

In Progress

Please note that this Unit Profile is still in progress. The content below is subject to change.



EDCU20039 Teaching English

Term 2 - 2024

Profile information current as at 19/05/2024 03:44 am

All details in this unit profile for EDCU20039 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

The focus of this unit is on the rationale, organisation and content of the Australian Curriculum: English. You will build professional knowledge and understanding of pedagogical approaches to teaching English in primary school settings through a focus on the relationship between receptive and expressive modes of language use and the interrelatedness of the Language, Literature and Literacy strands of the Australian curriculum. You will demonstrate understanding of the features of texts and the social contexts in which they are used and apply pedagogical content knowledge to select teaching resources and design lesson sequences and assessment strategies that support learners' interpretation, evaluation and creation of written and multimodal texts for a range of social purposes.

Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisite EDCU20036 Literacy: Learning to Read

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2024

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure - Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure - International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback - Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student responses

Feedback

Provided clear feedback.

Recommendation

Continue providing focused feedback.

Feedback from Student responses

Feedback

Connected content to real-world examples.

Recommendation

Continue to provide links to classroom practice.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Appraise the social purpose of texts to identify text structures and language features as a focus for learning
2. Analyse curriculum documents to plan learning experiences and lesson sequences that align curriculum intent, teaching and learning, and assessment
3. Write task-specific criteria and standards for the purpose of providing formative and summative feedback and making judgments on the quality of the texts that students produce
4. Describe strategies for using accurate and reliable records of student work samples for reporting to students and parents and carers on learning progress and achievement
5. Identify opportunities for students to evaluate and use ICTs purposefully for constructing effective texts
6. Create resources that engage learners and promote understanding of the features of effective literary and/ or non-literary texts
7. Design logically-structured learning sequences and differentiation strategies that cater for the needs of students with diverse backgrounds and abilities based on knowledge of research-based pedagogical strategies and frameworks for teaching literacy.

Successful completion of this unit provides opportunities for students to demonstrate the Australian Professional Standards for Teachers focus areas of

1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities

2.1 Content and teaching strategies of the teaching area

2.2 Content selection and organisation

2.3 Curriculum, assessment and reporting

2.5 Literacy and numeracy strategies

2.6 Information and Communication Technology (ICT)

3.2 Plan, structure and sequence learning programs

3.3 Use teaching strategies

3.4 Select and use resources

4.1 Support student participation

5.1 Assess student learning

5.2 Provide feedback to students on their learning

5.5 Report on student achievement

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Presentation - 50%	•	•			•	•	
2 - Written Assessment - 50%	•	•	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Knowledge	○	○	○	○	○	○	○
2 - Communication	○	○	○	○			○
3 - Cognitive, technical and creative skills	○	○	○		○	○	○
4 - Research		○					○
5 - Self-management							
6 - Ethical and Professional Responsibility							
7 - Leadership							
8 - Aboriginal and Torres Strait Islander Cultures							

Textbooks and Resources

Information for Textbooks and Resources has not been released yet.

This information will be available on Monday 17 June 2024

Academic Integrity Statement

Information for Academic Integrity Statement has not been released yet.

This unit profile has not yet been finalised.