USC

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

EDU745 Teaching Junior Secondary Languages

Course Coordinator: Peter Grainger (pgrainge@usc.edu.au) **School:** School of Education and Tertiary Access

| 2021 | Semester 1 |

Online **ONLINE 1** You can do this course without coming onto campus.

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 Languages for Years 7 -10. You organise and plan lessons using the Australian Curriculum for Languages, apply your knowledge, understanding and skills to interpret, evaluate and adapt learning, in order to engage Junior Secondary students.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE 1			
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

- Secondary Curriculum Frameworks in Languages Learning Area and Intercultural Language Teaching (ICLT)

- Approaches to planning Language learning

- Assessing learning in Languages
- Benefits of and advocacy for additional language learning, including the academic and social values
- Pedagogical content knowledge: Languages Learning Area
- Curriculum content, syllabus alignment and lesson planning
- Communicative Language Teaching Methods

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 On successful completion of this course, you should be able to...	GRADUATE QUALITIES Completing these tasks successfully will contribute to you becoming...
1 Research the benefits of learning Languages to promote the Languages Learning Area to key stakeholders in Junior Secondary School settings	Knowledgeable Empowered
2 Research and critically analyse the Communicative Language Teaching (CLT) approach and the Intercurtural Language teaching focus, applying this knowledge to a specific additional language in the Junior Secondary years	Knowledgeable Creative and critical thinker
3 Critically analyse and interpret key components of The Australian Curriculum	Languages	Knowledgeable

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 a Languages 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 completed at the end of week 3 and will be scored by a computer immediately upon completion

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	Quiz/zes	Individual	20%	20 questions, 1000 words	Week 3	Online Test (Quiz)
All	2	Oral and Written Piece	Individual	30%	15 mins plus 1000 words	Refer to Format	In Class
All	3	Essay	Individual	50%	2500 words	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: On line quiz

GOAL:	The goal of this task is for you to become familiar with the Australian Curriculum: Languages syllabus by answering a series of on line questions related to the key syllabus focuses
PRODUCT:	Quiz/zes
FORMAT:	On line task answering key questions about syllabus focuses (F-10)

CRITERIA:	No.		Learning Outcome assessed
	1	Knowledge and understanding of the key focuses of the Australian Curriculum: Languages.	
	2	Assessment criteria are mapped to the course learning outcomes.	① ② ③

All - Assessment Task 2: Oral and written piece on the benefits of studying an additional Language

GOAL:	The goal of this task is for you to research the benefits of learning an additional language in the Junior phase of Secondary School, and its application to a specific target language in order to promote this to key stakeholders you will encounter as a Languages teacher.
PRODUCT:	Oral and Written Piece
FORMAT:	In this task you will produce a fifteen minute oral presentation with supporting slides, and a written piece promoting the Languages Learning Area in Junior Secondary School and providing further reading to key stakeholders. You will deliver an oral presentation in the form of a professional development workshop to inform your peers about the benefits of learning a specific target language in Junior Secondary School, accompanied by a PowerPoint presentation and supported by a summary of 1000 words. You must use relevant and current literature to support your advocacy in both the oral presentation and the accompanying written piece. The structure and content of the presentation and flyer will be unpacked in lectures and tutorials. Further details will be made available in week 1 lectures and tutorials. Submit: Due week 6 and 7

CRITERIA:	No.		Learning Outcome assessed
	1	Knowledge and understanding of the benefits of learning an additional Language.	
	2	Knowledge and understanding of The Australian Curriculum: Languages syllabus in regards to a specific target language.	
	3	Written communication and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.	
	4	Oral communication skills to engage an audience	

All - Assessment Task 3: Essay

GOAL:	The goal is for you to research the Communicative Language Teaching Approach and the Intercultural Language Teaching (ICLT) focus, to critically analyse and interpret relevant sections of the Australian Curriculum: Languages for a specific target language and Junior Secondary year level and to apply this knowledge by explaining how these focuses interrelate.
PRODUCT:	Essay
FORMAT:	Research the intercultural and communicative language teaching approaches and contrast these in a fully referenced academic essay, pointing out differences and similarities. Then write an assessment task that exemplifies these focuses usin a provided template (appendix). You must justify your assessment task in terms of the application of knowledge about CLT and ICLT. Further details will be made available in week 1 lectures and tutorials.

CRITERIA:	No.		Learning Outcome assessed
	1	Knowledge and understanding of CLT and ICLT.	
	2	Justification of assessment task.	
	3	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	Introduction to Languages Learning Area: Historical context-Policy Benefits of Learning Languages
Module 2	Historical Overview of grammar translation; audio lingual; communicative language teaching approaches
Module 3	Australian Curriculum: Languages-structures, requirements, strands
Module 4	Teaching and assessing Speaking Teaching and assessing Listening Teaching and assessing Reading Teaching and assessing Writing Teaching and assessing other key aspects: (e.g. reflecting,)
Module 5	Aboriginal and Torres Strait Islander Languages
Module 6	Issues in Languages teaching and learning

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

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Recommended	Anthony Liddicoat and Angela Scarino	2013	Intercultural Language Teaching and Learning	Wiley Blackwell

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

Email: studentcentral@usc.edu.au