

UNIT OUTLINE FOR EDP152.5 English Literacy

Name of Unit 1 (Unit Code 1)
English Literacy (EDP152.5)

SECTION 1 – GENERAL INFORMATION

Administrative details

Associated higher education awards	Duration	Level <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	Unit Coordinator <i>(incl. academic title)</i>
Bachelor of Education Master of Teaching – Primary	One semester	1 st year	Head of Program

Core or elective unit

Indicate if the unit is a

- core unit
 elective unit
 other (please specify below):

Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points	Total course credit points
6 credit points	240 credit points

Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week	No. personal study hours per week	Total workload hours per week
3	6	9

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 0 hours per week

Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

- Yes No

SECTION 2 – ACADEMIC DETAILS**Brief description of the content of the unit**

This unit will provide students with the basics of English literacy, including spelling strategies, traditional and functional grammar, text structure and text types, with application for their personal literacy understanding and use (including academic writing).

Learning outcomes for the unit

Make sure that learning outcomes consist of three key elements: (i) a demonstrable / observable verb, (2) a stem, and (3) a qualifier. For example, "Explain the authorship of the Pentateuch with reference to traditional perspectives and contemporary scholarship." Make sure your key verb is consistent with the AQF level of the unit.

1. Analyse a variety of written texts to classify the basic components of traditional and functional English grammar
2. Construct grammatically correct and coherent English writing for a range of purposes, and identify and correct common grammatical errors when proofreading;
3. Apply strategies for spelling and vocabulary with reference to phonetic knowledge, visual knowledge, morphology and etymology
4. Apply knowledge of text structures to comprehending and composing in a variety of text types.

Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
Narrative Writing Folio With an original, planned and drafted narrative piece (500 words), analyse the grammar, spelling, punctuation and structure. Provide evidence of proof-reading and editing. Identify and classify specific parts of speech and provide alternative vocabulary to improve the quality of the piece. (900 words)	1,2,3,4	S1 Week 6	20%
Academic Research Paper From a variety of options, research a topic relevant to current literacy education, applying academic research and writing skills, appropriate structure and content. (1,800 words)	2,3,4	S1 Week 9	40%

Assessment tasks			
Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
<p>Writing – texts types folio</p> <p>Produce 3 pieces of writing reflecting different text types (imaginative, informative and persuasive). Each piece must reflect the appropriate writing structure and style for each text type, and apply knowledge and understanding of spelling, grammar and punctuation developed during the unit. Reflect and analyse the process experienced. (1,800 words)</p>	2,4	S1 Week 14	40%

2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

Prescribed reading:

Ramsay, M. (2018). *The Complete Guide to English Usage for Australian students* (6th ed.). South Melbourne: Nelson Cengage.

Shields, M., & Bruce, L. (2013). *Basic Literacy and Numeracy*. Macksville, NSW: David Barlow Publishing.

Recommended reading:

Cameron, S., & Dempsey, L. (2013). *The Writing Book: Practical Guide for Teachers*. Auckland, New Zealand: S&L Publishing Ltd.

Cox, R. (ed.). (2012). *Primary English teaching: An introduction to language, literacy and learning*. Newtown: PETAA.

Oakley, G. & Fellowes, J. (2016). *A Closer look at Spelling in the Primary Classroom*. Newtown, NSW: PETAA.

South Australia. Department for Education Child Development. (2015). *Reading: From beginnings towards proficiency* (2nd ed.). Hindmarsh, South Australia: DECD Publishing.

South Australia. Department for Education Child Development. (2015). *Spelling: From beginnings to proficiency: A spelling resource for planning, teaching, assessing and reporting on progress* (2nd ed.). Hindmarsh, South Australia: DECD Publishing.

Tompkins, G., Campbell, R., & Green, D. (2012). *Literacy for the 21st century: a Balanced Approach*. Frenchs Forest NSW: Pearson

Winch, G., Johnston, R., March, P., Ljungdahl, L., Holliday, M. (2014). *Literacy: Reading, Writing and Children's Literature 5th edition*. South Melbourne: Oxford University Press Australia.