USC

Course Outline

Code: EDU413
Title: Teaching the Australian Curriculum: Languages

Faculty: Science, Health, Education and Engineering
School: Education
Teaching Session: Semester 1
Year: 2019
Course Coordinator: Peter Grainger   Email: peter.grainger@usc.edu.au
Course Moderator: Beverly Dann

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 focus on the Languages Learning Area and learn why learning a Language is important and how it develops skills including literacy and intercultural understanding. A broad focus is on developing your understanding of Aboriginal and Torres Strait Islander Languages and the necessity of preserving these languages. You will develop knowledge and teaching strategies in the Languages discipline and the Cross Curricular Priority of *Intercultural Understanding* and General Capability of *Asia and Australia's Engagement with Asia* elements of the Australian Curriculum.

1.2   Course topics
Australian Curriculum: Languages
The nature of Language learning
Language learning as an intercultural process
Language learning and literacy development
Learning about Aboriginal and Torres Strait Islander Languages
General Capabilities and Languages across the curriculum
Cross-Curricular priorities and Languages especially The Australian Curriculum Asia Cross-curriculum priority

2.   What level is this course?
400 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 4th year of an undergraduate program

3.   What is the unit value of this course?
12 units

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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 outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to you becoming:
Examine language policy and the Australian Curriculum: Languages to determine the impact on learning and teaching.	Task 1: Group oral presentation Task 2: Academic essay Task 3: In class 'exam'	Knowledgeable Empowered
Analyse language learning literature and the Australian Curriculum: Languages and discuss the value of learning languages in primary education.	Task 1: Academic essay	Knowledgeable Empowered
Apply the Cross Curriculum Priority: Asia and Australia's Engagement with Asia and evaluate the challenges for primary teachers.	Task 2: Academic essay Task 3: In class 'exam'	Empowered
Analyse own and others' perceptions of culture, race and language learning to improve future teaching practice.	Task 1: Group oral presentation Task 2: Academic essay Task 3: In class 'exam'	Knowledgeable Empowered

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 ED304 or UU301 or XU301

5.2   Pre-requisites

N/A

5.3   Co-requisites

N/A

5.4   Anti-requisites

N/A

5.5   Specific assumed prior knowledge and skills (where applicable)

N/A

6.   How am I going to be assessed?

6.1   Grading scale

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

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6.2 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	Group oral presentation	Group	20%	20 minutes plus 750 word typed summary	Weeks 3, 4, 5 or as required	During tutorial
2	Academic essay	Individual	30%	2000 words	Monday Week 8 before 5pm	Blackboard (Safe assign)
3	In class 'exam'	Individual	50%	2 hours, 1000 words	Week 10	During tutorial
			100%			

Assessment Task 1: Group oral presentation

Goal:	The goal of this task is to research and discuss the benefits of learning an additional Language in a group oral presentation to colleagues
Product:	Group oral presentation
Format:	You will research and discuss the benefits of learning an additional Language and relate this research to your teaching context in primary school. You will do this in a group, allocated in week 1. You will have a choice of benefits to present, provided in week 1. You should consult the Australian Curriculum: Languages documentation and cite this as well as other non-policy literature when making your arguments. You must hand in one (group) typed 750 word summary, fully referenced, on the day of the presentation. Further information will be provided in lectures and tutorials in Week one and on Blackboard.
Criteria:	1. Knowledge and understanding of policy documents in relation to the Australian Curriculum: Languages and the value of Languages education in Australian primary schools 2. Summary of the literature 3. Oral communication skills

Generic skill assessed	Skill assessment level
Communication	Graduate
Organisation	Graduate

Assessment Task 2: Academic essay

Goal:	The goal of this task is to demonstrate understanding of the various 'challenges' to learning a Language in primary school.
Product:	Academic essay
Format:	You are to write an academic essay that identifies and discusses the various challenges facing students and teachers in primary school in relation to learning and additional Language. You must include informed reflections from SPE experiences; academic literature related to the failure of the system; statistics; significant Language policies in Australia; and what can be done holistically AND at the classroom level to enact change, in other words, recommendations and/or solutions. Further details will be available in week 1 during lectures and tutorials.
Criteria:	1. Knowledge and understanding of: of the Australian Curriculum: Languages (structure, aims, rationale, objectives). 2. Knowledge and understanding of: of Language policies in Australia 3. Skills: Identification of challenges, recommendations and solutions 4. Written communication skills

Generic skill assessed	Skill assessment level
Communication	Graduate
Problem solving	Graduate

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Assessment Task 3: In class 'exam'

Goal:	The goal of this task is to demonstrate understanding of the importance of the Languages Learning Area in enabling the Federal mandate of General Capabilities and Cross Curricular Priorities to be taught in primary schools.
Product:	In class 'exam'
Format:	You will sit an in class 'exam' of two hours during the final week tutorials. The focus is on how the Languages Learning Area enables the General Capabilities (GC) and Cross Curricular Priorities (CCP) in the Australian Curriculum to be taught at the primary school level. You have a choice as to which ones of the GC and CCP are relevant but the Asia and Australia's engagement with Asia priority is mandatory. You are allowed one page of notes, hand written. Further details will be available in week 1 during lectures and tutorials.
Criteria:	1. Knowledge and understanding of: of the General Capabilities and how learning a Language can fulfil this mandate 2. Knowledge and understanding of: of the Cross Curricular Priorities and how learning a Language can fulfil this mandate 3. Skills: Application of the knowledge to articulate strategies of how to embed these priorities in teaching 4. Written communication skills

Generic skill assessed	Skill assessment level
Communication	Graduate
Problem solving	Graduate

7.   What are the course activities?

7.1   Directed study hours

2 hour lecture, 2 hour tutorial

7.2   Teaching semester/session(s) offered

Sippy Downs: Semester 1
Fraser Coast: Semester 1
Gympie: Semester 1
Caboolture: Semester 1

7.3   Course content

Teaching Week / Module	What key concepts/content will I learn?	What activities will I engage in to learn the concepts/content?	
		Directed Study Activities	Independent Study Activities
1	Introduction (What is the Australian Curriculum: Languages, Why is it important to you, Where does it fit within primary education?)	Tutorial: Tour of the website Introduction to Discussion of Task 1 requirements and allocation of topics and groups	See Blackboard
2	The importance of learning a second language and the benefits (Personal, Social, Cognitive, Economic)	Tutorial: Discussing relevant literature in groups	See Blackboard
3	Policy and the current state of Languages in Queensland primary schools (The value of Languages, teacher and student attitudes, reflect on teaching experience).	Group oral presentations	See Blackboard

4	Challenges and opportunities for embedding Languages in main classroom	Group oral presentations	See Blackboard
5	General Capabilities (key: Intercultural Understanding, Literacy, IT). Learning activities for the classroom	Group oral presentations	See Blackboard
6	Introduction to Asia Literacy (policy, curriculum and Peta Salter)	Tutorial: Discussing relevant literature in groups	See Blackboard
7	Challenges and opportunities of embedding Asia Literacy (resources (how to choose?), IT (how to use?) and discourse (what to say?))	Tutorial: Discussing relevant literature in groups	See Blackboard
8	Language, culture and race	Tutorial: Discussing relevant literature in groups Task 2 due Monday	See Blackboard
9	The Australian Curriculum: Languages and the nature of Aboriginal and Torres Strait Islander Languages and their preservation	Tutorial: Discussing relevant literature in groups	See Blackboard
10	Preparation for in class exam	Tutorial: In class 'exam'	See Blackboard

Please note that the course activities 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)

Please note that you need to have regular access to the resource(s) listed below as they are required:

Author	Year	Title	Publisher

8.3 Specific requirements

N/A

9. Risk management

Health and safety risks 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.

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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

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10.6   General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au

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10.7   Faculty specific information

Assessment Task	Graduate
Task 1: Group oral presentation	1.3: Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. 1.4: Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds. 2.4: Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. 7.4: Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.
Task 2: Academic essay	2.1: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. 1.4: Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds. 2.4: Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
Task 3; in class 'exam'	1.3: Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. 1.4: Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds. 2.4: Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.