



CHRISTIAN HERITAGE COLLEGE

CR111

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.

Unit code	CR111						
Unit name	Introduction to Cross-Curricular Literacies						
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: <table> <tr> <td>Bachelor of Education (Primary)</td><td>320</td></tr> <tr> <td>Bachelor of Education (Secondary)</td><td>320</td></tr> <tr> <td>Bachelor of Arts/Bachelor of Education (Secondary)</td><td>320</td></tr> </table>	Bachelor of Education (Primary)	320	Bachelor of Education (Secondary)	320	Bachelor of Arts/Bachelor of Education (Secondary)	320
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Bachelor of Education (Secondary)	320						
Bachelor of Arts/Bachelor of Education (Secondary)	320						
Delivery mode	Face-to-face on site						
Student workload	<i>Face-to-face on site</i> Contact hours 39 hours Reading, study and assignment preparation 111 hours TOTAL 150 hours Students requiring additional English language support are expected to undertake an additional one hour per week.						
Prerequisites/ co-requisites/ restrictions	Nil						
Rationale	<p><u>Enduring Understanding:</u> Teachers need to demonstrate and model for their students the understanding that literacy, numeracy and digital skills are interwoven across all aspects of education.</p> <p>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.</p>						
Prescribed text(s)	Selected readings will be available via the Moodle™ site for this unit.						
Recommended readings	Books Comber, B. (2015). <i>Literacy, place, and pedagogies of possibility</i> . New York, NY: Routledge. Gillen, J. (2014). <i>Digital literacies</i> . London, UK: Routledge. Lankshear, C., & Knobel, M. (2011). <i>New literacies: Everyday practices and classroom learning</i> (3rd ed.). Maidenhead, UK: Open University Press. Jorgensen, R., Sullivan, P., & Grootenboer, P. (Eds.). (2013). <i>Pedagogies to enhance literacy and numeracy for Indigenous students: Evidence-based practice</i> . Singapore: Springer.						

	<p>Pearse, M., & Walton, K.M. (2011). <i>Teaching numeracy: 9 critical habits to ignite mathematical thinking</i>. Thousand Oaks, CA: SAGE.</p> <p>Henderson, M., & Romeo, G. (Eds.). (2015). <i>Teaching and digital technologies: Big issues and critical questions</i>. Melbourne, VIC: Cambridge University Press.</p> <p>Tompkins, G., Campbell, R., Green, D., & Smith, C. (2015). <i>Literacy for the 21st century: A balanced view</i> (2nd ed.). Melbourne, VIC: Pearson.</p> <p>Westwood, P.S. (2008). <i>What teachers need to know about numeracy</i>. Camberwell, VIC: ACER Press.</p> <p>Journals</p> <p>Access</p> <p><i>Australasian Journal of Language and Literacy</i></p> <p><i>Australian Primary Mathematics Classroom</i></p> <p><i>English in Australia</i></p> <p><i>Teaching Mathematics</i></p> <p><i>The Australian Mathematics Teacher</i></p> <p>Websites</p> <p>Australian Curriculum and Assessment Reporting Authority (ACARA) http://www.australiancurriculum.edu.au/GeneralCapabilities/Pdf/Overview</p> <p>Queensland Curriculum and Assessment Authority (QCAA) https://www.qcaa.qld.edu.au/p-10/qld-curriculum/p-10-literacy-numeracy</p> <p>Reading Rockets http://www.readingrockets.org/</p> <p>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).</p> <p>These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
Specialist resource requirements	Nil
Content	<ol style="list-style-type: none"> 1. Contemporary imperatives and current issues for literacy, numeracy and digital literacy in Australian classrooms 2. Engaging in safe, responsible and ethical strategies and practices for ICT in learning and teaching 3. Literacy skills and practices for academic and professional contexts 4. Numeracy skills and practices for academic and professional contexts 5. Digital literacy skills and practices for academic and professional context, including safe, responsible and ethical use of ICT in learning and teaching 6. Effects of cultural and physical factors in enabling productive engagement in literacy, numeracy and digital literacy in classrooms 7. Engaging Aboriginal and Torres Strait Islander students in literacy, numeracy and digital literacy 8. Application of literacy, numeracy and digital literacy skills to inform and direct teacher choices to improve student outcomes

Learning outcomes	<p>On completion of this unit, pre-service teachers will have provided evidence that they have:</p> <ol style="list-style-type: none"> 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	<p>Task 1: Digital Folio</p> <p>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.</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 60%</p> <p>Learning Outcomes: 4-6</p> <p>Assessed: Week 10</p> <p>Task 2: Examination</p> <p>Word Length/Duration: 3 hours</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-3, 6</p> <p>Assessed: Week 16</p>		
Australian Professional Standards for Teachers (APST)	<p>The learning opportunities provided in this unit <i>contribute</i> to the development of practice, knowledge and values of the following <i>Australian Professional Standards for Teachers</i>:</p> <ol style="list-style-type: none"> 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians 		
	<p>Successful completion of this unit will provide significant evidence about the following <i>Australian Professional Standards for Teachers</i>:</p>		
	<i>Graduate Teacher Standards</i>	<i>Learning Outcomes</i>	<i>Assessment Tasks</i>
	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	<p>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.</p>		