

# TEAC 7090 PRIMARY ENGLISH AND LITERACY 2

**Credit Points** 10

**Legacy Code** 101586

**Coordinator** Lynde Tan ([https://directory.westernsydney.edu.au/search/name/Lynde Tan/](https://directory.westernsydney.edu.au/search/name/Lynde%20Tan/))

**Description** From 2020 students should note that core units are now taught in semesters rather than half yearly sessions. This unit is designed to provide a comprehensive account of the teaching of spoken, written and multimodal texts in the primary years of schooling. Students gain an understanding of different theories related to producing texts in a range of modes for different purposes. They investigate a range of written and multimodal genres, their textual structures and grammar and learn to apply these in planning and teaching in mainstream, English as an Additional Language or Dialect (EAL/D) and Aboriginal and Torres Strait Islander contexts, gaining a critical awareness of varying pedagogic approaches. Students will develop skills in pedagogy and practice, including next practice, within English & Literacy for K-6 students. The knowledge and skills developed in the other units of study in the course can be applied in this unit and Professional Practice units.

**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/](https://www.westernsydney.edu.au/currentstudents/current_students/fees/)) page.

**Level** Postgraduate Coursework Level 7 subject

**Restrictions**

Students must be enrolled in 1663 Master of Teaching (Primary), 1691 Master of Teaching (Birth-12 Years), 1781 Master of Teaching (Primary), 1782 Graduate Diploma in Educational Studies (Primary) or 1783 Master of Teaching (Birth - 5 Years/Birth - 12 Years).

## Learning Outcomes

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

- Compare and interpret different theories related to writing and creating of monomodal and multimodal texts.
- Consider the aims, objectives, outcomes and indicator statements, of the NSW Syllabus for the Australian Curriculum: English K-10 syllabus, as they pertain to Early Stage 1 to Stage 4, with particular focus on composing: speaking, writing and representing.
- Distinguish the purpose, structure and grammar of a range of literary and factual written and multimodal texts.
- Examine the metalanguage (grammar) for written, visual and other semiotic modes, such as aspects of grammar at the level of the sentence.
- Examine strategies for teaching spelling, punctuation and handwriting.
- Apply knowledge about text and grammar in teaching and assessing childrens writing and representation of ideas.
- Apply understandings of curriculum design and the use of information and communication technologies (ICT) regarding the teaching of text and grammar in integrated units of work.
- Evaluate and critique strategies for the teaching of English to diverse learners, focusing on EAL/D and Aboriginal and Torres Strait Islander learners
- Analyse and critique student assessment data, and apply assessment moderation principles to monitor progress towards meeting learning outcomes and to establish clear and achievable goals for future learning
- Compare and interpret different theories related to writing and creating of monomodal and multimodal texts.
- Distinguish the purpose, structure and grammar of a range of literary and factual written and multimodal texts.
- Examine strategies for teaching spelling, punctuation and handwriting.
- Apply knowledge about text and grammar in teaching and assessing childrens writing and representation of ideas.
- Evaluate and critique strat

## Subject Content

- Theories of language acquisition and writing
- Differences between speech and writing
- Content of NSW Syllabus for the Australian Curriculum: English K-10 syllabus (Early Stage 1 to Stage 4)
- The purpose, structure and grammar of a range of literary and factual written and multimodal texts and strategies for teaching children
- Metalanguage of written and multimodal texts
- Strategies for teaching spelling, punctuation and handwriting
- Assessment of childrens spoken, written and multimodal texts
- Planning an integrated approach to literacy teaching and teaching literacy in context of other curriculum areas
- Strategies for the teaching of English to English as an Additional Language/Dialect and Aboriginal and Torres Strait Islander learners

## Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

| Item              | Length      | Percent | Threshold | Individual/Group Task |
|-------------------|-------------|---------|-----------|-----------------------|
| Report            | 2,000 words | 50      | N         | Individual            |
| Professional Task | 2,000 words | 50      | N         | Individual            |

Prescribed Texts

- New South Wales Education Standards Authority. (2019). NSW syllabus for the Australian curriculum: English K-10. Sydney, Australia: Author.
- Callow, J. (2013). The shape of text to come: how image and text work. Marrickville, Australia: Primary English Teaching Association of Australia.
- Tan, L., & Zammit, K. (2018). Teaching writing and representing in the primary school years (2nd ed). Melbourne, Australia: Pearson Australia.
- Callow, J. (2013). The shape of text to come: how image and text work. Primary English Teaching Association of Australia.
- Tan, L., & Zammit, K. (2018). Teaching writing and representing in the primary school years (2nd ed.). Pearson Australia.

Teaching Periods

## Autumn

### Bankstown

#### Day

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View timetable ([https://classregistration.westernsydney.edu.au/even/timetable/?subject\\_code=TEAC7090\\_22-AUT\\_BA\\_D#subjects](https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7090_22-AUT_BA_D#subjects))

## WSU Online TRI-2

### Wsu Online

#### Online

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## Spring

### Bankstown

#### Day

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View timetable ([https://classregistration.westernsydney.edu.au/even/timetable/?subject\\_code=TEAC7090\\_22-SPR\\_BA\\_D#subjects](https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7090_22-SPR_BA_D#subjects))