THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	:	Certificate in Professional Development Programme for Primary Teachers of English (BWP048)
Programme QF Level	:	5
Course Title	:	Developing e-resources for reading across the curriculum
Course Code	:	ENG5411
Department	:	Department of English Language Education (ELE)
Credit Points	:	3
Contact Hours	:	30
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Course Level	:	5

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"):
● **P**rofessional **E**xcellence;
● **E**thical **R**esponsibility; **&**
● **I**nnovation.

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 a wide range of principles and practical skills in promoting reading across the curriculum in Hong Kong primary schools. Focus will be on ways to (a) incorporate reading as a whole school approach, (b) create a diversified range of texts as reading materials, (c) create e-resources that can help students understand the interplay between words, images and sounds, (d) help students to locate, evaluate, extract, organise and present information from cross-curricular texts, and (e) promote reading engagement and motivation. Reports from External School Reviews have pointed out that there is room for improvement in school holistic planning for the promotion of reading and strategies and increasing students' motivation in reading. The course will showcase effective reading approaches that have been implemented in local primary schools. A particular emphasis is on the development of self-designed eBooks to construct a school-based reading across the curriculum programme suited to the needs of diverse schools and learners. The effective evaluation of current school resources and situation will be included.

2. Course Intended Learning Outcomes (CILOs)

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

CILO$_1$ Demonstrate an understanding of the theory and principles of effective reading strategies to promote reading across the curriculum for the primary school curriculum;

CILO$_2$ Analyse teaching approaches in reading to support reading across the curriculum;

CILO$_3$ Apply knowledge and skills of pedagogical principles to design an eBook/activities to promote school-based reading across the curriculum programme in Hong Kong primary schools; and

CILO$_4$ Building competencies and confidence in implementing effective teaching of reading strategies in the classroom.

3. Course Intended Language Learning Outcomes (CILLOs)

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

CILLO$_1$ Design an eBook and activities to promote school-based reading across the curriculum, and conduct a micro-modelling lesson using a self-designed eBook **[PILO3 (SK3)]**

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
Introducing eBooks and their applications in promoting effective English teaching and learning in the primary classroom;	*CILO$_{1, 2, 3, 4}$* *CILLO$_1$*	- Lectures - Demonstrations - Class activities - Group discussions

Introducing how eBooks can be integrated with a variety of teaching approaches and reading activities to cater for students' diverse learning needs;	$CILO_{1, 2, 3, 4}$ $CILLO_1$	• Demonstrations • Class activities • Group discussions
Evaluating eBooks in promoting effective English teaching and learning in the primary classroom.	$CILO_{1, 2, 3, 4}$ $CILLO_1$	• Lectures • Demonstrations • Class activities • Group discussions

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) A group micro-modelling lesson applying shared reading strategies using the self-designed eBook (individually assessed).	20%	$CILO_{1, 2, 3, 4}$
(b) Collaborate with a group of 3-4 classmates to develop a self-designed eBook (group assessed).	30%	$CILLO_1$
(c) Individually develop teaching/learning materials suitable for use with a class of primary students, utilizing a self-designed eBook (individually assessed).	50%	$CILO_{1, 2, 3, 4}$

6. Required Text(s)

Vacca, R. T., & Vacca, J. A. L. (2005). *Content Area Reading: Literacy and Learning across the Curriculum.* Boston, MA: Pearson / Allyn and Bacon.

7. Recommended Readings

Davidson, M., & Hobbs, J. (2013). Delivering reading intervention to the poorest children: The case of Liberia and EGRA-Plus, a primary grade reading assessment and intervention. *International Journal of Educational Development, 33*, 283-293.

Flood, F., Heath, S. B., & Lapp, D. (2014). *Handbook of research on teaching literacy through the communicative and visual arts: A project of the international reading association* (Volume II). New York, NY: Routledge.

Halpern, D. F. (1997). *Critical thinking across the curriculum: A brief edition of thought and knowledge.* Oxon, OX: Lawrence Erlbaum.

January, S.-A. A., Ardoin, S. P., Christ, T. J., Eckert, T. L., White, M. J. (2016). Evaluating the interpretations and use of curriculum-based measurement in reading and word lists for universal screening in first and second grade. *School Psychology Review*, 45(3), 310-326.

Kerry, T. (2015). *Cross-curricular teaching in the primary school: Planning and facilitating imaginative lessons.* Oxon, OX: Routledge.

Mcguinness, C., Sproule, L., Bojke, C., Trew, K., & Walsh, G. (2014). Impact of a play-based curriculum in the first two years of primary school: literacy and numeracy outcomes over seven years. *British Educational Research Journal, 40*(5), pp.772-795.

O'Callaghan, C. M. (2011). Using children's literature across the curriculum: A handbook of instructional strategies. Boston: Pearson.

Vásquez, A. (2010). *Teaching language arts to English language learners.* New York, NY: Routledge.

Wilfong, L. G. (2009). Textmasters: Bringing literature Circles to textbook reading across the curriculum. *Journal of Adolescent and Adult Literacy, 53*(2), 164-171.

8. Related Web Resources

https://cd.edb.gov.hk/becg/english/chapter3B.html
Reading to learn:
http://www.edb.gov.hk/tc/curriculum-development/4-key-tasks/reading-to-learn/index.html
EDB：Parents-child Reading is Fun - For Parents of the 0-9-year-olds
http://www.edb.gov.hk/tc/curriculum-development/major-level-of-edu/primary/materials/parent-child-reading/index.html
EDB：Parents-child Reading is Fun - For Parents of the 0-3-year-olds
http://www.edb.gov.hk/attachment/tc/curriculum-development/major-level-of-edu/primary/materials/parent-child-reading/reading_0-3.pdf
EDB：Parents-child Reading is Fun - For Parents of the 3-6-year-olds
http://www.edb.gov.hk/attachment/tc/curriculum-development/major-level-of-edu/primary/materials/parent-child-reading/reading_3-6.pdf
EDB：Parents-child Reading is Fun- For Parents of the 6-9-year-olds
http://www.edb.gov.hk/attachment/tc/curriculum-development/major-level-of-edu/primary/materials/parent-child-reading/reading_6-9.pdf
EDB：School Library Services
http://www.edb.gov.hk/tc/curriculum-development/resource-support/sch-lib-services/index.html
EDB One-stop Portal for Learning & Teaching Resources
http://www.hkedcity.net/edbosp/

9. Related Journals

Nil

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

Nil

7 May 2018

Assessment Rubrics for Assignment Task 1

	Developing e-Resources for Reading Across the Curriculum Criteria for Task 1: Microteaching based on the self-designed eBook			
	Outstanding A+(28.5 - 30) A(27 - 28) A-(25.5 - 26)	**Good** B+(24 - 25) B(22.5 - 23) B-(21 - 22)	**Satisfactory** C+(19.5 - 20) C(18 - 19) C-(16.5 - 17)	***Pass** D(13.5 - 16)
Lesson planning	Evidence of a highly developed ability to plan the lesson properly around the self-designed IT application.	Evidence of a developed ability to plan the lesson properly around the self-designed IT application.	Evidence of a basic ability to plan the lesson properly around the self-designed IT application.	Evidence of a limited ability to plan the lesson properly around the self-designed IT application.
Organization / Clarity	Very clear organisation. Ideas are presented logically with few, if any, examples of incoherent discourse.	Clear organisation. Ideas are presented mostly logically with occasional examples of incoherent discourse.	Organisation and cohesion are adequate. However, connections among utterances may be confusing at times. Relationships among ideas are sometimes unclear. There are some examples of incoherent discourse.	The connections between utterances are not adequately marked. There is some confusion of relationships among ideas. Ideas are sometimes presented in an illogical manner with little focus on or relevance to the task.
Audience engagement	The group displays a fairly high level of audience awareness. Features such as speed and pausing are generally appropriate, facilitating audience attention and understanding.	The group displays on the whole a fairly high level of audience awareness. The group may occasionally lose sight of the audience but, despite occasional lapses, manages to communicate meaning adequately.	The group displays an adequate level of audience awareness and speak in a style which is generally suited to task purpose. Speed of delivery and pausing are at times inappropriate.	The group displays some awareness of audience though may find it difficult to attend to the audience throughout the task. Speed and/or style of delivery are often inappropriate and may be hesitant.
Use of paralinguistic features	The speaker utilises eye contact, facial expressions and body language to maximum effect.	The speaker utilises eye contact, facial expressions and body language to very good effect.	The speaker utilises some eye contact, facial expressions and body language to enhance communicative effectiveness.	The speaker utilises minimal eye contact, facial expressions and body language to convey meanings.
Vocabulary use	The speaker handles task-specific lexis with ease and speaks in an appropriate register.	The speaker employs a generally appropriate register with rather effective use of task-specific lexis.	The speaker employs a generally appropriate register and is able to handle a limited range of task-specific lexis.	The speaker uses a register and task-specific lexis that are not always appropriate.
Grammatical accuracy	Grammatical structures are consistently accurate.	Grammatical structures are generally accurate.	The grammar is adequate but errors occasionally occur when more complex structures are attempted.	Grammatical errors occur in many utterances and are frequently obtrusive for the listener.
Team Work	Evidence that every member's role on the team is well defined and understood by all. All members take an active role and the team effort leads to a highly effective group presentation.	Evidence that every member's role on the team is defined and understood by most of the group. Most members take an active role and the team effort leads to a good group presentation.	Evidence that members' roles are defined informally and may not be understood by all. Most members contribute but the group presentation is not so well organized and delivered.	There is little understanding of who does what. Also, tasks are not properly defined, and few members participate actively. The group presentation is disorganized and poorly delivered.
*Fail (0-13): A failing grade fails to meet the minimal criteria detailed above for a passing grade.				

Assessment Rubrics for Assignment Task 2

Developing e-Resources for Reading Across the Curriculum Criteria for Task 2: Group-designed eBook				
	Outstanding **A+(28.5 - 30)** **A(27 - 28)** **A-(25.5 - 26)**	**Good** **B+(24 - 25)** **B(22.5 - 23)** **B-(21 - 22)**	**Satisfactory** **C+(19.5 - 20)** **C(18 - 19)** **C-(16.5 - 17)**	**Pass** **D(13.5 - 16)**	**Fail** **F(0-13)**
Content	Substantial and very interesting content, well supported by relevant principles and theories.	Substantial and interesting content, supported by relevant principles and theories.	Appropriate and fairly interesting content, most supported by relevant principles and theories, with minor flaws.	Appropriate content, but with some major flaws.	Inappropriate content, which is not supported by relevant principles and theories.
Integration	Substantial and very engaging integration of concepts from both subjects	Substantial and engaging integration of concepts from both subjects	Appropriate and fairly engaging integration of concepts from one subject	Appropriate integration of concepts, but with some major flaws.	Inappropriate integration of concepts which is not supported by either subject.
Organization	Logical, intuitive sequence of the information. Very clear and direct.	Logical sequence of the information. Clear and direct.	Largely logical sequence of the information. Organization sometimes not clear enough.	Some logical sequence of the information, but organization is confusing or flawed.	No logical sequence of the information and it is incomprehensible.
Layout Design	Very attractive layout, very good use of multimedia elements, elegant design.	Attractive layout, good use of multimedia elements, nice design.	Good layout, appropriate use of multimedia elements and appropriate design with some flaws.	Plain layout, fair use of multimedia elements, some parts of the design are not appropriate.	Poor layout, poor use of multimedia elements, not appropriate design.
Language	Excellent language use, no grammatical errors.	Good language use, very few grammatical errors.	Appropriate language use, some grammatical errors.	Sometimes inappropriate language use, many grammatical errors, which do not impede comprehension.	Inappropriate language use, many grammatical errors, which impede comprehension.

Assessment Rubrics for Assignment Task 3

	Outstanding A+(28.5 - 30) A(27 - 28) A-(25.5 - 26)	Good B+(24 - 25) B(22.5 - 23) B-(21 - 22)	Satisfactory C+(19.5 - 20) C(18 - 19) C-(16.5 - 17)	Pass D(13.5 - 16)	Fail F(0-13)
Developing e-Resources for Reading Across the Curriculum **Criteria for Task 2: Group-designed eBook**					
Content	Substantial and very interesting content, well supported by relevant principles and theories.	Substantial and interesting content, supported by relevant principles and theories.	Appropriate and fairly interesting content, most supported by relevant principles and theories, with minor flaws.	Appropriate content, but with some major flaws.	Inappropriate content, which is not supported by relevant principles and theories.
Integration	Substantial and very engaging integration of concepts from both subjects	Substantial and engaging integration of concepts from both subjects	Appropriate and fairly engaging integration of concepts from one subject	Appropriate integration of concepts, but with some major flaws.	Inappropriate integration of concepts which is not supported by either subject.
Organization	Logical, intuitive sequence of the information. Very clear and direct.	Logical sequence of the information. Clear and direct.	Largely logical sequence of the information. Organization sometimes not clear enough.	Some logical sequence of the information, but organization is confusing or flawed.	No logical sequence of the information and it is incomprehensible.
Originality	The IT application shows significant evidence of originality. The majority of the contents and ideas are fresh and original.	The IT application shows good evidence of originality. Many of the contents are fresh and original.	The IT application shows some evidence of originality. There is some copying of other people's ideas and inventions.	The IT application shows only a few evidence of originality. There is a great collection of other people's work.	The IT application is merely a collection of other people's work.
Layout Design	Very attractive layout, very good use of multimedia elements, elegant design.	Attractive layout, good use of multimedia elements, nice design.	Good layout, appropriate use of multimedia elements and appropriate design with some flaws.	Plain layout, fair use of multimedia elements, some parts of the design are not appropriate.	Poor layout, poor use of multimedia elements, not appropriate design.
Language	Excellent language use, no grammatical errors.	Good language use, very few grammatical errors.	Appropriate language use, some grammatical errors.	Sometimes inappropriate language use, many grammatical errors, which do not impede comprehension.	Inappropriate language use, many grammatical errors, which impede comprehension.