

# 853.515 English 1

## Course Assessment and Delivery Outline

**Campus:** Henderson/Manukau  
**Lecturer:** Wendy Fowler

Semester 2, 2015  
NQF level: 5, 15 credits

### CONTENT OVERVIEW

- a. Educational theory: Literacy
- b. The New Zealand Curriculum
- c. Assessment
- d. How reading is structured
- e. Writing
- f. Listening and Viewing
- g. Speaking and Presenting
- h. Organizing spaces and time
- i. Contexts and challenges for literacy success
- j. Children's literature
- k. National Library visit
- l. Personal literacy

### ASSESSMENTS TASKS AND DUE DATES

#### ASSIGNMENT ONE

Students will:

- plan a guided reading lesson to a Year Two or Three group using the *Ready to Read* series or *Junior Journal* (50%);
- write a 250 word rationale for the teaching of literacy with correct APA referencing(20%);
- plan and present a Jill Eggleton shared reading book to a group of peers (P/F);
- write content tests as prescribed (P/F).

#### Assignment One Criteria

Students will demonstrate:

- depth of understanding of the curriculum content;
- an awareness of relationships within and across strands;
- professional presentation skills;
- ability to create a rationale for the teaching of English;
- creativity and thought in the formation and presentation of lessons;
- an on-going commitment to extending own knowledge.

% Final Grade	70%
Related Learning Outcomes	a, b, c
<b>Due Date:</b>	<b>07 Sep 2015</b>

#### ASSIGNMENT TWO

Students will:

- present an analysis of a contemporary picture book using PowerPoint (30%);
- read a wide variety of children's literature in the form of picture books (P/F).

## Assignment Two Criteria

Students will demonstrate:

- critical understanding of picture books as a sophisticated mode of meaning making;
- ability to identify worldview in a picture book;
- professional participation and creative presentation skills;
- awareness of application and use of picture books in the classroom.

% Final Grade	30%
Related Learning Outcomes	a, c, d
<b>Due Date:</b>	<b>27 October 2015</b>

## EXPECTED ALLOCATION OF LEARNING HOURS

Class time	36 hours
Self-directed learning	44 hours
Assessment	70 hours
<b>TOTAL</b>	<b>150 hours</b>

## TEXTBOOK

Eggleton, J. (2010). *Lighting the literacy fire*. Gosford, NSW: Scholastic

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### New Zealand Curriculum Documents

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### General Reference

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Farstrup, A. & Samuels, S. (2006). *What research has to say about fluency instruction*. Delaware: IRA.

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Hancock, J. & Leaver, C. (2006). *Teaching strategies for literacy: strategic approaches for teaching literacy and English*. Norwood: ALEA.

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Labbo, L., Love, M et al. (2006). *Literature links: thematic units linking read alouds and computer activities*. Delaware: IRA.

Lowe, K., Hannett, K., & Martens, D. (2009). Promoting reading strategies and ideas that work! *Practically Primary* 61(8), 616-626.

Routman, R. (2003). *Reading essentials: the specifics you need to teach reading well*. Portsmouth: Heinemann.

Stephens, K. (2008). A quick guide to selecting great informational books for young children. *The Reading Teacher* 61(6). 488-490.

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