

TEAC 3043 READING CHILDREN'S LITERATURE AND DIGITAL TEXTS

Credit Points 10

Legacy Code 102798

Coordinator Johanna Einfalt ([https://directory.westernsydney.edu.au/search/name/Johanna Einfalt/](https://directory.westernsydney.edu.au/search/name/Johanna+Einfalt/))

Description In this subject students will gain knowledge and understanding about using children's literature and digital texts to teach reading, critical literacy, comprehension, media literacy and how texts convey meaning through choices in language (written) and images (visual). It will explore how children's literature and digital contexts can be used in a K-6 classroom for the teaching of the mechanics of reading, information literacy, comprehension skills (literal, implied, inferential), text design and the social construction of texts. It will develop students deeper understanding of the four resources model of reading and viewing: text decoder, text participant, text user and text analyst. This subject will examine literature experiences and practices in digital environments and the principles of interactivity, connectivity and access that now characterise the reading experience in the digital age. Through the subject, students will be introduced to a language to talk about both written and visual texts by focusing on the meaning making resources used in constructing the texts. This subject is included in the Transition Phase of the Bachelor of Education.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Check your fees via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Undergraduate Level 3 subject

Restrictions

Students must be enrolled in one of the following programs;

- 1876 Bachelor of Education (Primary)
- 1717 Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education
- 1706 Bachelor of Arts
- 1655 Bachelor of Arts (Dean's Scholars)
- 1929 Bachelor of Arts (Pathway to Teaching Early Childhood/Primary)
- 1651 Bachelor of Arts (Pathway to Teaching Primary)
- 1822 Bachelor of Arts (Pathway to Teaching Primary) Dean's Scholars
- 1818 Bachelor of Arts/Bachelor of Business
- 1842 Bachelor of Arts/Bachelor of Creative Industries
- 2537 Bachelor of Arts/Bachelor of Laws
- 2830 Bachelor of Arts/Bachelor of Laws (Honours)
- 1808 Bachelor of Arts/Bachelor of Social Science
- 3654 Bachelor of Information and Communications Technology/Bachelor of Arts
- 3763 Bachelor of Science/Bachelor of Arts

- 6019 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Primary)
- 6005 Diploma in Arts/Bachelor of Arts
- 6048 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Early Childhood/Primary)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe how texts vary according to purpose, audience and situation;
2. Develop a metalanguage for understanding written, visual and multimodal texts;
3. Develop critical media literacies in close study of children's literature and digital texts;
4. Read, view, interpret and analyse a range of texts;
5. Demonstrate an awareness of how the selection of words, phrases, images, structure, composition influences meaning within different subject disciplines;
6. Apply understanding of texts to the teaching of reading.

Subject Content

1. Early reading and learning the mechanics of reading using children's literature and digital texts
2. Four resources model or roles of the reader: text decoder, text participant, text user and text analyst
3. Variation of written and visual texts according to their social purpose, audience and situation
4. Grammars and affordances of written, visual and multimodal texts
5. Critical media literacy, including fake news, posters, credibility of sources, (ethical) stance, related to choice of language and images
6. Representations of identity/identities and stereotypes in children's literature
7. Comprehending written and visual texts in different disciplines, for example, Science, History, Art, and in digital formats
8. Aboriginal and Torres Strait Islander literature, Asian literature and bilingual texts

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Type	Length	Percent	Threshold	Individual/ Group Task	Mandatory
Poster	Moving or still image in e-form	20	N	Individual	N
Professional Task	2 x 750 word blog entries using book review scaffold	40	N	Individual	N
Professional Task	1,500 words	40	N	Individual	N

Teaching Periods

Autumn (2025)

Bankstown City

On-site

Subject Contact Johanna Einfalt ([https://directory.westernsydney.edu.au/search/name/Johanna Einfalt/](https://directory.westernsydney.edu.au/search/name/Johanna%20Einfalt/))

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC3043_25-AUT_BK_1#subjects)

Quarter 2 (2025)

Bankstown City

Hybrid

Subject Contact Kay Carroll ([https://directory.westernsydney.edu.au/search/name/Kay Carroll/](https://directory.westernsydney.edu.au/search/name/Kay%20Carroll/))

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC3043_25-Q2_BK_3#subjects)

Spring (2025)

Bankstown City

On-site

Subject Contact Johanna Einfalt ([https://directory.westernsydney.edu.au/search/name/Johanna Einfalt/](https://directory.westernsydney.edu.au/search/name/Johanna%20Einfalt/))

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC3043_25-SPR_BK_1#subjects)