



## COURSE OUTLINE

EDU738

# Teaching Senior Secondary English

**Course Coordinator:** Alison Willis (awillis@usc.edu.au) **School:** School of Education and Tertiary Access

2021 | Semester 2

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

In this course, you will develop specialised 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 evaluate 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. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
<b>Tutorial/Workshop 1</b> – 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
<b>Lecture</b> – You are required to engage with 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

### 1.3. Course Topics

- Queensland Senior Secondary Curriculum
- Cognitive verbs (QCAA and Marzano & Kendall)
- Catering for student diversity
- Teaching for 21st century skills
- Assessment, feedback, moderation and reporting processes
- Critical analysis of curriculum documents
- 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
- Organising and integrating lesson content, learning activities, resources, assessment, skills and pedagogical strategies including ICT
- Literacy and numeracy demands in English subjects
- Constructive alignment between objectives, learning activities and assessment tasks

### 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 MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
<p>1 Apply deep knowledge of Senior Secondary English curriculum through the incorporation of relevant pedagogy to design learning sequences and programs that will advance students' knowledge and skills.</p>	<p>Knowledgeable Creative and critical thinker</p>	<p>1.1 - Physical, social and intellectual development and characteristics of students 2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 2.4 - Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians 2.5 - Literacy and numeracy strategies 2.6 - Information and Communication Technology (ICT) 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.3 - Use teaching strategies 3.4 - Select and use resources 3.5 - Use effective classroom communication 3.6 - Evaluate and improve teaching programs 4.1 - Support student participation 4.2 - Manage classroom activities 4.5 - Use ICT safely, responsibly and ethically 5.1 - Assess student learning 5.2 - Provide feedback to students on their learning 5.3 - Make consistent and comparable judgements 5.4 - Interpret student data 5.5 - Report on student achievement</p>

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
<p>2 Employ a student-centred and aligned approach to evaluate assessment practices, reporting and student achievement.</p>	<p>Knowledgeable Creative and critical thinker Ethical</p>	<p>1.1 - Physical, social and intellectual development and characteristics of students 2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 2.4 - Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians 2.5 - Literacy and numeracy strategies 2.6 - Information and Communication Technology (ICT) 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.3 - Use teaching strategies 3.4 - Select and use resources 3.5 - Use effective classroom communication 3.6 - Evaluate and improve teaching programs 4.1 - Support student participation 4.2 - Manage classroom activities 4.5 - Use ICT safely, responsibly and ethically 5.1 - Assess student learning 5.2 - Provide feedback to students on their learning 5.3 - Make consistent and comparable judgements 5.4 - Interpret student data 5.5 - Report on student achievement</p>

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
<p>3 Demonstrate the use of explicit English teaching strategies and pedagogy that engages students in quality learning in Senior Secondary English.</p>	<p>Knowledgeable Creative and critical thinker Engaged</p>	<p>1.1 - Physical, social and intellectual development and characteristics of students 2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 2.4 - Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians 2.5 - Literacy and numeracy strategies 2.6 - Information and Communication Technology (ICT) 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.3 - Use teaching strategies 3.4 - Select and use resources 3.5 - Use effective classroom communication 3.6 - Evaluate and improve teaching programs 4.1 - Support student participation 4.2 - Manage classroom activities 4.5 - Use ICT safely, responsibly and ethically 5.1 - Assess student learning 5.2 - Provide feedback to students on their learning 5.3 - Make consistent and comparable judgements 5.4 - Interpret student data 5.5 - Report on student achievement</p>

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
<p>4 Critically reflect on the role of literary and non-literary texts in Senior Secondary English.</p>	<p>Creative and critical thinker Sustainability-focussed</p>	<p>1.1 - Physical, social and intellectual development and characteristics of students 2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 2.4 - Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians 2.5 - Literacy and numeracy strategies 2.6 - Information and Communication Technology (ICT) 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.3 - Use teaching strategies 3.4 - Select and use resources 3.5 - Use effective classroom communication 3.6 - Evaluate and improve teaching programs 4.1 - Support student participation 4.2 - Manage classroom activities 4.5 - Use ICT safely, responsibly and ethically 5.1 - Assess student learning 5.2 - Provide feedback to students on their learning 5.3 - Make consistent and comparable judgements 5.4 - Interpret student data 5.5 - Report on student achievement</p>

## 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

Task 1 is due in Weeks 3-5. Students will have access to formative feedback in tutorials from Weeks 1 onwards.

## 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	Oral and Written Piece	Individual	30%	10-12 minute presentation	Refer to Format	Online Assignment Submission with plagiarism check
All	2	Examination	Individual	20%	25 minutes	Week 6	Online Test (Quiz)
All	3	Artefact - Professional	Individual	50%	2600 words	Week 10	Online Assignment Submission with plagiarism check

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

<b>GOAL:</b>	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.	
<b>PRODUCT:</b>	Oral and Written Piece	
<b>FORMAT:</b>	<p>Submission: In Weeks 3 - 5 according to schedule.</p> <p>You are to make a 10-12 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"> <li>• Teaching practices for student engagement</li> <li>• Knowledge of how the text will contribute to student learning</li> <li>• An understanding of its literary and aesthetic value.</li> </ul> <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.</p> <p>Audience: Senior secondary General English students.</p> <p>Mode: Oral with multi-modal support.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Choice and justification of the value of the text. <span style="float: right;">4</span>
	2	Evaluation of how the text aligns with the Senior Secondary English Curriculum. <span style="float: right;">1 4</span>
	3	Creation of a digital multi-modal education resource to introduce a text to senior English students. <span style="float: right;">3</span>
	4	Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy. <span style="float: right;">4</span>
	5	Oral presentation skills for an audience of senior secondary students. <span style="float: right;">4</span>

### All - Assessment Task 2: Quiz

<b>GOAL:</b>	The goal of this task is to demonstrate your knowledge of the senior secondary lecture topics							
<b>PRODUCT:</b>	Examination							
<b>FORMAT:</b>	<p>The Senior Secondary Quiz</p> <p>You will participate in a 25-minute online Quiz during your lecture in Week 6 to demonstrate your understanding of senior secondary curriculum. 20 questions will cover topics from the Senior Secondary Lecture Series including:</p> <ul style="list-style-type: none"> <li>• History of senior schooling in Queensland</li> <li>• Types of senior secondary syllabuses</li> <li>• Role of cognitive verbs in senior secondary syllabuses and assessment</li> <li>• Curriculum design and alignment</li> <li>• ATAR and QCE processes for senior secondary</li> <li>• Access and reasonable adjustment for senior secondary assessment</li> <li>• Diagnostic, formative, summative assessment and reporting in senior secondary</li> <li>• Summative assessment feedback and moderation practices in senior secondary</li> <li>• The role of literacy and numeracy and 21st century skills in senior secondary</li> </ul> <p>You will require access to your own mobile device to undertake the examination during the lecture time.</p>							
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Knowledge and understanding senior secondary curriculum, assessment, moderation and reporting practices.</td> <td>1</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Knowledge and understanding senior secondary curriculum, assessment, moderation and reporting practices.	1	
No.		Learning Outcome assessed						
1	Knowledge and understanding senior secondary curriculum, assessment, moderation and reporting practices.	1						

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

<b>GOAL:</b>	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.	
<b>PRODUCT:</b>	Artefact - Professional	
<b>FORMAT:</b>	<p>Devise an eight-week outline for one half (one term) of Unit 2 in the General English Syllabus. Unit 2 is typically taught in Semester 2 of Year 11. The unit of work 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"> <li>• Introduce the focus topics and texts of study, making links to the syllabus.</li> <li>• Select learning objectives (from the syllabus) for this 8 week outline.</li> <li>• Resources (including focus and supplementary texts you will use in this unit)/</li> <li>• Considerations for diversity, including considerations of Australian, Aboriginal and Torres Strait Islander cultures.</li> <li>• Incorporation of 21st century skills (including ICT, literacy and implicit numeracy).</li> <li>• A summative assessment task sheet, including the task requirements and conditions, and criteria (from the syllabus).</li> <li>• A statement of intended reporting of summative feedback to students and parents.</li> <li>• Tabulated scope and sequence of teaching and learning activities for all English lessons across the eight weeks. Include timely formative feedback mechanisms throughout the sequence so the teacher can evaluate student data to inform teaching.</li> </ul> <p>Plus, develop one lesson plan for either the first or second lesson of the unit including:</p> <ul style="list-style-type: none"> <li>• Lesson title and focus.</li> <li>• Learning goals for the lesson (use cognitive verbs).</li> <li>• Learning and teaching activities.</li> <li>• Resources.</li> <li>• Differentiation opportunities.</li> <li>• Formative feedback mechanisms.</li> </ul>	



CRITERIA:	No.	Learning Outcome assessed
	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. <span style="float: right;">1 3</span>
	2	Implementation of pedagogy for student-centred learning (including ICT, literacy and numeracy opportunities, and provisions for cultural diversity where appropriate). <span style="float: right;">1</span>
	3	Development of formative and summative assessment processes. <span style="float: right;">2</span>
	4	Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy. <span style="float: right;">3</span>

## 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.

## 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](mailto: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](mailto: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](mailto: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](mailto:studentcentral@usc.edu.au)