use according to Standard Australian English at text, sentence and word level	

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Module 1 Weeks 1-3 Australian Curriculum English: F-12 Language acquisition and literary theories – including the Four Resources Model An introduction of the role texts in language learning	Exploration of policy documents. Developing referencing skills Navigating the Australian Curriculum English website. Reintroduction to the genres of adult literature Learning how to interpret and critically evaluate documents, make and justify ethical decisions and write responses. Feedback on knowledge and skill provided in Week 3. Melbourne Declaration A Flying Start for QLD Children United in our pursuit of Excellence QLD Closing the Gaps Report Towards a 10-year plan for STEM Investigate relevant English policy documents ALEA Library work Read young adult literature Set Text Chapters: Further readings and tutorial/online activities see Blackboard – teaching module 1
Module 2 Weeks 4-7 English teaching strategies for diverse learners in a range of contexts	Introduction to teaching strategies that include those that are non-verbal and ICT based (with emphasis on the safe, responsible and ethical use of ICTs). Apply teaching strategies in group situations during tutorials to cater for Aboriginal and Torres Strait Islander and other groups' histories, cultures and languages. Link teaching strategies to stages and strands of English learning in curriculum documents. Referencing skills Identify points of view. Developing a lesson plan? Organising and integrating lesson content, skill, strategies including ICT for diverse learners in a lesson plan. Learning how to conduct a mini-lesson- content, procedure, resources and timing. Read a variety of journal articles based on explicit English teaching strategies Practise the use of strategies Practise correct referencing Viewing English lessons Planning lessons that are sequenced and integrated and relate to a stage of learning. Computer lab work Set Text Chapters: Further readings and tutorial/online activities see Blackboard – teaching module 2
Module 3 Weeks 8-10 Planning, organising and integrating English content into a unit of work.	What is a unit of work? Interpreting student data and evaluating teaching programs Assessment in English, feedback, moderation and reporting Investigation of units of work provided in texts. Set Text Chapters: Further readings and tutorial/online activities see Blackboard – teaching module 3

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%
The course is graded using the Standard Grading scale
You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:
- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the Learning Advisers web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to Student Hub, email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, , injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, AccessAbility Services can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to Student Hub, email AccessAbility@usc.edu.au or call 07 5430 2890.

10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.8. General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

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