

Subject Title:	Learning Literacy		
Subject Code:	EDU1LLI	Credit Points:	15
Teaching Period:	Semester 1	Mode:	Blended
Prerequisite:	N/A	Level:	1
Subject Description:			
<p>This subject engages pre-service teachers with skills required for academic literacy. This is scaffolded through a diagnostic test where pre-service teachers will establish areas of strength and areas that require development. The subject deals with the components and conventions of English language, and the developmental stages of language and literacy learning. Pre-service teachers will also develop proficiency in the application of English language concepts, critical thinking and analytical writing skills. Pre-service teachers will extend their conceptual understanding, knowledge and skills in professional and academic literacy practices.</p> <p>Active involvement in this subject supports the skill development in literacy completion of the hurdle task.</p>			
Intended Learning Outcomes (ILOs) & Australian Professional Standards for Teachers (APST)			
Upon successful completion of this subject, you will be able to:			APST
1	Respond to results of a diagnostic test to identify literacy and English language strengths and act to remediate areas of weakness.	NA	
2	Demonstrate proficiency and understanding of the English language and literacy and think critically about the demands of a variety of text types.	2.1	
3	Understand introductory knowledge of English language components, conventions and acquisition, and literacy learning at different developmental stages.	2.1	
4	Demonstrate proficiency in speaking and writing in English.	2.1	

Assessment:				
Assessment Summary		Word Count Equivalence	%	APST
1	Oral presentation on a specified topic, with a written plan and peer assessment. 10 min presentation (equiv to 500 words) Written plan, reflective self-evaluation & peer feedback 2,000-2,500 words	1500	40%	2.1
2	Literacy practical tasks comprising a literacy skills workbook culminating in an essay. a. Literacy skill workbook (3000-3,500 words equiv to 1500 word essay) 30% b. Essay 1500 words on a specified topic 30%	3000	60%	2.1
	Hurdle Task – Literacy Test - Preparation for Australian professional accreditation requirement. Students must pass on second attempt.	NA		2.1
Assessment Details (including Assessment Criteria)				
1	<p>Prepare and present a 10 minute oral presentation critically reflecting on your language and literacy development. (ILO 1,2,4) Preparation: Using the timeline and metaphor developed in week 2, prepare a written plan for your 10 min oral presentation where you will:</p> <ul style="list-style-type: none"> explain your choice of metaphor and how it represents your language and literacy journey discuss how your language and literacy has developed over time identify areas in own personal literacy and English language strengths that require development for your effective tertiary study. (700 -950 words) <p>Presentation: 10 min oral presentation to peers. Evaluation: Reflective self-evaluation of spoken language, body language, communication of message and interaction with audience. (750- 1,000 words) Peer evaluation of spoken language, body language, communication of message and interaction with audience (500 -750 words)</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> Effective use of metaphor to represent personal language and literacy development Capacity to critically reflect on personal language and literacy development to identify areas for improvement Ability to communicate clearly in an oral medium to report on personal literacy strengths, weaknesses Demonstrated knowledge of strategies for improvement of personal language and literacy skills 			
2	<p>Literacy practical tasks comprising a literacy skills workbook culminating in an essay. a. Literacy skill workbook 30% (3,000-3,500 words) b. Essay 1500 words on a specified topic 30% (ILO 2, 3, 4)</p> <p>This task has two parts.</p> <p>Part a</p> <p>Weekly tasks to be completed in pebble+ workbooks over the semester. There will be three checkpoints for cumulative assessment of workbook tasks. Workbook tasks are provided in the learning activities.</p> <p>Part b</p> <p>An academic essay to demonstrate proficiency in language and literacy demands of academic writing. The topic will require pre-service teachers to examine and critically evaluate a current language and or literacy issue.</p>			

Assessment Criteria:

1. Ability to demonstrate a range of literacy skills for key cumulative assessments within the workbook
2. Capacity and level of literacy competencies
3. Demonstrated knowledge of issues relating to language and literacy development
4. Capacity to critically review resources and analyse language/ literacy issues
5. Clarity of written expression including capacity for effective academic writing and referencing

Learning Resources	
Required Texts	
1	Grellier, J., & Goerke, V. (2014). <i>The Communications Toolkit</i> . Australia: Cengage.
Recommended Reading	
1	Anstey, M., & Bull, G. (2003). <i>The Literacy labyrinth</i> . (2 nd ed.). Chapter 1. Defining language and literacy.
2	Fellowes, J., & Oakley, G. (2014). <i>Language, literacy and early childhood education</i> . Australia: Oxford.

Learning Activities Overview:		
Week	Learning Topic	Learning Activities/Readings
1	Defining language and literacy.	<p>Formal diagnostic test</p> <p>Prior to tutorial - Reading: Anstey, M. & Bull, G. (2003). <i>The Literacy labyrinth</i>. (2nd ed). Chapter 1. Defining language and literacy. Grellier, J. & Goerke, V. (2014). <i>The Communications Toolkit</i>. Australia: Cengage. Chapter 1. Making the Transition.</p> <p>Tutorial: 2hr tutorial face to face.</p> <p>BYO device, in small groups work through activities to orient pre-service teachers to academic study at La Trobe University.</p> <p>Assessment for learning activity to determine student's personal English language and literacy competencies. Learning activities in following weeks will be differentiated accordingly.</p> <p>Small group, whole class and individual activities:</p> <ul style="list-style-type: none"> define and examine language and literacy: differences and similarities examine own language and literacy practices (what are they bringing to the subject/course in their virtual backpack) explore concept of visual images and metaphors as representation <p>Workbook activity: Reflective writing</p> <p>Reading to be provided online in LMS with subject learning guide 2 weeks prior to semester starting</p>
2	Learning the language	<p>Prior to tutorial – Viewing/reading topic overview and reading for tutorial. Reading: Fellowes, J & Oakley, G. (2014). <i>Language, literacy and early childhood education</i>. Australia; Oxford. Chapter 3. Oral language: Perspectives and Phases</p> <p>1hr online</p> <p>Tutorial: 2hr tutorial face to face</p> <p>Small group, whole class and individual activities:</p> <ul style="list-style-type: none"> language acquisition 0 -12 years first /second and additional language acquisition 0-12 years. Literacy diagnostic assessment for learning activity to determine student's personal English language and literacy competencies. Learning activities in following weeks will be differentiated accordingly. <p>Workbook activity: timeline of own language/literacy journey; also represented as a metaphor linked to developmental stages language acquisition.</p>
3	Learning about language (English)	<p>Prior to tutorial – Viewing/reading topic overview and reading for tutorial. Reading: Fellowes, J & Oakley, G. (2014). <i>Language, literacy and early childhood education</i>. Australia; Oxford. Chapter 3. Oral language: Perspectives and Phases</p> <p>1hr online</p> <p>Tutorial - 2hr face to face</p> <p>Small group, whole class and individual activities:</p>

		<ul style="list-style-type: none"> components and conventions of language: semantic, syntactic, phonologic, orthographic, pragmatic, grammatical. Interpreting diagnostic assessment data from the literacy test completed in week 1 <p>Workbook activity: Summary of interpretation of the diagnostic data and where to next. This will guide the workbook activities and may require additional tasks.</p>
4	Learning the language	<p>Prior to tutorial – Viewing/reading topic overview and reading for tutorial. Reading: relevant articles on adolescent literacy Grellier, J. & Goerke, V. (2014). <i>The Communications Toolkit</i>. Australia: Cengage. Chapter 3. Identifying appropriate resources</p> <p>1hr online Tutorial - 2hr tutorial face to face</p> <p>Small group, whole class and individual activities:</p> <ul style="list-style-type: none"> language development in adolescence language and literacy issues in adolescence second and additional language acquisition in adolescence. <p>Workbook checkpoint activity: finding the main ideas /topics when reading academic literature related to adolescent literacy. Extension activity: Reworking paragraphs lacking in cohesion.</p>
5	Oral language and oral presentations	<p>Prior to tutorial – Viewing/reading topic overview and reading for tutorial. Reading: Grellier, J. & Goerke, V. (2014). <i>The Communications Toolkit</i>. Australia: Cengage. Chapter 16.Oral Presentations.</p> <p>1hr online Tutorial - 2hr face to face</p> <p>Small group, whole class and individual activities:</p> <ul style="list-style-type: none"> pragmatic aspects and conventions of oral language audience and purpose presentation resources criteria for effective and engaging oral presentations – producing and using for peer assessment defining and understanding assessment tasks researching the topic practice presentations providing peer assessment and feedback <p>Workbook checkpoint - activity: defining and understanding the topic for the oral presentation Extension: writing engaging and informative oral presentation introductions.</p>
6	Preparing for the oral presentation Individual research/preparation	<p>Prior to the tutorial _ resources to assist with this this assessment task</p> <p><i>No online material or tutorial this week</i></p> <p>Tutorial</p> <ul style="list-style-type: none"> Pre-service teachers work on and practise their oral presentations with lecturer and peer support as required. <p>Workbook activity: outline of the oral presentation and notes</p>
7	Assessing the oral presentations	<p>Student oral presentations - small group peer assessment with lecturer moderation.</p> <p>Workbook: self-assessment/reflection of the presentation</p>

8	Grammar in context Scaffolding the essay	<p>Prior to tutorial – Viewing/reading topic overview, referencing module and reading for tutorial.</p> <p>Reading: Grellier, J. & Goerke, V. (2014). <i>The Communications Toolkit</i>. Australia: Cengage. Chapter 12. Grammar, Punctuation and spelling</p> <p>1hr online Tutorial - 2hr face to face</p> <p>Small group, whole class and individual activities:</p> <ul style="list-style-type: none"> genres of academic and professional writing print conventions: grammar, punctuation, spelling, language usage (jigsaw activity) text structure and features. <p>Workbook activity: revisiting the diagnostic and individual development plans.</p>
9	Academic and professional reading and note taking Scaffolding the essay	<p>Prior to tutorial – Viewing/reading topic overview, referencing module and reading for tutorial.</p> <p>Reading: Grellier, J. & Goerke, V. (2014). <i>The Communications Toolkit</i>. Australia: Cengage. Chapter 4. evaluating your resources.</p> <p>1hr online Tutorial – 2hr face to face</p> <p>Small group, whole class and individual activities:</p> <ul style="list-style-type: none"> locating resources - using databases and search tools critiquing resources note taking and summarising using references to support ideas and opinions (citing your sources), annotated bibliographies. <p>Workbook checkpoint activity: Annotated bibliography – critiquing 2 relevant articles for their essay topic</p>
10	Academic and professional writing	<p>Prior to tutorial – Viewing/reading topic overview, referencing module and reading for tutorial.</p> <p>Reading: Grellier, J. & Goerke, V. (2014). <i>The Communications Toolkit</i>. Australia: Cengage. Chapter 9 Academic essay writing. Making the Transition.</p> <p>1hr online Tutorial – 2hr face to face</p> <p>Small group, whole class and individual activities:</p> <ul style="list-style-type: none"> essay and other text type structures for academic writing developing your ‘voice’ <p>Workbook activity: deconstruction and creation of a paragraph Annotating a paragraph to demonstrate understanding of paragraph elements, then creating a subsequent paragraph.</p>
11	Proofreading and editing	<p>Prior to tutorial – Viewing/reading topic overview, referencing module and reading for tutorial.</p> <p>Reading: relevant articles for the essay</p> <p>1hr online Tutorial – 2hr face to face</p> <p>Small group, whole class and individual activities:</p> <ul style="list-style-type: none"> proofreading and editing – what is the difference? essay structure paragraph construction and cohesion sentence construction and concise writing

		<ul style="list-style-type: none"> • spelling errors • editing and referencing sources Workbook final submission Workbook activity: essay plan demonstrating proofreading and editing.
12	Revisiting the diagnostic assessment	Prior to tutorial – revisiting their action plan for developing their own literacy capability Practise resitting the literacy test, particularly the parts they had difficulty with earlier. Pre-service teachers will work on drafting and editing their essays. Lecturers will be available for consultation and feedback on drafts. Workbook: revisiting
		Literacy test to be resat during examination period If pre-service teachers do not pass the test they will have a second opportunity during the supplementary examination period.

Assessment	
Assessment Task No.	Description of task:
1	10 min Oral presentation on a specified topic, with a written plan and peer assessment.
APST	Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed
2.1	<p>Taught - Academic content covered in weeks 1, 2 & 5.</p> <p>Practised - Pre-service teachers will participate in learning activities in tutorials and online that will allow them to practise identifying their own literacy strengths and weaknesses and remediate weaknesses.</p> <p>Assessed - In assessment task 1 pre-service teachers will identify and plan their own learning needs in relation to language and literacy.</p>
Assessment Task No	Description of task:
2	<p>Literacy practical tasks comprising a literacy skills workbook culminating in an essay.</p> <p>a. Literacy skill workbook 30%</p> <p>b. Essay 1500 words on a specified topic requiring pre-service teachers to examine and critically evaluate a current language and or literacy issue. 30%</p>
APST	Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed
2.1	<p>Taught: Academic content covered in weeks 1 - 12.</p> <p>Practised: Pre-service teachers will participate in learning activities in tutorials and online that will allow them to improve their own literacy and develop their understanding and knowledge of English language and literacy (2.1).</p> <p>Assessed: In assessment task 2 part a pre-service teachers will demonstrate their knowledge and understanding of the concepts, structures and issues associated with the English language and literacy learning (2.1) In assessment task 2 part pre-service teachers will demonstrate proficiency in academic and professional literacy.</p>