



## ***Course information - Off-campus***

EDUC 5097 (2009)

### **Literacy Teaching in Practice 5 (Literacy and Place)**

Course Coordinator: Sue Nichols

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This *Course information* needs to be read in conjunction with *Extra course information* at: <http://www.unisa.edu.au/ltu/about/service-framework/course-information/extra.asp>. It can also be accessed through myUniSA at: <http://www.unisa.edu.au/myUniSA/>.

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## INTRODUCTION

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### WELCOME

Welcome to our course on Literacy and Place. The idea of tying the literacy curriculum to the places in which our students and their communities live and work is a new angle on literacy studies and we look forward to hearing about your perspectives on connections between places, literacies and communities.

Sue Nichols

**Course Coordinator(s)**

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<http://www.unisanet.unisa.edu.au/staff/Homepage.asp?Name=sue.nichols>

**Information regarding this course is available through myUniSA:**

<http://www.unisa.edu.au/myUniSA/>

## **SCHOOL CONTACT DETAILS**

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## **COURSE OVERVIEW**

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### **COURSE STATEMENT**

This course asks you to explore the role of 'place' in your literacy programs with a focus on the place in which you teach. We consider educational theorists who argue that modern education has become a training in living 'no-where'. Taking a critical and social justice perspective we consider the potential of identifying, understanding and using the 'local literacies' of places as a significant element of the literacy curriculum. Our view is that, especially for the most disadvantaged learners, incorporating local literacies that are currently not valued in school into the curriculum will provide a bridge for those learners into other 'officially valued' literacies.

Throughout the course you are encouraged to share and consider your own practices and perspectives. The overall aim will be to develop complex, equitable and grounded ways of teaching literacy for students in rural and other locations.

The course resources include a range of academic papers and online resources. We also invite you to post online references to other relevant resources you may know and to critically read the 'texts' of your place. You will have an opportunity to discuss the resources that we have provided, to identify other materials and to share critical readings. By working through the study guide you will produce a review of your current approaches to incorporating your local place in the school and classroom program, as well as conducting an investigation into an aspect of literacy in your area, or designing a curriculum intervention to incorporate local literacies and place based education into your students' learning.

### **LEARNING OBJECTIVES AND GRADUATE QUALITIES**

On completion of this course, students should be able to:

1. identify key discourses informing teaching and curriculum in the field of literacy education as it applies to place (Graduate Qualities 1, 7)
2. investigate how broad debates in language and literacy education are being played out in a local teaching and learning setting (Graduate Qualities 1, 2, 4)
3. demonstrate an understanding of the implications of these debates and issues for learners, especially from a social justice perspective (Graduate Qualities 1, 6, 7)
4. prepare and carry out and evaluate an investigation or teaching intervention in a local setting. (Graduate Qualities 2, 3, 4, 5, 6)

### **PREREQUISITE(S)/ ASSUMED KNOWLEDGE**

Nil

### **TEACHING AND LEARNING ARRANGEMENTS**

This course is taught through online study guide

**UNIT VALUE OF COURSE**

4.5 units

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## LEARNING RESOURCES

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### **MATERIALS DISPATCHED**

*Welcome letter*

*Course Reader*

### **MATERIALS TO BE ACCESSED ONLINE**

#### **Course homepage and myUniSA**

The course homepage can be accessed directly from

<http://www.unisanet.unisa.edu.au/Courses/course.asp?Course=educ5097>

This course is taught through online delivery. The online study guide introduces you to the materials we have provided, invites you to undertake some activities and to post your ideas to the online forum. The online study guide also contains a link to the course information booklet which outlines important dates and gives details of your assignments. The study guide may also provide online links to readings.

#### ***Extra course information***

Extra Course Information provides important information relevant to the study of all your courses. This can be accessed at: <http://www.unisa.edu.au/ltu/about/service-framework/course-information/extra.asp> , from the course homepage and myUniSA.

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## ASSESSMENT

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### ASSESSMENT SUMMARY

Form of assessment	Length	Weighting	Due date	Graduate Quality/Qualities being assessed
<b>Assignment 1— A review of the role of place in your classroom or school program</b>	1500 words	40%	25 <sup>th</sup> May	1, 3, 4, 6
<b>Assignment 2— A report on an investigation into, or a curriculum intervention focussed on, literacies in your place</b>	3000 words	60%	6 <sup>th</sup> July	1, 2, 3, 4, 5, 6

### ASSESSMENT DETAILS

Details of assessment submission and return are listed under each assessment task. Assessment pieces will be returned to you within three weeks of submission.

All assignments must use the *Assignment cover sheet* (available from your Course homepage and in myUniSA)—whether submitted electronically or in hard copy.

### ASSESSMENTS

#### **Assignment 1 — A review of the role of place in your classroom or school program**

Write a review of the role of your place in your classroom or school program. Your review should include four sections (not necessarily of equal length):

1. An account of what you learned about the importance of place to your students and yourself from conducting Activity 5
2. A discussion of the ideal role you believe place and the local should play in the programs of your school or classroom. Make sure you include reference to ideas and arguments from the readings supplied for Topic 1 of this course.
3. A review of selected curriculum and policies in your school or classroom in terms of the ideals you have described in section 2
4. A description of the possibilities for improvement that you see could be carried out to work towards the ideals described in section 1, taking into account the resources and hindrances that you are aware exist

Your review should be around 1500 words. Ensure that ideas and quotations from readings are appropriately referenced (for guidance on referencing see the link in the navigation bar of your study guide). Refer to the criteria for grading for other issues that are taken into account when assessing your work.

The course objectives assessed in this assignment are numbers 1, 2 and 3. The graduate qualities assessed are numbers 1, 3, 4, 5 and 6.

## **Assignment 2 — A report on an investigation into, or a curriculum intervention focussed on, literacies in your place**

You have three options for this assignment. You can either

1. conduct and report on an investigation into the literacies of your place; or
2. you can design and report on the conduct of a curriculum activity/mini-unit of work that is focussed on literacies of place; or
3. you can design and report on a combination of the first two.

No matter which option you choose, the report you submit for Assignment 2 should include:

- a brief description of the place(s) in which you conducted your investigation or around which you built your curriculum intervention
- a rationale for your inquiry or intervention including:
  - reference to the literature which has informed your decision making
  - the question(s) which guided your investigation or the goals of your curriculum intervention
  - the approach(es) you took to answering the investigation question(s) or achieving the curriculum goals.
- selected samples and examples of the texts and literate practices you identified or used or produced as part of your investigation/intervention
- a discussion of what you discovered and the lessons and implications you have drawn from that for your literacy teaching and curriculum

Refer to the information provided on the resources page of the online course study guide for guidelines on the ethical conduct of minor research projects, be sensitive to issues of privacy and make sure your reports are anonymous.

Your report should be around 3000 words (not counting appendices) and any ideas or quotations from readings need to be appropriately referenced using a recognised referencing style, which is to be used consistently throughout. Refer to the criteria for grading for other issues that are taken into account when assessing your work.

The course objectives assessed in this assignment are numbers 1, 2 and 4. The graduate qualities assessed are numbers 1, 2, 3, 4, 5 and 6.

### **Assessment criteria**

The following provides more information on the criteria we use in assessing your assignments. We are looking for:

- comprehension of, and intertextual links across, course materials

- critique of theory and concepts introduced in this course
- application of theory in order to evaluate and innovate in relation to current local practice
- engagement in activities outlined in the study guide
- relevance of your answer to the question or task set
- clarity of expression
- supporting documentation for arguments
- proper acknowledgement of documentation and use of a bibliographic convention
- logical planning and sequence
- use of inclusive language
- overall presentation, including correct grammar, spelling and punctuation
- comprehensive coverage reflecting engagement with set readings, text(s) and other relevant materials

### **Criteria for grading assignments**

The following provides information about characteristics taken into account in setting a grade.

#### ***HD (High distinction 85-100%).***

Awarded for exceptional work that has met all of the requirements for a Distinction.

#### ***D (Distinction 75-84%)***

- location and use of substantial relevant evidence
- critique of theory and concepts
- precision and rigour in argument
- independence of thought in developing new ideas or testing existing ones
- intertextual links across readings and local contexts and issues
- extensive application of theory and argument to local teaching and learning contexts
- full coverage of general assessment criteria

#### ***C (Credit 65-74%)***

- comprehension and sound judgement of theory and concepts
- evidence of independent thought in response to readings
- connections made between readings in discussion of theory
- application of theory and argument to local teaching and learning contexts
- broad attainment of general assessment criteria

**P1 (Pass 55-64%)**

- comprehension of key theories and concepts
- application of some theory and argument to own educational context
- adequate the general assessment criteria

**P2 (marginal Pass 50-54%)**

Requirements for P1 are not quite met. Some requirements may be reached and others widely missed, or most may be narrowly missed.

**F (Fail below 50%) work**

Requirements for Pass 1 clearly not met. For example:

- irrelevant content
- insufficient content, too brief and/or superficial
- serious factual mistakes and /or inadequacies
- apparent lack of understanding of theory or concepts
- deficiencies in logical argument
- lack of relevant and accurate supporting evidence
- failure to comply with general assessment criteria

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**IMPORTANT INFORMATION ABOUT ALL ASSESSMENT**

All students must adhere to the University of South Australia's policies about assessment: [http://www.unisa.edu.au/policies/manual/2009/1\\_assessment\\_principles\\_requirements.pdf](http://www.unisa.edu.au/policies/manual/2009/1_assessment_principles_requirements.pdf). Key information may also be found in the Assessment section of *Extra course information* at: <http://www.unisa.edu.au/ltu/about/service-framework/course-information/extra.asp>

**Students with disabilities**

Students with disabilities may be entitled to a variation or modification to standard assessment arrangements. Information for students with disabilities is available at: <http://www.unisa.edu.au/ltu/about/teams/disability.asp>

**VARIATIONS TO ASSESSMENT TASKS**

Students may request a variance to assessment methods, tasks and timelines based on medical, compassionate or religious observance grounds, or community services. Such variations must be requested within the first two weeks of the course (or equivalent for accelerated or intensive teaching). Alternative arrangements due to unexpected circumstances should be discussed with the Course Coordinator as required. More information about variation to assessment may be found by consulting the relevant policy: [http://www.unisa.edu.au/policies/manual/2009/3\\_moderation\\_variation.pdf](http://www.unisa.edu.au/policies/manual/2009/3_moderation_variation.pdf)

## **ACADEMIC INTEGRITY**

The university aims to foster and preserve the scholarly values of inquiry, experimentation, critical appraisal and integrity, and to foster these values in its students. Academic Integrity is a term used at university to describe honest behaviour as it relates to all academic work (for example papers written by staff, student assignments, conduct in exams, etc) and is the foundation of university life. One of the main principles is respecting other people's ideas and not claiming them as your own. Anyone found to have used another person's ideas without proper acknowledgement is guilty of Academic Misconduct and the University consider this to be a serious matter.

The University of South Australia wants its students to display academic integrity so that its degrees are earned honestly and are trusted and valued by its students and their employers. To ensure this happens and that students adhere to high standards of academic integrity and honesty at all times, the University has policies and procedures in place to promote academic integrity and manage academic misconduct for all students.

More information about Academic Integrity and what constitutes academic misconduct can be found in Section 9 of the Assessment policies and procedures manual at:

<http://www.unisa.edu.au/policies/manual/> or on the Learning & Teaching Unit website at:  
<http://www.unisa.edu.au/ltu/student/studying/integrity.asp>

## **SUBMISSION AND RETURN OF ASSESSMENT PIECES**

### ***Australian enrolled students:***

Assignments should be submitted using the AssignIT system which is linked from the course home page, plus the blue navigation bar in the online study guide. Follow this link and click on 'students' in the top bar then follow the link to this course.

All assignments must use the *Assignment cover sheet* available from your Course homepage <http://www.unisanet.unisa.edu.au/Courses/course.asp?Course=educ5097> whether submitted electronically or in hard copy.

### ***Canadian enrolled students:***

Assignments should be submitted to your course lecturer via email and will be returned to you via email as soon as possible and at least within three weeks.

Refer also to *Extra course information* at: <http://www.unisa.edu.au/ltu/about/service-framework/course-information/extra.asp>

**Note:** information on submission and return of assessment pieces in *Extra course information* is very important. Please read it before submitting assessments.

## **EVALUATION OF THE COURSE**

At the conclusion of the course local students will be provided with access to an online evaluation instrument. Offshore students will be sent an equivalent evaluation questionnaire which we ask that you complete and return to us via email. This evaluation process is very important to us and assists in the process of updating and improving our courses.

This course was trialled as 'Rural Literacies' and, as a result of the evaluation of that course and its success in appealing to teachers in both rural and city-suburban locations, its content was expanded. Readings which were not found to be useful in that course were omitted, and new materials which included a focus on teachers students in non-rural locations were included.

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## COURSE CALENDAR—STUDY PERIOD 2, 2009

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Study Period 2		Topic	Assessment
preparation	2 – 6 March		
preparation	09 – 13 March		
preparation	16 – 20 March		
preparation	23 – 27 March		
preparation	30 March – 3 April		
preparation	06 – 10 April		
week 1	13 -17 April	Welcome (Activity 1) Topic 1 Part 1 (Activities 2-3)	
week 2	20 – 24 April	Topic 1 Part 1 (Activities 4-5)	
week 3	27 April – 1 May	Topic 1 Part 1 (Activity 5)	
week 4	04 – 08 May	Topic 1 Part 2 (Activity 6)	
week 13	11 – 15 May	Topic 1 Part 2 (Activity 7 & assignment preparation)	
week 5	18 – 22 May	Topic 2 Part 1 (Activities 8-9)	
week 6	25 – 29 May	Topic 2 Part 2 (Activities 10-11)	Assignment 1 due Monday 25 May
week 7	01 – 05 June	Topic 3 Part 1 (Activity 12)	
week 8	08 – 12 June	Topic 3 Part 2 (Activity 13)	
week 9	15 – 19 June	Topic 3 Part 2 (Activity 14)	
week 10	22 – 26 June	Topic 3 Part 3 (Activity 15)	
week 11	29 June – 3 July	Topic 3 Part 3 (Activity 15 & assignment preparation)	Assignment 2 due Monday 6 July

EDUC5097/CI/01/2009