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>CR232</td>
</tr>
<tr>
<td>Awards</td>
<td>Bachelor of Education (Primary)</td>
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<tr>
<td></td>
<td>Bachelor of Education (Middle Years)</td>
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<tr>
<td></td>
<td>Bachelor of Arts/Bachelor of Education (Secondary) - English minor</td>
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<tr>
<td>Core/Elective</td>
<td>Core</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>CR131 Introduction to Language, Literature and Literacy</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>Class contact</td>
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<tr>
<td></td>
<td>Engagement with unit materials readings</td>
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<tr>
<td></td>
<td>Assignment preparation</td>
</tr>
<tr>
<td></td>
<td>Total</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 in the early and middle years of schooling. 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. Preservice teachers will 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. Focus will also be given to the development of pedagogy relevant to higher-order thinking in English, particularly in relation to critical literacy practices. In a reflective manner, preservice teachers will engage with issues of diversity, perspective, gaps and silences as evident in pedagogical practices and the texts used in classroom contexts. In this way, the unit aims to develop understandings of socially just, inclusive practices for teaching school students from diverse socio-cultural backgrounds.</td>
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</table>

**Learning Outcomes:**

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

1. Understood the socio-cultural nature of literacy as a social practice and its influence on pedagogical content knowledge relevant to teaching English.
2. Identified the literate, numerate and digital demands expected of students engaging in learning in the English learning area.
3. Engaged with pedagogical strategies, tools and resources mediated through ICT technologies, relevant to the English learning area.
4. Applied current national and state-based curriculum initiatives in English to classroom practices for teaching, learning and assessment.
5. Identified and demonstrated the use of pedagogies relevant to teaching phonemic awareness, spelling, vocabulary, reading, writing, oral communication, multiliteracies and critical literacy.
6. Developed teaching and learning strategies and resources to engage, support and assess school student learning and development in relation to literate, numerate and digital demands.
7. Articulated Christian perspectives relating to language pedagogy, social justice, and inclusive teaching practices.
8. Critically evaluated the praxis of language pedagogies in the light of contemporary research and theory.
9. 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    | Reviewing English and literacy  
- Comparing English with literacy  
- National and state-based initiatives in English and literacy  
- Assessment and evaluation in English |
| 2-3  | Engagement with Critical Literacy  
- Literacy as Social Practice  
- Inclusivity and the Scope of Traditional and Contemporary Textual Forms  
- Author’s intention vs. reader response  
- Critical literacy; the deconstruction of texts  
- Social justice; promoting academically rigorous engagement in literate practices |
| 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:


All state and national syllabus documentation, including:  
- Early Years Curriculum Guide: Language learning and communication  
- Year 1 Learning Statements: Language learning and communication  
- Essential Learnings: English  
- Essential Learnings: Literacy Indicators  
- Australian Curriculum: English
**Recommended Readings:**

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

**Assessment:**

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topics/s</th>
<th>Learning Outcomes assessed</th>
<th>Week Due</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Syllabus Concept Map (1000 words)</td>
<td>Develop and present a multimodal text that considers the nature and scope of the English curriculum, identifying the core content, processes and values required for the teaching of English.</td>
<td>1-5, 7-9</td>
<td>Week 5</td>
<td>30%</td>
</tr>
<tr>
<td>Development and Presentation of Assessment Task (20 minutes)</td>
<td>Design a learning and assessment activity to be used with school students that demonstrates an integrated approach to the strands of the English syllabus. Prepare a task description that shows creativity in the use of a variety of resources, ICTs and pedagogical methods for sharing with teachers, students and parents, along with a guide for making judgements about school students’ performances. The task will then need to be presented to other preservice teachers.</td>
<td>1-6, 8, 9</td>
<td>Weeks 6-9</td>
<td>30%</td>
</tr>
<tr>
<td>Pedagogies Folio (2000 words)</td>
<td>Folio of pedagogical strategies, activities and resources for teaching and evaluating English across at least three of the English curriculum organisers, but including both reading and writing. Prepare a rationale which justifies the resources and activities selected with reference to contemporary research, development of broad literacy, and current national and state-based syllabus documentation.</td>
<td>1-9</td>
<td>Week 11</td>
<td>40%</td>
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Unit Overview:

This second unit relating to the English key learning area is designed to be very practical, providing preservice teachers with a broad scope of suitable teaching and learning practices, with a significant emphasis on the teaching of reading and writing. It will also provide a point of reference to contemporary research and theory in order to ground pedagogical content knowledge in best practice.