



CHRISTIAN HERITAGE COLLEGE

**CR131**

## **INTRODUCTION TO LANGUAGE, LITERATURE AND LITERACY**

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.

<b>Unit code</b>	CR131
<b>Unit name</b>	Introduction to Language, Literature and Literacy
<b>Associated higher education awards</b>	Bachelor of Education (Primary)
<b>Duration</b>	One semester
<b>Level</b>	Introductory
<b>Core/elective</b>	Core
<b>Weighting</b>	Unit credit points: 10 Course credit points: Bachelor of Education (Primary) 320
<b>Delivery mode</b>	Face-to-face on site
<b>Student workload</b>	<p><i>Face-to-face on site</i></p> <p>Contact hours 39 hours Reading, study and assignment preparation 111 hours <b>TOTAL 150 hours</b></p> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>
<b>Prerequisites/ co-requisites/ restrictions</b>	<p><i>Prerequisite:</i></p> <p>CR111 Introduction to Cross-Curricular Literacies</p>
<b>Rationale</b>	<p><u>Enduring Understanding:</u> Pre-service teachers need to understand the core components of all English communication.</p> <p>This is a core unit for pre-service teachers in language and literacy. The unit introduces pre-service teachers to the discipline content of the Australian Curriculum: English within the content strands of language, literature and literacy. It equips pre-service teachers to assist (Prep-Year 6) students to develop literacy and a broad coherent understanding of the written and non-written forms of communication.</p> <p>Pre-service teachers will engage with the nature of both receptive (reading, listening, viewing) and productive (writing, speaking, creating) modes across the phases of learning. Attention will also be given to the importance of emerging forms of technological, multi-modal, and culturally-diverse textual practices in the context of globalisation. A Christian perspective will be integrated in the analysis and critique of approaches to the content of the English key learning area.</p>
<b>Prescribed text(s)</b>	Derewianka, B., & Jones, P. (2012). <i>Teaching language in context</i> . South Melbourne, VIC: Oxford University Press.
<b>Recommended readings</b>	<p><b>Books</b></p> <p>Connor, J., &amp; Topfer, C. (2015). <i>Supporting literacy learning in the early years</i>. Deakin West, ACT: Early Childhood Australia Inc.</p> <p>Cope, B., &amp; Kalantzis, M. (2012). <i>Literacies</i>. South Melbourne, VIC: Cambridge University Press.</p> <p>Ewing, R., Callow, J., &amp; Rushton, K. (2016). <i>Language and literacy development in early childhood</i>. Port Melbourne, VIC: Cambridge University Press.</p>

	<p>Kucer, S.B. (2014). <i>Dimensions of literacy: A conceptual base for teaching reading and writing in school settings</i> (4th ed.). London, UK: Routledge.</p> <p>Leland, C., Lewison, M., &amp; Harste, J. (2013). <i>Teaching children's literature: It's critical!</i> London, UK: Routledge.</p> <p>McDonald, L. (2013). <i>A literature companion for teachers</i>. Newtown, NSW: Primary English Teaching Association Australia.</p> <p>Simpson, A., &amp; White, S. (2013). <i>Language, literacy &amp; literature</i>. South Melbourne, VIC: Oxford University Press.</p> <p>Tompkins, G., Campbell, R., Green, D., &amp; Smith, C. (2015). <i>Literacy for the 21st century: A balanced approach</i> (2nd ed.). Melbourne, VIC: Pearson Australia.</p> <p><b>Journals</b></p> <p><i>Australian Journal of Language and Literacy</i></p> <p><i>Children's Literature in Education</i></p> <p><i>Journal of Children's Literature</i></p> <p><i>Literacy</i></p> <p><i>PETAA Papers</i></p> <p><b>Websites</b></p> <p>New Learning: Transformational Design for Pedagogy and Assessment  <a href="http://newlearningonline.com/multiliteracies">http://newlearningonline.com/multiliteracies</a></p> <p>Australian Curriculum: English  <a href="http://www.australiancurriculum.edu.au/english/curriculum/">http://www.australiancurriculum.edu.au/english/curriculum/</a></p> <p>Primary English Teaching Association Australia (PETAA)  <a href="http://www.petaa.edu.au/imis_Prod/w">http://www.petaa.edu.au/imis_Prod/w</a></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 <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<b>Specialist resource requirements</b>	Nil
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Language as a human expression; a socio-cultural view</li> <li>2. Appreciating and analysing literature</li> <li>3. Reading and telling stories as a cultural experience; socio-cultural views of literacy including Christian and Aboriginal and Torres Strait Islander</li> <li>4. Identifying and analysing linguistic structure</li> <li>5. Writing and designing as communication</li> <li>6. Traditional approaches to language and literacy</li> <li>7. Functional approaches to language and literacy</li> <li>8. Understanding reading, listening and viewing; exploring the four resources model</li> <li>9. Understanding writing, speaking and creating; multi-literate approaches to genre</li> </ol>
<b>Learning outcomes</b>	<p>On completion of this unit, pre-service teachers will have provided evidence that they have:</p> <ol style="list-style-type: none"> <li>1. developed knowledge and understanding of the content, structure and intent of the Australian Curriculum: English syllabus;</li> <li>2. analysed the influence of linguistic, cultural, religious and socio-economic backgrounds, including Aboriginal and Torres Strait Islander perspectives, on learning of, in and through language, literature and literacy;</li> </ol>

	<ol style="list-style-type: none"> <li>identified the sub-systems of linguistics, and their application to both receptive (reading, listening, viewing) and productive (writing, speaking, creating) modes;</li> <li>developed skills in critically reading conventional, multi-modal and culturally diverse texts suitable for children;</li> <li>applied skills in purposefully writing and designing conventional and multi-modal texts; and</li> <li>communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.</li> </ol>		
<b>Assessment tasks</b>	<p><b>Task 1: Presentation</b></p> <p>Multi-modal presentation on receptive modes for either Prep-Year 2 or Year 3-6 aged children</p> <p>Word Length/Duration: 1,000 words/15 minutes</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week s 7-8</p> <p><b>Task 2: Research Paper</b></p> <p>Develop a concept map that explores the breadth and depth of relevant theoretical and practical concepts, ideas and issues for the teaching and learning of writing and designing within the English syllabus. Then prepare a research paper that presents an argument in support of the teaching of writing in school contexts</p> <p>Word Length/Duration: 2, 000 words</p> <p>Weighting: 60%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 14</p>		
<b>Australian Professional Standards for Teachers (APST)</b>	<p>The learning opportunities provided in this unit contribute 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"> <li>Understand how students learn</li> <li>Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</li> <li>Strategies for teaching Aboriginal and Torres Strait Islander students</li> <li>Content and teaching strategies of the teaching area</li> <li>Literacy and numeracy strategies</li> <li>Information and Communication Technology (ICT)</li> <li>Select and use resources</li> </ol>		
	<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>
	Not assessed in this unit	N/A	N/A
<b>Unit summary</b>	<p>This unit introduces pre-service teachers to the content of the English key learning area. They will be introduced to linguistic and literary theory and will engage with its implications in relation to the language, literature and literacy strands of the English syllabus.</p>		