

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Bachelor of Education (Honours) (English Language) (Five-year Full-time) Primary
Programme QF Level	: 5
Course Title	: Primary ELT Methods II: Developing Literacy Skills
Course Code	: ENG3261
Department	: Department of English Language Education (ELE)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 3

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course introduces students to instructional practices in literacy development and pedagogy. Students will have opportunities to practice various teaching strategies in literacy instruction through micro-teaching.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Demonstrate a critical understanding of contexts and processes of literacy development and pedagogy [**PILO1 (SK1) & PILO9 (GC3)**];
- CILO₂ Apply the literacy knowledge and skills (including the use of Information technology) to support the diverse reading and writing literacy needs of their pupils [**PILO5 (SPK2) & PILO6 (SPK3)**];
- CILO₃ Demonstrate critical, reflective ability for the professional development of their skills in the teaching of literacy [**PILO6 (SPK3)**]; and
- CILO₄ Plan, design and implement English language lessons with a focus on developing students' reading and writing strategies and abilities [**PILO5 (SPK2) & PILO6 (SPK3)**].

3. Course Intended Language Learning Outcomes (CILLOs)

Upon completion of this course, students will be able to:

- CILLO₁ Apply effective language of instruction to facilitate the literacy development of school students [**PILO3 (SK3)**];
- CILLO₂ Use the current language of literacy, including new terms associated with multiliteracies and multi-modality [**PILO3 (SK3)**]; and
- CILLO₃ Use appropriate and precise written language to describe lesson objectives and content, and to explain the reasoning behind teaching choices [**PILO3 (SK3)**].

4. Content, CILOs, CILLOs and Teaching & Learning Activities

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
<ul style="list-style-type: none"> ● Define the nature and scope of literacy, and examine the literacy demands of current contexts, comparing with past literacy expectations and standards and exploring the multiliteracy implications for current practice. 	<i>CILO₁</i> <i>CILLO₂</i>	Lecture, professional readings, seminar and group work.
<ul style="list-style-type: none"> ● Explore literacy development strategies and practices, making professional judgments about when 	<i>CILOs_{1,2,3}</i> <i>&4</i>	Lecture, professional readings, seminar and group work.

and how to deploy these; embedding skill-based foci within a task based approach; guided, shared and independent reading and writing, schema-developing strategies.		
● Preparing and using resource materials for fostering literacy development: children's literature, fiction and non-fiction texts, big books, using information technology – evaluating and using e-books and reading development software, evaluating and using 'content-rich' and 'content-free' writing software and critical evaluation of pedagogical materials.	<i>CILOs</i> 1,2,3 &4 <i>CILLO</i> ₁	Seminar and group work, micro-teaching.
● Preparing and implementing plans for literacy development, and assessing student development of literacy.	<i>CILOs</i> 1,2,3 &4 <i>CILLOs</i> 1,2 &3	Seminar and group work.

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) Group task (3 to 5 members per group): Design a unit plan of at most five lessons with related teaching & learning materials and lesson plan(s). The principal focus of the lesson plan(s) should be to support the development of reading & writing skills of primary pupils. Assessed as a group. The unit plan is assessed as a group (20% of the course final grade) while the lesson plans are assessed individually (40% of the course final grade).	60%	<i>CILOs</i> 2 & 4 <i>CILLOs</i> 1 & 3
(b) Individual task: Micro-teaching and reflection of a reading/writing lesson.	40%	<i>CILOs</i> 1,2,3 & 4

6. Required Text(s)

Paul, D. (2003). Teaching English to children in Asia. Hong Kong: Longman Asia ELT.

7. Recommended Readings

- Anstey and Bull. (Eds). (2003). *Lexicon for Literacy*. Boston: Pearson.
- Camborne, B. (2000). Conditions for literacy learning - turning learning theory into classroom instruction: A mini case study. *The Reading Teacher*, 54, 4, 414-417.
- Camborne, B. (1995). Toward an educationally relevant theory of literacy learning: Twenty years of inquiry. *The Reading Teacher*, 49,3, 182-190.
- Brumfit, C., Moon, J. & Tongue, R. (Eds.) (1991). *Teaching English to children: From practice to principle*. London: Collins ELT.
- Curriculum Development Council. (2004). *English language curriculum guide (Primary 1-6)*. Hong Kong: Government Logistics Department.
- Davis, F. (1995). *Introducing reading*. London: Penguin.
- Evans, J. (Ed). 2009. *Talking Beyond the Page: Reading and responding to picture books*. New York: Routledge.
- Falvey, P. & Kennedy, P. (Eds.) (1998). *Learning language through literature in primary schools*. Hong Kong: Hong Kong University Press.
- Fredericks, A., Blake-Kline, B. & Kristo, J. (1997). *Teaching the Integrated Language Arts: Process and Practice*. USA: Longman.
- Hancock, J. (Ed.) (1999). *Teaching literacy using information technology*. Newark, DL: International Reading Association/Australian Literacy Educator's Association.
- Hancock, M. (2000). *A Celebration of Literature and Response*. New jersey: Prentice Hall.
- Harris, J. (1993). *Introducing writing*. London: Penguin.
- Johnson, R.K. & Cheung, Y.S. (1995). *Reading literacy in Hong Kong. (Executive Summary)*. Hong Kong: Hong Kong Polytechnic University.
- Kennedy, M.L. & Smith, H.M. (1994). *Reading and writing in the academic community*. Eaglewood Cliffs, NJ: Prentice Hall.
- Mahon, T. (Ed.) (1999). *Using big books to teach English: Units of Work from the Primary English Reading Project*. Hong Kong: Hong Kong Institute of Education.
- Patrikis P. (Ed.) (2003). *Reading Between the Lines*. New Haven: Yale Uni. Press
- Peregoy, S. & Boyle, O. (2005). *Reading, writing, and learning in ESL: A resource book for K-12 teachers*. Boston, Mass.: Pearson/Allyn and Bacon.
- Vogt, M. & Shearer, B. (2003). *Reading Specialists in the Real World; A Socio-cultural view*. Boston: Pearson.

8. Related Web Resources

<http://www.scholastic.com/instructor>

The site of Instructor magazine, a professional magazine for teachers in primary schools, which contains some good articles by leading educators on reading, writing and spelling.

<http://www.teem.org.uk>

TEEM stands for "Teachers Evaluating Educational Materials". A very useful site that includes teachers' evaluations of IT Literacy resources, case studies and publishers' information.

<http://readingonline.org>

This is the site of the International Reading Association.

<http://www.telenex.hku.hk>

Contains a domain called "Primeteach" for teachers of English in primary schools in

Hong Kong.

<http://www.acs.ucalgary.ca/~dkbrown/>

The Children's Literature Web Guide. Links to many useful sites with teaching ideas.

<http://www.sutton.lincs.sch.uk>

This exemplary primary school website in the UK recently won an award from Microsoft for its innovative and creative website. The Learning Zone and the section about Story Starts reflect process writing in action. There are many interesting samples of children's work.

<http://www.sunshine.co.nz>

9. Related Journals

Instructor

Language Arts

Reading

The Reading Teacher

10. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

11. Others

This course is only offered to undergraduate students in their 3rd year of study or beyond.

7 May 2018