TEAC 3043 READING CHILDREN'S LITERATURE AND DIGITAL TEXTS

Credit Points 10

Legacy Code 102798

Coordinator Katrina Barker (https://directory.westernsydney.edu.au/search/name/Katrina Barker/)

Description In this unit students will gain knowledge and understanding about using children's literature and digital texts to teach reading, critical literacy, comprehension, media literacy and how texts convey meaning through choices in language (written) and images (visual). It will explore how children's literature and digital contexts can be used in a K-6 classroom for the teaching of the mechanics of reading, information literacy, comprehension skills (literal, implied, inferential), text design and the social construction of texts. It will develop students deeper understanding of the four resources model of reading and viewing: text decoder, text participant, text user and text analyst. This unit will examine literature experiences and practices in digital environments and the principles of interactivity, connectivity and access that now characterise the reading experience in the digital age. Through the unit, students will be introduced to a language to talk about both written and visual texts by focusing on the meaning making resources used in constructing the texts.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Check your HECS Band contribution amount via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Undergraduate Level 3 subject

Restrictions Students must have successfully completed 240 credit points in the Bachelor of Education (Primary).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe how texts vary according to purpose, audience and situation;
2. Develop a metalanguage for understanding written, visual and multimodal texts;
3. Develop critical media literacies in close study of children�fs literature and digital texts;
4. Read, view, interpret and analyse a range of texts;
5. Demonstrate an awareness of how the selection of words, phrases, images, structure, composition influences meaning within different subject disciplines;
6. Apply understanding of texts to the teaching of reading.

Subject Content

1. Early reading and learning the mechanics of reading using children?fs literature and digital texts
2. Four resources model or roles of the reader: text decoder, text participant, text user and text analyst
3. Variation of written and visual texts according to their social purpose, audience and situation
4. Grammars and affordances of written, visual and multimodal texts
5. Critical media literacy, including fake news, posters, credibility of sources, (ethical) stance, related to choice of language and images
6. Representations of identity/identities and stereotypes in children?fs literature
7. Comprehending written and visual texts in different disciplines, for example, Science, History, Art, and in digital formats
8. Aboriginal and Torres Strait Islander literature, Asian literature and bilingual texts

Teaching Periods