

UNIT OUTLINE FOR EDP153.9 Primary English

Name of Unit 1 (Unit Code 1)
Primary English (EDP153.9)

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>
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	96 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 an in-depth study of the theories, research and development of Primary English, and examine approaches, strategies, techniques and resources for teaching and learning English in the classroom aligned with Australian Curriculum: English and practical application within a Work Integrated Learning framework.

Learning outcomes for the unit

1. Critically analyse and identify developmental phases in acquisition of language, reading, writing and spelling skills from theoretical and practical perspectives, and apply and justify in analysing student work;
2. Observe and reflect on Primary English teaching and learning in practice (Reading, Writing and Spelling) and apply and justify in the light of the Australian Curriculum: English R-6 and current theoretical understandings of the teaching and learning of English;
3. Analyse critically, respond to and synthesise research in reading or writing and apply knowledge and justify with data gathered from an observational case study;
4. Critically examine appropriate content, strategies and assessment for literature-based curriculum planning, and construct English lessons in the light of theoretical understanding of the unit matter, reflecting and justifying the inclusion of a range of pedagogical approaches with rationale.

Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
Academic research essay, case study and critical response Observational Case Study within a WIL context, Critically analyse, respond to and synthesise current research in either reading or writing. Critically analyse, identify, apply and justify appropriate developmental phases of case study children. Reflect and critically respond to current theoretical understandings and pedagogical models (3,000 words)	1,2,3,	S2 Week 9	50%
Literature based curriculum planning and rationale Using a published literature-based unit plan as a source, plan three lessons in Oral Language /Reading /Writing/ Spelling or Grammar based on children’s literature. The lessons will reflect appropriate content, strategies and assessment for the Year level, and a range of pedagogical approaches. Provide a rationale for the inclusion of approaches, based on researched strategies (3,000 words equiv.)	2,4	S2 Week 14	50%

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:

None

Recommended reading:

- Byrnes, J. & Wasik, B. (2019). *Language and Literacy Development: What Educators Need to Know* 2ed. United States: Guilford Publications.
- Cameron, S. (2009). *Teaching Reading Comprehension Strategies: Practical Classroom Guide*. Auckland, New Zealand: Pearson New Zealand.
- Cameron, S. & Dempsey, L. (2013). *The Writing Book: Practical Guide for Teachers*. Auckland, New Zealand: S&L Publishing Ltd.
- Cameron, S. & Dempsey, L. (2016). *The Oral Language Book: Embedding talk across the curriculum*. Auckland, New Zealand: S&L Publishing Ltd.
- Cameron, S. & Dempsey, L. (2019). *The Reading Book: A Complete Guide to teaching Reading*. Auckland, New Zealand: S&L Publishing Ltd.
- DECD (2015). *Spelling: from beginnings to proficiency. A spelling resource for planning, teaching, assessing and reporting on progress*. (2nd Edition). Hindmarsh S.A: Government of South Australia; Department for Education and Child Development
- DECD (2015). *Reading: from beginnings to proficiency* (2nd Edition). Hindmarsh S.A: Government of South Australia; Department for Education and Child Development
- Lowe, K. (2016). *For the Love of Reading: Supporting Struggling Readers*. Marrickville, NSW: PETAA (Primary English Teaching Association.)
- Oakley, G. & Fellowes, J. (2016) *A Closer Look at Spelling in the Primary Classroom*. Newtown, NSW: PETAA.
- Parkin, B. & Harper, H. (2019). *Teaching with Intent 2: Literature-based Literacy Teaching and Learning*. Newtown, NSW: PETAA
- Winch, G., Ross Johnston, R., March, P., Ljungdahl, L., & Holiday, M. (2020). *Literacy: reading, writing and children's literature* (6th edition.). Oxford University Press