

Approved LITERACY Courses for Tertiary Fees Funding Support for Primary and Intermediate Teachers 2013

The University of Auckland

Title	EDPROFST 700 (A & B) Literacy Education: Research and Practice 30 points
Description	<p>Understandings of research tools adequate for empirical study in literacy, an application of theory to literacy practices, critical analysis of how research questions are constructed and ability to situate and view educational issues and questions within major theoretical frameworks in literacy education will be developed. The course has four modules: Understanding Research (as a literacy educator); Understanding theory, methodology and context; Conducting research (in a literacy context); Utilizing Research (for reporting, dissemination and in practice)</p> <p>Assessment tasks: 1) a critical review and synthesis of five articles on current literacy research; 2) a research proposal for a small research project on a literacy topic to be undertaken within the student's educational context, including completion of an ethics proposal; 3) a report of the research project including implications for the primary or intermediate school context in which the student is situated.</p>
Delivery for 2013	The course is taught by Study Guide and online discussion using a Moodle platform. It commences during the final week of the summer break with a three day face to face block course, which students are expected, but not required, to attend. Students will engage regularly with colleagues and lecturers on line to discuss course content and access resources. Required readings are supplied through the Library online with students guided in the use of the Library catalogue and in accessing electronic databases and other online resources.
Contact name	Dr Rebecca Jesson, r.jesson@auckland.ac.nz ; ph 09 623 8899 ext 48162

Title	EDPROFST 701 Issues in Literacy Education
Description	<p>Literacy in the broader context, from the standpoint of literacy leaders, will be examined. This will include an examination of the term literacy, factors that impact on students' literacy development, second language development; the practices and challenges of biculturalism and multiculturalism for literacy; the effects and challenges of technological change on literate practices; interventions for literacy; New Zealand's national literacy policies and strategies. The course consists of four modules: 1) Access to literacy (issues related to transitions, gender, socioeconomic status, ethnicity, digital access); 2) Language learning (first and second language learning; language variation, bilingualism and bi-literacy); 3) Literacy Interventions (Systemic interventions, School based interventions, commercial interventions); 4) Multiliteracies (Visual literacies, Technology and literacy, critical literacies)</p> <p>Assessment: 1) a written debate, with online peer discussion, of a selected statement related to one of the literacy issues under consideration identifying implications for the educational context in which the student is situated; 2) a scholarly investigation of a selected issue based on current theory and research and an examination of implications for literacy education in primary or intermediate schools.</p>
Delivery for	The course is taught by Study Guide and online discussion using a Moodle platform. It

2013	commences during the first week of the July school break with a three day face to face block course, which students are expected, but not required, to attend. Students will engage regularly with colleagues and lecturers on line to discuss course content and access resources. Required readings are supplied through the Library online with students guided in the use of the Library catalogue and in accessing electronic data bases and other online resources.
Contact name	Dr Rebecca Jesson, r.jesson@auckland.ac.nz ; ph 09 623 8899 ext 48162

Title	EDPROFST 702 Challenges of Literacy Difficulties
Description	<p>An in-depth examination of current research and practice in literacy education, including specific intervention strategies and resources will be examined and evaluated, in depth. This will include an examination of the social, cultural, economic, psychological and physiological factors that influence literacy development, including approaches to support and overcome literacy difficulties experienced by diverse learners, including Māori and Pasifika children. The course is divided into two modules:</p> <p>1. Effective Teaching for Literacy (theories and models of literacy practices, phonological and morphological knowledge; word recognition; vocabulary knowledge, comprehension, writing, and reading/writing connections) 2. Conceptualizing Literacy Difficulties (concepts of literacy difficulties, supporting the learner with sensory difficulties; supporting literacy learning from diverse backgrounds).</p> <p>Assessment: 1) The assessment tasks consist of three web-tasks, selected from four parts. Each part consists of developing evidence informed practical guidelines for teachers. The guidelines will identify approaches and strategies, be justified by research and professional literature, and have an emphasis on supporting teachers working with students who are struggling with literacy learning. The four topics are: development of phonemic and phonological knowledge; development of vocabulary knowledge; development of comprehension, and writing development.</p> <p>2) An essay which examines a selected statement relevant to understanding the challenges of literacy learning. Implications for the student's class and school context are to be identified.</p>
Delivery for 2013	The course is taught by Study Guide and online discussion using a Moodle platform. It commences during the first week of the July school break with a three day face to face block course, which students are expected, but not required, to attend. Students will engage regularly with colleagues and lecturers on line to discuss course content and access resources. Required readings are supplied through the Library online with students guided in the use of the Library catalogue and in accessing electronic data bases and other online resources.
Contact name	Dr Rebecca Jesson, r.jesson@auckland.ac.nz ; ph 09 623 8899 ext 48162

Title	EDPROFST 703 (A & B) The Inquiring Teacher: Literacy Education
Description	<p>A systematic engagement in action research processes central to the teacher's role as a teacher of literacy. A review and analysis of literature relevant to the practice of literacy education and an engagement with a range of theoretical and pedagogical perspectives on literacy education will inform the inquiry. The course comprises three modules:</p> <p>1. Being a Teacher Researcher (which includes four sections: being reflective; action research; knowing self and communicating with others; working with related professionals, parents and communities); 2. Working Effectively with Children (which includes two sections: Knowing the Learner and Making Learning Meaningful) and, 3.</p>

	<p>Supporting Schools for Effective Literacy Practices (which includes two sections: Knowing the Approaches and Knowing the Resources.</p> <p>Assessment tasks: 1) A case study with a small group of children using appropriately justified assessment tools to diagnose strengths and needs in an aspect of literacy as the basis of a programme of work using action research processes; 2) An action research project in which the student is required to work collaboratively with a colleague in her/his school using an inquiry process to identify needs; to design tasks and implement teaching actions, and to identify the impact of these actions on her/his own and colleague's learning and knowledge; 3) on line discussion of topics relevant to literacy teaching and learning (selected contributions are assessed)</p>
Delivery for 2013	<p>The course is taught by Study Guide and online discussion using a Moodle platform. It commences during the second to last week of the summer break with a three day face to face block course, which students are expected, but not required, to attend. Students will engage regularly with colleagues and lecturers on line to discuss course content and access resources. Required readings are supplied through the Library online with students guided in the use of the Library catalogue and in accessing electronic data bases and other online resources.</p>
Contact name	Dr Rebecca Jesson, r.jesson@auckland.ac.nz ; ph 09 623 8899 ext 48162

Title	EDPROFST 705 Issues in Literacy Teaching and Learning
Description	<p>An advanced analysis of the theoretical perspectives of social, cultural, political and psychological issues in relation to literacy education. Aspects of practice in literacy learning, including raising the achievement of Maori and Pasifika students and students from diverse language backgrounds, and the influence of diversity and technology on literacy, are analysed and evaluated.</p> <p>Assessment: 1) A position paper on a selected statement that arises from one of the issues studied; 2) An investigation, and oral presentation of an issue that arises from a topic studied with the course.</p>
Delivery for 2013	The course is taught face to face in Semester 1 at the Epsom Campus of the University of Auckland. (Tuesday 4.30-7.30pm)
Contact name	Helen Villers, h.villers@auckland.ac.nz ; ph 09 623 8899 ext 48548

Title	EDPROFST 706 Language Analysis for Teachers
Description	An advanced understanding of the place of language, language development and linguistics in educational settings by a consideration of the nature, structure, function and purpose and role of language in learning. There will be a consideration of the development of literacy and learning across the curriculum.
Delivery for 2013	The course is taught face to face at Summer School, January 14-18 with a follow up Saturday February 2 at the Epsom Campus of the University of Auckland.
Contact name	Associate Professor Lawrence Zhang, lj.zhang@auckland.ac.nz ; ph 09 623 8899 ext 48750

Title	EDPROFST 707 Children's Literature in Education
Description	<p>A critical examination of children's literature theory leading to the ability to enhance literacy and critical literacy pedagogy. There is a focus on developing teachers' knowledge of picture books and novels for children in 'engaging the learner' as a part of effective literacy practice.</p> <p>Assessment 1) A critical analysis of a picture book and its implications for use in the primary or intermediate classroom; 2) A critical analysis of a novel for children and/or adolescents and its implications for use in the upper primary/intermediate classroom</p>
Delivery for 2013	The course is taught by Study Guide and online discussion using a Moodle platform in Semester 1. Students will engage regularly with colleagues and lecturers on line to discuss course content and access resources. Required readings are supplied through the Library online with students guided in the use of the Library catalogue and in accessing electronic data bases and other online resources.
Contact name	Wayne Mills, w.mills@auckland.ac.nz ph 09 623 8899 ext 48711

Title	EDCURRIC 740 Adolescent Literacy (<i>funding support available for intermediate teachers only</i>)
Description	<p>This course critically examines current theory and research in adolescent literacy. Both literacy development in school and outside of school will be examined using the developmental, socialisation and critical literacy concepts. Models for development of students' literacy in content areas at intermediate, middle and secondary school will be a particular focus. Topics covered will also include vocabulary development, reading, writing, multi-literacies, and interventions.</p> <p>Assessment: 1) Review of Literature; 2) An investigation using existing documents.</p>
Delivery for 2013	The course is being offered in Semester 1, 2014
Contact name	Professor Stuart McNaughton, s.mcnaughton@auckland.ac.nz , Ph 09 623 8899 ext 48711

Title	EDCURRIC 780 Psychology of Writing
Description	<p>This course explores the writing as a field of research; the dominant models of the writing process and of their implications for teaching. The course is structured in five sections. The first addresses the relationships between writing and speaking and writing and reading. The second explores the role of theory in writing: understanding cognitive, socio-cognitive and socio-cultural contributions. The third section investigates what effective teachers of writing know and do by providing an overview of the areas that underpin effective practice in writing: knowledge of the content area of writing from the point of view of teaching it; knowledge of how best to teach writing, and knowledge of the learner (including knowledge of the development of writing). The fourth section of the course looks at assessment and feedback, how student progress can be ascertained and student learning enhanced through feedback. The final section addresses inquiry into practice as well as on-going theoretical and pedagogical challenges, including second language writing; writing and popular culture; multiple literacies and multi-literacy.</p> <p>Assessment tasks: 1. An evaluation of the implications of theory in writing for pedagogy.</p>

	2. The analysis of an effective practice using writing research literature. 3. Analysis and reflection on aspect of own practice in teaching writing
Delivery for 2013	The course is taught face to face in Semester 1, employing block time slots. In 2013 the course may be offered at a suitable host school.
Contact name	Professor Judy Parr 623 8899 ext 88998, jm.parr@auckland.ac.nz)

Title	EDCURRIC 345 Literacy in the Primary School
Description	This course is an exploration of literacy processes, approaches, strategies and resources relevant to literacy teaching and learning in the New Zealand primary school curriculum. An emphasis is placed on reading and its relationship to oral, written and visual language. A range of theoretical perspectives on literacy is examined, and current literacy resources for teaching diverse learners are critically appraised. Course members examine the changing nature of literacy, review current models of literacy learning in relation to classroom practice, and apply knowledge of literacy strategies and approaches that aim to engage learners with texts. As the course contributes also to the Diploma of TESSOL, an emphasis is placed on literacy strategies for English language learners.
Assessment tasks	<ol style="list-style-type: none"> 1. Essay: Critical review and response to theoretical articles about literacy processes, reading in particular. 2. Portfolio of justified teaching strategies to support literacy learning for diverse students. Reading comprehension and resources focus. 3. Brief, in-class presentation on a selected topic, accompanied by a referenced summary, relevant to students' personal interests and expertise.
Delivery for 2013	The course begins with a full Saturday in early March, and is followed by a 4-day block course in April, and a final Saturday in May. Required readings are available through the library on-line, and teachers are expected to source additional material independently.
Contact name	Marineke Goodwin m.goodwin@auckland.ac.nz Telephone: 09 623 8899 ext. 48395

Title	EDCURRIC 367 Teaching Children's Literature
Description	This course develops and extends the awareness of a range of highly recommended children's picture books and novels that will enhance primary and early childhood programmes. <i>All</i> course members will be expected to read and discuss junior/young adult novels even if these are not directly part of their school/centre setting.
Assessment tasks	<ol style="list-style-type: none"> 1. A close examination of a range of picture books and/or graphic novels suitable for teaching purposes 2. An on-going log of the novels and picture books covered in the course
Delivery for 2013	Weekly sessions (Monday 4.30 – 7.30) in the form of a lecture followed by a readers' circle about on-going junior/young adult novel reading.
Contact name	Wayne Mills, w.mills@auckland.ac.nz ph 09 623 8899 ext 48711

The University of Waikato

Title	ALED501-13A (NET): Literacy Education: Approaches and Perspectives
Description	This paper critically examines theories, research, policies, and resources in literacy education. Students are expected to investigate an aspect of literacy that is of particular interest or concern, and to present the results of this research.
Delivery for 2013	Fully online
Contact	Professor Terry Locke

Title	ALED504-13C (BLK): Reading Difficulties
Description	This paper provides a critical examination of theoretical models of the reading process and the utility of associated procedures designed to evaluate, diagnose, and remediate reading problems.
Delivery for 2013	On campus block (9-4 pm: 1 - 3 July, 9-4pm: 17 - 18 August,) and partially online
Contact	Dr Sue Dymock

Title	ALED507-13B (NET) Second Language Learners and Learning in Mainstream Classrooms
Description	This paper will provide an introduction to second language acquisition theory, examine significant pedagogical developments, and assess how these might impact on the teaching and learning of both language and literacy in mainstream classroom contexts.
Delivery for 2013	Fully online
Contact	Dr Margaret Franken, email franken@waikato.ac.nz

Title	ALED520-13B (NET): Language, Cognition and Learning
Description	This paper provides opportunities for in-depth examination of research, issues and practice related to the literate brain from cognitive and neuropsychological perspectives.
Delivery for 2013	Fully online
Contact	Dr David Whitehead

Title	ALED522-13B (NET): Best Practice in the Writing Classroom
Description	This paper offers students a range of theoretical perspectives to critically examine and acquire a range of classroom practices related to the teaching and learning of writing.
2013 delivery	Fully online
Contact	Stephanie Dix

Title	ALED524-13C (BLK): Language Knowledge for Teachers and Learners
Description	The focus of the paper is the teachers' language knowledge and how this relates to effective literacy learning. Students will gain experience in applying this language knowledge and will become familiar with research literature in these areas and ways in which this knowledge can be used in the classroom.
2013 delivery	Block course in January
Contact	Dr Nicola Daly

Institution nominated 300 level bridging paper

Title	TEAL321: School Literacy Programmes
Description	A critical examination of school literacy programmes, including curriculum requirements, classroom processes, forms of assessment and partnership with parents.
2013 delivery	Online and Face-to-face (both options are available)
Contact	Marilyn Blakeney-Williams, email marilyn@waikato.ac.nz

Massey University

Title	258.720 Foundations of Literacy Education
Description	This paper is an advanced study of how students acquire literacy skills and how knowledge of language structure and the cognitive processes involved in literacy learning can be translated into effective teaching practices in the classroom. It examines the relationship between the structure of spoken and written language and how students learn to read and write; presents an overview of the theory and research that underpins our understanding of literacy learning in students; and considers the implications of contemporary research on literacy learning for educational practice.
Delivery for 2013	This is a 30 credit postgraduate paper and is offered over a full year (i.e., semesters 1 and 2). It is available extramurally. A one and a half day on-campus contact course (following Easter) will provide further elaboration, clarification, and explication of material in the assigned readings. However, no <u>additional</u> material is incorporated into the on-campus course. The contact course will provide you with the opportunity to attend lectures, participate in discussions, meet with other students in 258.720, use the Massey Library, and see me on an individual basis. Attendance at the contact course is <u>not compulsory</u> .
Contact	Dr. Alison Arrow

Title	258.721. Teaching Students with Literacy Learning Difficulties
Description	The paper follows the earlier papers (258.720 & 258.722) in that it builds on the theoretical orientations of early literacy development. However, this paper goes one step further in that many components in the assignments have a very practical base. This practical base allows the student to apply the theoretical orientations within their practice by completing assignments that require ‘hands-on’ tasks with students who have reading problems. Topics include: the cognitive foundations of learning to read; phonological awareness; teaching specific decoding strategies; literacy assessments; assessment and teaching of spelling; assessment and teaching of reading comprehension.
Delivery for 2013	This is a 30 credit postgraduate paper and is offered extramurally, over a full year (i.e., semesters 1 and 2). There is also an on-campus contact course which is held each year (usually during the first term school holiday period). This contact course operates over one and a half days. While attendance at the contact course is optional, it will provide you with further elaboration, clarification and explication of the material and assignments. It will also provide you with the opportunity to attend lectures, participate in discussions, meet with other students taking the paper and to learn how to use the Massey Library on-line facilities.
Contact	Dr Keith Greaney

Title	258.722 The Nature, Prevention, and Remediation of Literacy Learning Difficulties
Description	This paper is an advanced study of theory and research relating to why some students experience difficulties in learning to read and write, and what intervention procedures can be used to help these students overcome their literacy learning problems. The material from the required text for the course and the two books of required readings are divided into two sections. The first section is concerned with the nature of literacy learning difficulties in

	students. The second section focuses on theoretically-based intervention strategies and programmes that research has shown to be useful in helping students with reading and writing problems. There is an optional one and a half day contact course.
Delivery for 2013	This is a 30 credit postgraduate paper and is offered over a full year (i.e., semesters 1 and 2). It is available extramurally and internally.
Contact	Professor Bill Tunmer

300 level bridging paper

Title	258.337 Teaching Students with Reading Difficulties
Description	This 300 level research-based paper introduces you to the following topics: The importance and relevance of phonological awareness; the teaching of word identification strategies; the teaching of reading comprehension; intervention issues for students with reading difficulties, issues related to the closing of the gap in reading.
Delivery for 2013	This 15 credit paper is offered in semester 1 and is available extramurally. There are two (essays) assignments and a 2 hour exam in June.
Contact	Dr Keith Greaney

Victoria University

Title	EPOL 507: Literacy and literacy acquisition
Description	This course addresses concepts of literacy and literacy acquisition from early childhood to adulthood. Consideration is given to reading difficulties (including dyslexia), political debates around literacy, critical literacy and “New Literacy Studies”, and literacy in the official curriculum documents <i>Te Whāriki</i> and <i>The New Zealand Curriculum</i> .

Title	EPOL 508: Addressing Difficulties in Literacy Acquisition
Description	This course examines the barriers faced by students who experience difficulty in literacy and considers the wider cultural and social factors which influence these barriers. It critically examines different approaches to assessment of difficulties in literacy for individual students. The course considers a range of responses. Participants design, implement and evaluate an intervention for one student. The course content is appropriate for primary, intermediate and secondary levels. Course participants will need to have access to a student in a school.

Contact:

Postgraduate Office, Faculty of Education, Victoria University of Wellington, Email: pgeducation@vuw.ac.nz

University of Canterbury

Title	EDEM 607: Contemporary Issues in Literacy Education
Description	This paper explores different theoretical perspectives on literacy education and how they relate to contemporary practice and research. The debates about theory, process, teaching approaches and assessment and appropriate resources continue. This course will offer students an opportunity to evaluate issues relevant to the debates around the teaching of literacy. In order to inform theoretical understandings and practices, this analysis will take place within the context of the new curriculum document and national standards.
Delivery for 2013	Web-based distance delivery Whole year
Contact	Faye Parkhill and Dr Ronnie Davey

Title	EDEM 617: Enhancing Reading Development for Young Children at Risk
Description	This course will focus on teaching students methods to enhance reading development in young children at risk of literacy difficulty. A major element of the course will examine the provision of effective phonological awareness intervention in individual, small-group and classroom settings. Practical sessions will be used to demonstrate the effective teaching strategies covered in the course content. This course would be suitable for teachers, early childhood educators, literacy specialists and speech-language therapists looking to promote early literacy success for all children. It aims to students the theoretical and practical skills to enhance the early reading development of young children at risk of literacy difficulty.
Delivery for 2013	Face-to-face/Web-based distance delivery First semester
Contact	Dr Brigid McNeill

Title	EDEM 616: Critical Literacy in Children's Literature and Media Texts
Description	Central to any literacy endorsement at postgraduate level is the requirement that graduates are able to critique story and meaning from a range of perspectives that inform understandings that are central to living in the 21 st century. For example, eco-criticism is an emerging theoretical stance that examines the notion that children and young people are positioned to read Nature as much as nurture in visual (film and picture books) and verbal texts and the nature of this positioning needs explication and critique. This course utilises this theoretical critique as one of many that speaks to a very broad notion of what text is, contextualised by genre, intertextuality, and socio-cultural issues. Furthermore, the centrality of reader/audience as active agents in the construction of meaning is explored both in theory and in practice.
Delivery for 2013	Face-to-face/ Web-enhanced delivery second semester
Contact	John McKenzie - Second semester

Title	EDEM 682: Developing literacy and oracy: teaching for English as a second language learners
Description	This course will focus on language and literacy programmes for the growing number of ESL learners in New Zealand and international contexts. Theories of second language learning,

	including differences between subtractive and additive bilingualism, will be examined. Literacy and language teaching approaches will be explored within bilingual, full immersion and mainstream contexts. An investigation into the research surrounding the barriers and supports for ESL learners will be included. Literacy development and disorder across different orthographic systems and language contexts will be compared and contrasted.
Delivery for 2013	Web-based distance delivery second semester
Contact	Dr Jo Fletcher, Prof John Everatt, Prof Janinka Greenwood, Dr Brigid McNeill

Title	EDEM618-12S2 (C): Dyslexia: Identification and Intervention
Description	The aim of this course is to provide the students with an understanding of dyslexia as it relates to educational practice. Identifying procedures will be covered, which will provide the student with an understanding of the main characteristics associated with dyslexia. This will also cover theories of causes of dyslexia and literacy problems, as well as ways of differentiating dyslexia from other learning difficulties. This background will be used to cover some of the methods that have been used to overcome some of the learning problems related to dyslexia.
Delivery for 2013	Face-to-face/ Web-enhanced delivery second semester
Contact	Prof John Everatt

University of Otago

Title	EDUX430: Junior and Young Adult Literature in Cultural Contexts
Description	Examines the origins and development of literature produced for children and young adults. Investigates the socially constructed notion of childhood and critiques texts using the intersections between gender, class and race as categories of analysis.
Contact	Dr Keryn Pratt - keryn.pratt@otago.ac.nz .