



Course Outline

Code: EDU348

Title: Teaching Senior Secondary English

School of:	Education
Teaching Session:	Semester 2
Year:	2020
Course Coordinator:	Dr Alison Willis Email: awillis@usc.edu.au
Course Moderator:	Dr Margaret Marshman

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

In this course, you will develop knowledge and skills for implementing the Queensland Senior Secondary English curriculum. You will learn how to design lesson plans and learning sequences that will engage diverse learners. You will explore and analyse a range of pedagogy, assessment and reporting strategies that maximise learning outcomes for senior students, including developing strategies for supporting literacy, numeracy and ICT learning within English.

1.2 Course topics

- Current Senior English syllabuses
- English curriculum planning and alignment
- Specific learning and teaching requirements and strategies in English, including integration of ICT and numeracy
- Literacy and critical literacy in English subjects
- Engaging with diverse learners
- Assessment and reporting practices in English in the senior phase
- Aboriginal and Torres Strait Islander histories and culture in Senior Secondary English (cultural sustainability)

2. What level is this course?

300 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 3rd or 4th 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?

Specific Learning Outcomes On successful completion of this course you should be able to:	Assessment Tasks You will be assessed on the learning outcome in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to you becoming:
Apply knowledge of Senior Secondary English curriculum through the incorporation of relevant pedagogy to design learning sequences and programs which will advance students' knowledge and skills.	Task 1. Presentation with multimodal resource Task 2. Quiz Task 3. Unit of work outline	Creative and critical thinkers. Knowledgeable.
Employ a student-centred and aligned approach to assessment practices, reporting and student achievement. Develop an assessment task.	Task 2. Quiz Task 3. Unit of work outline.	Creative and critical thinkers. Knowledgeable
Demonstrate the use of explicit English teaching strategies and pedagogy that engage students in quality learning in Senior Secondary English.	Task 1. Presentation with multimodal resource Task 3. Unit of work outline	Knowledgeable. Creative and critical thinkers.
Reflect on the role of literary and non-literary texts in Senior Secondary English.	Task 1. Presentation with multimodal resource Task 3. Unit of work outline	Creative and critical thinkers. Sustainability-focussed.

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 Enrolment restrictions

Enrolled in Program (AE304 and an English Major or English Studies Extended Minor) or (ED315 and an English Minor) or AB101, UU301, UU302 or XU301

5.2 Pre-requisites

Nil

5.3 Co-requisites

Nil

5.4 Anti-requisites

Nil

5.5 Specific assumed prior knowledge and skills (where applicable)

It is expected that students who engage in this course will have completed successfully tertiary English course studies.

6. How am I going to be assessed?

6.1 Grading scale

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

6.2 Details of early feedback on progress

Task 1 is due at the beginning of Week 4. Students will have access to formative feedback in tutorials from Weeks 1-3.

6.3 Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Introduction to a text with accompanying multimodal resource	Individual	30%	5-10 minutes	In tutorials according to schedule in Weeks 3-5.	In class and upload multimodal resource to Blackboard (SafeAssign)
2	Quiz	Individual	20%	20 minutes	Week 6	In Lecture time
3	Unit of work outline and accompanying learning/teaching sequences for the first three lessons	Individual	50%	2000 words	Friday 4 pm, Week 10	Blackboard (SafeAssign)
			100%			

Assessment Task 1: Introduction to a text with accompanying multi-modal resource

Goal:	The goal of this task is for you to demonstrate your capacity to introduce a prescribed text for study in Senior Secondary English. Design and create a digital resource to engage students with this text.
Product:	Introduction to a text with accompanying multi-modal resource – oral presentation with multimodal support
Format:	<p>You are to make a 5-10 minute presentation to introduce senior secondary students to a new text. The text must be chosen from a QCAA prescribed text list. You must demonstrate:</p> <ul style="list-style-type: none"> • Teaching practices for student engagement • Knowledge of how the text will contribute to student learning • An understanding of its literary and aesthetic value. <p>To support your presentation, design and create a multi-modal resource to introduce the text to students.</p> <p>Purpose: To introduce a text, to inform and educate. Audience: Senior English students. Mode: Oral with multi-modal support</p>
Criteria:	<ol style="list-style-type: none"> 1. Choice and justification of the value of the text. 2. Evaluation of how the text aligns with the Senior Secondary English Curriculum. 3. Creation of a digital multi-modal education resource to introduce a text to senior English students. 4. Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy. 5. Oral presentation skills for an audience of senior secondary students.

Assessment Task 2: Quiz

Goal:	The goal of this task is to demonstrate your knowledge of the senior secondary lecture topics.
Product:	Quiz
Format:	<p>You will participate in a 20-minute online Quiz during your lecture to demonstrate your understanding of senior secondary curriculum. The topics will include:</p> <ul style="list-style-type: none">• History of senior schooling in Queensland• Types of senior secondary syllabuses• Role of cognitive verbs in senior secondary syllabuses and assessment• Curriculum design and alignment• ATAR and QCE processes for senior secondary• Access and reasonable adjustment for senior secondary assessment• Diagnostic, formative, summative assessment and reporting in senior secondary• Summative assessment feedback and moderation practices in senior secondary• The role of literacy and numeracy and 21st century skills in senior secondary <p>You will require access to your own mobile device to undertake the quiz during the lecture.</p>
Criteria:	1. Knowledge and understanding senior secondary curriculum, assessment, moderation and reporting practices.

Assessment Task 3: Unit of work outline and accompanying lesson plan

Goal:	The goal of this task is for you to design and create a unit outline for a term of work in Year 11, with one accompanying lesson plan.
Product:	Unit of work outline and one accompanying lesson plan
Format:	<p>Devise an eight-week outline for <u>one half</u> of Unit 2 in the General English Syllabus. The outline must demonstrate the principles of constructive alignment and student-centred learning. Use the following headings for your outline:</p> <ul style="list-style-type: none">• Introduce the topics and texts of study• Select learning objectives (from the syllabus) for this 8 week outline• Resources (including texts that you will use in this unit)• Considerations for diversity, including considerations of Australian, Aboriginal and Torres Strait Islander cultures.• Incorporation of 21st century skills (including ICT, literacy and implicit numeracy)• A summative assessment task sheet, including the task requirements and conditions, and criteria (from the syllabus).• A statement of intended reporting of assessment feedback to students and parents• Tabulated scope and sequence of learning activities for the eight weeks that includes timely formative feedback mechanisms throughout the course so the teacher can evaluate student data to inform ongoing teaching. <p>Develop a lesson plan for either the first or second lesson of the unit, including:</p> <ul style="list-style-type: none">• Lesson title and focus.• Lesson learning goals. (Use cognitive verbs.)• Learning and teaching activities.• Resources.• Differentiation opportunities.• Formative feedback mechanisms.

Criteria:	<ol style="list-style-type: none"> 1. Knowledge and understanding of English texts and curriculum documents to design and create an aligned unit of work outline including one lesson plan with appropriate cognitive verbs. 2. Implementation of pedagogy for student-centred learning (including ICT, literacy and numeracy opportunities, and provisions for cultural diversity where appropriate). 3. Development of formative and summative assessment processes. 4. Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy
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7. What are the course activities?

7.1 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. A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

This course will be delivered via technology-enabled learning and teaching. All lectures will remain in this mode for Semester 2 2020. When government guidelines allow, students that elected on-campus study via the class selection process will be advised when on campus tutorials and practical sessions will resume.

7.2 Course content

Week # / Module #	What key concepts/content will I learn?
Module 1	Queensland Senior Secondary Curriculum Cognitive verbs (QCAA and Marzano & Kendall) Learning objectives Catering for student diversity Teaching for 21 st century skills Assessment, feedback, moderation and reporting processes Critical analysis of curriculum documents
Module 2	Teaching Senior English Teaching persuasive, narrative, informative, analytical and reflective writing and speaking. Teaching strategies, including non-verbal and ICT based strategies. Unit plans, teaching sequences and lesson plans. Developing knowledge and understanding of Aboriginal & Torres Strait Islander history in texts. Literacy and numeracy in English. Organising and integrating lesson content, learning activities, resources, assessment, skills and pedagogical strategies including ICT. Constructive alignment between objectives, learning activities and assessment tasks.

Please note that the course content may be subject to variation.

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

Please note that 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)

No set text. The Senior Secondary English syllabuses and associated documents will be available on Blackboard.

8.2 Specific requirements

Nil

9. Risk management

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student 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. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module 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:

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

10.3 Assessment: Submission penalties

Late submission of assessment tasks will 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 and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 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>

10.6 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

Email: studentcentral@usc.edu.au

10.7 School specific information

The assessment tasks in this course support pre-service teachers to explicitly demonstrate the following Australian Professional Standards for Teachers (Graduate):

Assessment Task	Australian Professional Standards for Teachers (Graduate)
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Task 1: Introduction to a text with accompanying multimodal resource	<p>2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</p> <p>2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p> <p>2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</p> <p>2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p> <p>3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p> <p>3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement</p>
Task 2: Quiz	<p>2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</p> <p>4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.</p> <p>5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p> <p>5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</p> <p>5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</p> <p>5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</p> <p>5.5 Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.</p>
Task 2: Unit of work outline and lesson plan	<p>1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</p> <p>2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</p> <p>2.2 Organise content into an effective learning and teaching sequence.</p> <p>2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</p> <p>2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p> <p>2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</p> <p>2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p> <p>3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</p> <p>3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</p> <p>3.3 Include a range of teaching strategies.</p> <p>3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p> <p>3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</p> <p>3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</p> <p>4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.</p>

	<p>4.2 Demonstrate the capacity to organize classroom activities and provide clear directions.</p> <p>4.5 Demonstrate an understanding of the relevant issues and strategies available to support the safe and responsible use of ICT in learning and teaching.</p> <p>5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p> <p>5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</p> <p>5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</p> <p>5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</p> <p>5.5 Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.</p>
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