



COURSE OUTLINE

EDU737

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 discern effective pedagogy within English for Years 7 -10. You organise and plan lessons using the Australian Curriculum English, apply your knowledge, understanding and skills to interpret, evaluate and adapt learning, in order to engage Junior Secondary students. You will develop deep knowledge of how to integrate Aboriginal and Torres Strait Islander perspectives into learning activities and critically 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 a 2 hour weekly 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

- Year 7-10 curriculum and policy frameworks relating to subject English
- Use data to inform teaching, specifically NAPLAN (Years 7 and 9) and Australian Curriculum student achievement standards
- Literacy and numeracy learning and teaching
- Current language learning and critical literacy theory that informs English curriculum and the study of literature
- Strategies for differentiating teaching to meet the specific learning needs of a broad range of students from different social, cultural and language contexts
- Concepts, principles and structure of learner-centred English pedagogy, including content and teaching strategies
- Curriculum design (content, assessment and pedagogy) in subject English
- ICT applications to enhance teaching, learning and communication

2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

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 deep knowledge of language learning theory and the Australian Curriculum English to critically evaluate and justify lesson planning decisions	Knowledgeable Creative and critical thinker
2 Plan, organise and integrate English content into authentic learning sequences demonstrating thorough understanding of concepts, principles and structure of English pedagogy.	Knowledgeable Creative and critical thinker
3 Effective communication in different modes to an informed academic audience and virtual hypothetical students	Knowledgeable Creative and critical thinker
4 Research and synthesise achievable, challenging learning goals to match student abilities, cater for diverse learning needs, and design authentic assessment and moderation processes	Knowledgeable
5 Research and the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Knowledgeable 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 ED706 and an English Teaching area

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%	2000 words and 7 min video presentation	Week 7	Online Assignment Submission with plagiarism check
All	3	Report	Individual	40%	2500 words	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Examination

GOAL:	The goal of this task is to demonstrate your knowledge of the Australian and Queensland English curriculum and policy and underpinning language theory for junior secondary schooling.													
PRODUCT:	Examination													
FORMAT:	The purpose of this task is to provide you opportunities to deepen your knowledge of the Australian Curriculum: English and current policy 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 to 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 may bring any part of the Australian Curriculum: English to the test. A voluntary, formative assessment that will comprise a short 'open book' practice 30 minute test will be held and marked by you in the preceding tutorial. The results of this formative test will provide you with feedback on where there are gaps in your knowledge and will assist you in revising for the examination.													
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Knowledge and understanding of English Curriculum.</td> </tr> <tr> <td>2</td> <td>Ability to explain content and apply knowledge using appropriate meta-language.</td> </tr> <tr> <td>3</td> <td>Ability to critically evaluate curriculum materials as they relate to Junior secondary English learners</td> </tr> <tr> <td>4</td> <td>Written communication and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy</td> </tr> <tr> <td>5</td> <td>Assessment criteria are mapped to the course learning outcomes.</td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	Knowledge and understanding of English Curriculum.	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	Written communication and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy	5	Assessment criteria are mapped to the course learning outcomes.	<p style="text-align: right;"> 1 2 3 4 5 </p>
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All - Assessment Task 2: Oral and Written Piece

GOAL:	The goal of this task is to apply your knowledge of teaching strategies and literary texts to design and implement a lesson segment.	
PRODUCT:	Oral and Written Piece	
FORMAT:	<p>There are four aspects to this task.</p> <ol style="list-style-type: none"> 1. Introduce a literary text that is suitable for use in Junior secondary English. Evaluate and justify the text alongside the range of teaching strategies you will use to teach the text to a range of students in a particular year level. This is presented to a hypothetical tutor 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 skills in a particular genre. Reference must be made to the chosen literary text and to specific ACARA requirements for teaching writing. 3. Discuss, in the audio presentation how, in one of the lessons, you plan to teach one aspect of writing to a class of students (suggested 6-7 minutes). In the discussion you will reference teaching strategies, ACARA requirements and the Four Resources Model. 4. Finally, provide a reflection on the decisions made as you designed your lesson sequence. 	
CRITERIA:	No.	Learning Outcome assessed
	1	Knowledge of appropriate curriculum and pedagogical requirements for a range of students in the nominated age group.
	2	Evidence of ability to teach writing in the selected genre and reflect on teaching practice.
	3	Organisation of lesson materials and associated skills – logical development of lesson plans, assessment practices, teaching strategies, and control over audio and Powerpoint
	4	Written and oral communication and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.

All - Assessment Task 3: Evaluation and plan to renew a unit of work

GOAL:	Evaluate and renew a learning sequence using student assessment data
PRODUCT:	Report
FORMAT:	<p>During tutorials in Weeks 8 and 9, you will work with others to: interpret a school student's assessment data and evaluate a learning sequence (unit of work) that has been supplied to you. With others, you will analyse the student's English strengths and weaknesses in relation to the outcomes they achieved at the conclusion of the learning sequence. You will also evaluate what was taught, the strategies and resources used, what was assessed and how it was assessed. You will consider how to improve current teaching practices.</p> <p>Individually, you are required to write a report that reviews the current learning sequence and makes recommendations for improvement for all students. The report headings may include the following: Evaluation of the student data as it relates to improving the learning outcomes for all.</p> <ul style="list-style-type: none"> • Evaluation of the unit of work in relation to the students' achievement levels, sequencing of learning, connection to curriculum requirements, differentiation, cross-curriculum priorities, and teaching and assessment strategies which were employed. • Recommendations for future unit planning, that is based on research, and includes all of the above together with: future moderation of assessment and effective reporting to students.

CRITERIA:	No.	Learning Outcome assessed
	1	Critical evaluation of the unit of work, student data, and planning documents including assessment and feedback strategies and tools
	2	Knowledge of curriculum and student learning needs evident in the recommendations made for renewal.
	3	Justification of renewed design with reference to research and policy documents which include those from ACARA English and correct referencing of the same.
	4	Written communication and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.

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 The role of texts in language learning	Exploration of policy documents. Navigating the Australian Curriculum English website. Reintroduction to the genres of adult literature. Learning how to interpret documents, make and justify ethical decisions and write responses. Melbourne Declaration. Investigate relevant English policy documents ALEA. Library work. Read young adult literature. Further readings and tutorial/online activities see Blackboard.
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. 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. Viewing English lessons. Planning lessons that are sequenced and integrated and relate to a stage of learning. Further readings and tutorial/online activities see Blackboard.
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. Further readings and tutorial/online activities see Blackboard.

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

Nil

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

Email: studentcentral@usc.edu.au