

## UNIT OUTLINE FOR EDP253.7 Language, Literacy and Literature

<b>Name of Unit 1 (Unit Code 1)</b>
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Language, Literacy and Literature (EDP253.7)
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### SECTION 1 – GENERAL INFORMATION

#### Administrative details

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

#### Core or elective unit

Indicate if the unit is a

core unit

elective unit

other (please specify below):

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#### 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).

<b>Unit credit points</b>	<b>Total course credit points</b>
6 credit points	240 credit points

#### Student workload

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

<b>No. timetabled hours per week</b>	<b>No. personal study hours per week</b>	<b>Total workload hours per week</b>
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

If **YES**, provide details of the prerequisite or co-requisite requirements below.

Pre-requisite: EDP153.5 Primary English
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**SECTION 2 – ACADEMIC DETAILS****Brief description of the content of the unit**

This unit examines current research, approaches and resources for teaching the strands of literacy, language and literature, and is designed to develop effective planning and teaching strategies for the Australian Curriculum: English R-6.

**Learning outcomes for the unit**

1. Critically examine and apply a range of effective approaches and strategies for teaching and learning in English, in line with the Australian Curriculum: English, R-6 and reflecting current research;
2. Apply detailed knowledge of phonics, spelling and word knowledge, from understanding of scope and sequence to teaching specific letters, sounds, and spelling strategies;
3. Analyse and reflect on current research on balanced literacy teaching and learning, comparing and contrasting approaches, programs and strategies;
4. Design and reflect upon long and shorter-term sequential curriculum planning for R-6 English, reflective of Australian Curriculum and current pedagogy.

**Assessment tasks**

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
<b>Literacy skills lesson folio</b> Folio of four skills-focused, detailed lesson plans reflecting application of theoretical principles and explicit teaching strategies in phonological awareness, spelling and word study at various year levels. (1000 words equiv)	1,2	S2 Week 5	20%
<b>Research essay/Academic paper</b> Investigate, analyse and reflect on the concept of a 'balanced literacy program', comparing and contrasting integrated/thematic/literature-based approaches with systematic and explicit skills-focused approaches to teaching and learning in English. (1,750 words)	3	S2 Week 9	35%
<b>Curriculum Plan</b> Year and Term planning for a specific year level for the Australian Curriculum: English. The strands of Language, Literacy and Literature and Modes of learning are included in a curriculum plan that is balanced and integrated, with systematic and explicit teaching of skills and understandings appropriate to the year level. (2,250 words equiv)	4	S2 Week 14	45%

## 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:

- 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, Edition 2*. Hindmarsh S.A: Government of South Australia; Department for Education and Child Development
- DECD (2015). *Reading: from beginnings to proficiency, Edition 2*. Hindmarsh S.A: Government of South Australia; Department for Education and Child Development
- 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