INTRODUCTION TO CROSS-CURRICULAR LITERACIES

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.
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<tr>
<th><strong>Unit code</strong></th>
<th>CR111</th>
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<tr>
<td><strong>Unit name</strong></td>
<td>Introduction to Cross-Curricular Literacies</td>
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| **Associated higher education awards** | Bachelor of Education (Primary)  
Bachelor of Education (Secondary)  
Bachelor of Arts/Bachelor of Education (Secondary) |
| **Duration** | One semester |
| **Level** | Introductory |
| **Core/elective** | Core |
| **Weighting** | Unit credit points: 10  
Course credit points: Bachelor of Education (Primary) 320  
Bachelor of Education (Secondary) 320  
Bachelor of Arts/Bachelor of Education (Secondary) 320 |
| **Delivery mode** | Face-to-face on site |
| **Student workload** | *Face-to-face on site*  
Contact hours 39 hours  
Reading, study and assignment preparation 111 hours  
TOTAL 150 hours |
| **Prerequisites/co-requisites/restrictions** | Nil |
| **Rationale** | **Enduring Understanding:** Teachers need to demonstrate and model for their students the understanding that literacy, numeracy and digital skills are interwoven across all aspects of education.  
As professional communicators, teachers need to demonstrate an excellent use of a range of literacies in multiple contexts. This unit provides the opportunity for pre-service teachers to be introduced to the elements of literacy, numeracy and digital literacy and engage in the development of an understanding of these core components of communication in Australian classroom contexts including those with a variety of cultural diversity. Pre-service teachers will also develop skills to use these core literacies in the classroom. |
| **Prescribed text(s)** | Selected readings will be available via the Moodle™ site for this unit. |
| **Recommended readings** | Books  


### Journals

Access

- *Australasian Journal of Language and Literacy*
- *Australian Primary Mathematics Classroom*
- *English in Australia*
- *Teaching Mathematics*
- *The Australian Mathematics Teacher*

### Websites

- Australian Curriculum and Assessment Reporting Authority (ACARA)  
- Queensland Curriculum and Assessment Authority (QCAA)  
- Reading Rockets  

In addition to the resources above, students should have access to a Bible, preferably a modern translation such as *The Holy Bible: The New International Version 2011* (NIV 2011) or *The Holy Bible: New King James Version* (NKJV). These and other translations may be accessed free on-line at [http://www.biblegateway.com](http://www.biblegateway.com). The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

### Specialist resource requirements

- **Nil**

### Content

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<tr>
<td>1.</td>
<td>Contemporary imperatives and current issues for literacy, numeracy and digital literacy in Australian classrooms</td>
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<tr>
<td>2.</td>
<td>Engaging in safe, responsible and ethical strategies and practices for ICT in learning and teaching</td>
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<td>3.</td>
<td>Literacy skills and practices for academic and professional contexts</td>
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<td>4.</td>
<td>Numeracy skills and practices for academic and professional contexts</td>
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<tr>
<td>5.</td>
<td>Digital literacy skills and practices for academic and professional context, including safe, responsible and ethical use of ICT in learning and teaching</td>
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<td>6.</td>
<td>Effects of cultural and physical factors in enabling productive engagement in literacy, numeracy and digital literacy in classrooms</td>
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<tr>
<td>7.</td>
<td>Engaging Aboriginal and Torres Strait Islander students in literacy, numeracy and digital literacy</td>
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<tr>
<td>8.</td>
<td>Application of literacy, numeracy and digital literacy skills to inform and direct teacher choices to improve student outcomes</td>
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## Learning outcomes

On completion of this unit, pre-service teachers will have provided evidence that they have:

1. explained the nature of communication in a range of cultural and educational settings;
2. developed the mechanics of reading and writing for academic and professional purposes;
3. developed the skills of quantitative communication for academic and professional purposes;
4. engaged the elements of literacy, numeracy and digital practices;
5. evaluated and implemented a selection of current and emerging technologies and their impact on educational settings; and
6. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.

## Assessment tasks

### Task 1: Digital Folio
Prepare a folio of nine tasks which demonstrate knowledge and use of literacy, numeracy and digital discourses and practices for both academic and professional purposes.

- **Word Length/Duration:** 2,000 words
- **Weighting:** 60%
- **Learning Outcomes:** 4-6
- **Assessed:** Week 10

### Task 2: Examination

- **Word Length/Duration:** 3 hours
- **Weighting:** 40%
- **Learning Outcomes:** 1-3, 6
- **Assessed:** Week 16

## Australian Professional Standards for Teachers (APST)

The learning opportunities provided in this unit contribute to the development of practice, knowledge and values of the following Australian Professional Standards for Teachers:

1. Strategies for teaching Aboriginal and Torres Strait Islander students
2. Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

Successful completion of this unit will provide significant evidence about the following Australian Professional Standards for Teachers:

Graduate Teacher Standards | Learning Outcomes | Assessment Tasks
---|---|---
2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas. | 2-4 | 1
2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. | 4, 5 | 1
4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching. | 4, 5 | 1

## Unit summary

This unit introduces pre-service teachers to the significance of literacies to all teachers and engages them in the discourses of literacy, numeracy and digital literacy in order to support their later engagement with pedagogies for developing school students’ literacy, numeracy and digital literacy.