This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.
<table>
<thead>
<tr>
<th>Unit Name</th>
<th>Curriculum and Pedagogy: English and Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Code</td>
<td>CR430</td>
</tr>
<tr>
<td>Award</td>
<td>Graduate Diploma in Education (Primary)</td>
</tr>
<tr>
<td>Core/Elective</td>
<td>Core</td>
</tr>
<tr>
<td>Pre/co-requisites</td>
<td>Nil</td>
</tr>
<tr>
<td>Mode</td>
<td>Internal</td>
</tr>
<tr>
<td>Weighting</td>
<td>10 credit points</td>
</tr>
<tr>
<td>Delivery/Contact hrs</td>
<td></td>
</tr>
<tr>
<td>Class contact</td>
<td>30 hours</td>
</tr>
<tr>
<td>Engagement with unit materials readings</td>
<td>47 hours</td>
</tr>
<tr>
<td>Assignment preparation</td>
<td>63 hours</td>
</tr>
<tr>
<td>Total</td>
<td>140 hours</td>
</tr>
<tr>
<td>Teaching Staff</td>
<td>Colette Alexander</td>
</tr>
<tr>
<td>Unit Rationale</td>
<td>This unit introduces preservice teachers to pedagogies relevant to teaching English and literacy. The unit focuses on the diverse pedagogies required for teaching across both traditional and contemporary literate practices. This will incorporate issues relating to phonemic awareness, language conventions, speaking, listening, reading, viewing, writing and designing across traditional and digitally-mediated textual forms and multimodal textual practices. Focus will also be given to the development of pedagogies relevant to reading and writing as important central practices in both English and literacy. In a reflective manner, preservice teachers will be required to observe and engage with school students in classroom contexts as a platform for understanding language development. Preservice teachers will also investigate and critically reflect on definitions, theories, models and research regarding the depth and breadth of pedagogical content knowledge necessary for effective teaching and learning in English.</td>
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</tbody>
</table>

**Learning Outcomes:**

On completion of this unit, preservice teachers will have provided evidence that they have:

1. Understood the sociocultural nature of literacy as a social practice and its influence on pedagogical content knowledge relevant to teaching English.
2. Applied current national and state-based curriculum initiatives in English to classroom practices for teaching, learning and assessment.
3. Identified and demonstrated the use of pedagogies relevant to teaching phonemic awareness, spelling, vocabulary, reading, writing, oral communication, multiliteracies and critical literacy.
4. Developed teaching and learning strategies and resources to engage, support and assess student learning and development in relation to literate, numerate and digital demands.
5. Articulated Christian perspectives relating to language pedagogy, social justice, and inclusive teaching practices.
6. Critically evaluated the praxis of language pedagogies in the light of contemporary research and theory.
7. Written at an appropriate tertiary standard (with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation).
## Content:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 1    | **The scope of English and literacy**  
- Comparing English with literacy; language as a social practice  
- National and state-based initiatives in English and literacy  
- Assessment and evaluation in English |
| 2    | **Traditional and functional approaches to linguistic theory**  
- Traditional and contemporary analysis of texts and textual forms  
- Author’s intention vs. reader response  
- Critical literacy; social justice and the deconstruction of texts |
| 3    | No classes - students will be undertaking observations in schools. |
| 4-6  | **Teaching reading and viewing**  
Pedagogical strategies for developing school students:  
- Phonemic knowledge and the skills of decoding  
- Understandings of the syntax and semantics that facilitate encoding  
- Comprehension across lower (literal) and higher (inferential, evaluative) levels  
- Use of literary and non-literary texts  
- Critical literacy for the deconstruction of texts  
- Positive reading habits for both educational and recreational purposes |
| 7    | **Teaching language elements**  
Pedagogical strategies for developing school students:  
- Vocabulary, spelling and grammar  
- Engagement with visual, spatial and audio elements of multil-modal texts |
| 8-10 | **Teaching writing and designing**  
Pedagogical strategies for developing school students:  
- Knowledge of different genres, including literary and non-literary texts, and their functions and purposes  
- Analysis of text types to identify design processes and protocols  
- Design choices when writing for specific purposes, audiences and subject matter  
- Writing skills for both educational and recreational purposes |
| 11   | **Teaching speaking and listening**  
Pedagogical strategies for developing school students:  
- Listening and speaking in learning contexts  
- Listening and speaking in community contexts  
- Formal speaking contexts |

### Set Text Requirements:


### Recommended Readings:


Gee, J 2007, *What Video Games Have to Teach Us About Learning and Literacy*, new edn, Palgrave Macmillan, Basingstoke, UK.


Ludwig, C & Holm S 2006, *What's Hot! A Way In to Teaching Critical Literacies in the Middle Years*, Curriculum Corporation, Carlton, VIC.


**Assessment:**

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>Week Due</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Journal (1500 words)</td>
<td>Compile and reflect upon a journal of observations, conversations, plans and resources undertaken across five days of supervised professional experience into teaching English and literacy within a primary school context.</td>
<td>1-5, 7</td>
<td>Week 8</td>
<td>30%</td>
</tr>
<tr>
<td>Strategies and Resources Folio (2000 words)</td>
<td>Develop a well organised and permanently presented folio of resources, strategies and bibliography for teaching and evaluating English for a selected grade and theme. All components of the folio should be directly related to relevant components of the current English syllabus.</td>
<td>2-5, 7</td>
<td>Week 10</td>
<td>30%</td>
</tr>
<tr>
<td>Examination</td>
<td>Covering discipline and pedagogical content knowledge for all strands of the English curriculum; reading and viewing, writing and designing, speaking and listening, language elements, literary and non-literary texts</td>
<td>1-7</td>
<td>Exam Week</td>
<td>40%</td>
</tr>
</tbody>
</table>

**Unit Overview:**

This unit introduces preservice teachers to pedagogies relevant to teaching English and literacy. The unit focuses on the diverse pedagogies required for teaching using both traditional and contemporary approaches to language.