UNSW Course Outline

EDST6781 Teaching English in K-6 - 2024

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General Course Information

Course Code : EDST6781
Year : 2024
Term : Term 3
Teaching Period : T3
Is a multi-term course? : No
Faculty : Faculty of Arts, Design and Architecture
Academic Unit : School of Education
Delivery Mode : Multimodal
Delivery Format : Standard
Delivery Location : Kensington
Campus : Sydney
Study Level : Postgraduate
Units of Credit : 6

Useful Links

Handbook Class Timetable

Course Details & Outcomes

Course Description

In this course, you will learn to teach the English curriculum in primary schools across Stages 1-3. You will explore the literacy concepts students bring to school, as well as the range of developmental understanding and student ability that exists in most classes. The emphasis will

be on pedagogical approaches and teaching strategies suitable for developmental stages, stages of literacy acquisition, and understanding concepts from the English curriculum across modes. You will learn to plan, teach, and assess learning in English, incorporating research-informed practices, strategies for EAL/D learners, and to help students to harness the power of language to understand, shape, and express ideas.

The course is complemented by a minimum of 5 days of supervised professional experience.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Identify and describe the range of home and community literacy experiences, including the impact of parental/carer attitudes and different cultural systems including Australian Indigenous communities
CLO2 : Recognise ways to support EAL/D learners at different stages of English learning by explicitly addressing their language needs
CLO3 : Express theories and research-based pedagogical practices that underpin language acquisition and development
CLO4 : Apply effective formative assessment practices and analysis of qualitative data to enhance development of early literacy skills
CLO5 : Plan pedagogically appropriate and effective lesson sequences for teaching language and literature and understand how literacy development supports development in both areas
CLO6 : Plan, teach and assess listening, reading, viewing, speaking, writing and creating across a range of print, audio, visual and digital texts in the early years
CLO7 : Use knowledge and understanding of the NSW K-10 English syllabus to design and create appropriate resources to expand identified literacy needs
CLO8 : Develop, apply and critique personal literacy skills for professional purposes

Course Learning Outcomes	Assessment Item
CLO1 : Identify and describe the range of home and community literacy experiences, including the impact of parental/carer attitudes and different cultural systems including Australian Indigenous communities	• Teaching critical multimodal literacy in a literature-based program
CLO2 : Recognise ways to support EAL/D learners at different stages of English learning by explicitly addressing their language needs	• Teaching Writing in Stage 2-3 curriculum other than English • Teaching critical multimodal literacy in a literature-based program
CLO3 : Express theories and research-based pedagogical practices that underpin language acquisition and development	• Teaching Writing in Stage 2-3 curriculum other than English • Teaching critical multimodal literacy in a literature-based program
CLO4 : Apply effective formative assessment practices and analysis of qualitative data to enhance development of early literacy skills	• Teaching Writing in Stage 2-3 curriculum other than English • Teaching critical multimodal literacy in a literature-based program
CLO5 : Plan pedagogically appropriate and effective lesson sequences for teaching language and literature and understand how literacy development supports development in both areas	• Teaching critical multimodal literacy in a literature-based program
CLO6 : Plan, teach and assess listening, reading, viewing, speaking, writing and creating across a range of print, audio, visual and digital texts in the early years	• Teaching critical multimodal literacy in a literature-based program
CLO7 : Use knowledge and understanding of the NSW K-10 English syllabus to design and create appropriate resources to expand identified literacy needs	• Teaching critical multimodal literacy in a literature-based program
CLO8 : Develop, apply and critique personal literacy skills for professional purposes	• Teaching Writing in Stage 2-3 curriculum other than English • Teaching critical multimodal literacy in a literature-based program

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Rationale

Students need to understand the scope and sequence of the NSW Board of Studies (2015)

English K-10 syllabus and use it appropriately to track typical stages of development within and

across skill areas. The course has a strong focus on literacy development and the diverse influences and aspects of literacy. Understanding the recursive nature of literacy development is critical. The Literacy Continuum will be used to analyse both concurrent development of aspects of literacy and the cumulative nature of skills across literacy strands.

Teaching strategies

The course will integrate classroom observations, pedagogical theory for literacy learning and practical development of teaching resources. Students will also teach groups of students in Stages 1-3 to deepen understanding of how literacy develops. A range of teaching strategies will be explored and critically evaluated for their appropriateness and effectiveness for different contexts and for diverse student needs.

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning.	2
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	2
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious, and socioeconomic backgrounds.	2
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity, and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	2
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	2
1.6.1	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	2
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1, 2
2.2.1	Organise content into an effective learning and teaching sequence.	1, 2
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1, 2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1, 2
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	2
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	2
5.2.1	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	1, 2

NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education	4	1, 2
B	Classroom Management	1, 2, 4, 10	1, 2
C	Information and Communication Technologies.	3-7	2
D	Literacy and Numeracy.	1-19	1, 2
E	Students with Special Educational Needs.	1-8	1, 2
F	Teaching Students from Non-English-Speaking Backgrounds.	1-10	1, 2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Teaching Writing in Stage 2-3 curriculum other than English Assessment Format: Individual	40%	Due Date: 11/10/2024 05:00 PM
Teaching critical multimodal literacy in a literature-based program Assessment Format: Group	60%	Due Date: 15/11/2024 05:00 PM

Assessment Details

Teaching Writing in Stage 2-3 curriculum other than English

<u>Assessment Overview</u>

Preservice teachers demonstrate their ability to prepare for and teach writing in one curriculum area other than English (e.g. Science and Technology). This includes developing brief teaching sequence, composing a Modelled text, annotating the modelled text for language features to be used in Modelled Writing lessons and developing a detailed Modelled Writing lesson plan.

Rationale:

1. This assessment targets teaching writing at all levels of scaffolding.

<u>Course Learning Outcomes</u>

- CLO2 : Recognise ways to support EAL/D learners at different stages of English learning by explicitly addressing their language needs
- CLO3 : Express theories and research-based pedagogical practices that underpin language

acquisition and development

- CLO4 : Apply effective formative assessment practices and analysis of qualitative data to enhance development of early literacy skills
- CLO8 : Develop, apply and critique personal literacy skills for professional purposes

Detailed Assessment Description

Assessment Task 1

NOTE: The use of AI is permitted for (1) composition of the first draft of the model text., (2) creating the teaching sequence, and (3) the lesson plans. However, you must (1) edit the AI generated text to make sure it suits your teaching requirements; and (2) edit the teaching sequence and lesson plans with a critical perspective. Explain your rationale for making the changes to the AI generated work. Please submit both the AI generated version and your edited version in your response.

Part 1: Preparation for Teaching

1.1. Composing a model text as teaching resource for Modelled Writing

Compose one (1) text recognisable as an Analytical Exposition, one to argue for the advantages or disadvantages of solar energy, suitable to be used as a model text (for teaching Modelling/ Deconstruction) to Year 6 students. The average text length is approx. 300-350 words but it can be longer for special purposes.

The texts must include:

- A counter-argument paragraph (which is also referred to as *rebuttal* or *refutation*).
- A salient visual image to enhance the persuasive effect of the written text. The visual images can be your own composition or collected ones, and
- Instances of at least four (4) out of five key language features (select from 'Nominalisation', 'Complex sentences', 'Passive voice', 'Intensification', 'Modality').

1.2. Text annotation: Annotate the model text

- Genre: Annotate genre stages (structure) of each text.
- Key language features:
  - Identify at least 2 instances of each of the four key language features in each text.
  - Explain the grammatical construction and/or meaning of the identified instances and explain how they are deployed to achieve the persuasive function of the text.
- Image: Discuss how the visual images enhance the persuasive effects of the written texts.

1.3. Developing a teaching sequence:

- Complete the 'Unit Overview' template (see Moodle) to develop a unit of work focusing on teaching Writing for Stage 3 students.

Part 2: Teaching - Modelling a language feature of persuasive texts

Choose one of the key language features in the text (e.g., modality). Write a detailed lesson plan in the Modelling/Deconstruction stage to model the use of the language feature to achieve the purpose of the persuasive genre using the model text. Please see the 'Lesson Plan' template in Moodle for suggestions.

Assessment criteria

Preservice teachers will be assessed on their knowledge about:

- persuasive genres including genre structure and distinctive language features
- the genre-based pedagogy for teaching writing
- a sequence for teaching grammar for writing including teaching resources and assessment criteria
- differentiation strategies for teaching Grammar to diverse learners
- evaluation of AI generated work, if relevant.

Please see feedback marking sheet for more details.

<u>Assessment Length</u>

2000 words

Assessment information

• RUBRIC/FEEDBACK SHEET EDST6781 UNSW SCHOOL OF EDUCATION • Assessment Task 1: Teaching writing in Stage 2-3 curriculum other than English • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• Understanding of the question or issue and the key concepts involved • Persuasive genres • The genre-based pedagogy for teaching writing • A sequence for teaching grammar and spelling for writing • Differentiation strategies for teaching grammar to EAL/D students	
• Depth of analysis and critique in response to the task • Identify distinctive generic language features of persuasive genres • Selecting or composing a modelled/ mentor text with a purpose • Evaluate AI generated work with justification, if AI is used	
• Familiarity with and relevance of professional and/or research literature used to support response • Appropriate research references to support responses • Sound range of research references	
• Structure and organisation of response • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance readability	
• Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources and information, and listing references (APA style) • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length	
• General comments/recommendations for next time:	
• Lecturer: • Recommended: /20 (FL PS CR DN HD)	• Date: • Weighting: 40%
• NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.	

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

<u>Generative AI Permission Level</u>

Assistance with Attribution

This assessment requires you to write/create a first iteration of your submission yourself. You are then permitted to use generative AI tools, software or services to improve your submission in the ways set out below.

Any output of generative AI tools, software or services that is used within your assessment must be attributed with full referencing.

If outputs of generative AI tools, software or services form part of your submission and are not appropriately attributed, your Convenor will determine whether the omission is significant. If so, you may be asked to explain your submission. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see here.

The use of AI is permitted for (1) composition of the first draft of the model text, (2) creating the teaching sequence, and (3) the lesson plans. However, you must (1) edit the AI generated text to make sure it suits your teaching requirements; and (2) edit the teaching sequence and lesson plans with a critical perspective. Explain your rationale for making the changes to the AI generated work. Please submit both the AI generated version and your edited version in your response.

Teaching critical multimodal literacy in a literature-based program

<u>Assessment Overview</u>

Preservice teachers work in small groups to prepare for and teach critical multimodal literacy in a literature-based program. This includes selecting a suitable novel and its filmic adaptation for teaching Reading and Viewing of digital multimodal literature, annotating selected excerpts for resources to develop a character, and developing a program for teaching literature adaptation.

Rationale:

1. This assessment addresses an innovative curriculum outcome in the Australian curriculum: English, which is multimodal digital literature, reflecting new research on this field.
2. It also requires preservice teachers to have in-depth knowledge about English textual concept, which is the new section of the new K-6 NSW English syllabus (Understanding and Examining Literature).
3. The extension of focus on diverse students rather than only on EAL/D students makes the

teaching more inclusive.

Course Learning Outcomes

- CLO1 : Identify and describe the range of home and community literacy experiences, including the impact of parental/carer attitudes and different cultural systems including Australian Indigenous communities
- CLO2 : Recognise ways to support EAL/D learners at different stages of English learning by explicitly addressing their language needs
- CLO3 : Express theories and research-based pedagogical practices that underpin language acquisition and development
- CLO4 : Apply effective formative assessment practices and analysis of qualitative data to enhance development of early literacy skills
- CLO5 : Plan pedagogically appropriate and effective lesson sequences for teaching language and literature and understand how literacy development supports development in both areas
- CLO6 : Plan, teach and assess listening, reading, viewing, speaking, writing and creating across a range of print, audio, visual and digital texts in the early years
- CLO7 : Use knowledge and understanding of the NSW K-10 English syllabus to design and create appropriate resources to expand identified literacy needs
- CLO8 : Develop, apply and critique personal literacy skills for professional purposes

Detailed Assessment Description

Key notes:

- Collaboration is one of the graduate attributes of this program. Preservice teachers are required to work in pairs to prepare for, and teach, critical multimodal literacy in a literature-based program.
  - Only students with ELP are able to choose to work independently. To complete this task, they can choose to work on either the written novel or the film. The word count for this variation is 3000 words.
- As this assignment is not an essay, precise word count measurement is not feasible. The word count suggestions below should only be taken as a guide and not rule.
- Preservice teachers work in pairs to prepare for and teach critical multimodal literacy in a literature-based program.
- Both members must respond or contribute to every section of the task. It is preservice teachers' responsibility to ensure equal contribution to the task.
- The same mark will be given to both members.

Task description

Part 1: Preparation for teaching (approx. 1500 words).

1.1 Text selection. Select a children's novel that has its filmic adaptation suitable for Stage 2 or 3 students (e.g., *Wonder*, *Anne of Green Gables*, *Paper Planes*, *The Book Thief*). You are not allowed to use *Coraline* as this text has been used in the lectures. Describe the plot and theme you can draw from reading/viewing the work.

1.2 Characterisation in written literature

- Select an excerpt that tells a complete event involving the protagonist from the novel.
- Identify examples of language resources in the excerpt for expressing the protagonist's thoughts and feelings (approx. 6 examples).
- Explain how they contribute to developing the personality and identity of the protagonist character in excerpt.

1.3 Characterisation in multimodal literature

- Select a corresponding scene or sequence of scenes from the filmic adaptation.
- Identify examples of language, visual and sound resources in the excerpt for expressing the protagonist's Thoughts and Feelings (approx. 2 examples for each type of resource, total 6).
- Explain how they contribute to developing the personality and identity of the protagonist character in adapted film excerpt.
- Compare and contrast the character development in the written and filmic versions of the same story.

Part 2: Teaching critical literacy in a literature-based program (approx. 1500 words).

2.1. Critique one of the programs provided on Moodle for its strengths and weakness

2.2. Propose where amendments should be made to the program (approx. 4 amendments). Justify your proposal. The amendments should include teaching and assessment activities, teaching resources and differentiation strategies for diverse learners.

2.3. Create your own teaching/assessment/differentiation activities and resources for the amendments.

NOTE: AI is permitted for creating Part 2. However, you need to edit the AI generated work to reflect on the teaching content in this course. Explain why you make the changes to the AI product reflecting on the theories and readings presented in this course. Submit both the AI generated version and your edited version.

Assessment criteria

Preservice teachers will be assessed on their knowledge about:

- literature concept of characterisation
- language, visual and sound resources for constructing characterisation in novels and films
- developing a teaching, assessment, differentiation activities and resources
- critiquing a literature-based program
- teaching Reading and Viewing

- differentiation strategies for teaching Reading and Viewing
- evaluation of AI generated work, if relevant.

Please see feedback marking sheet for more details.

<u>Assessment Length</u>

4000 words

Assessment information

• RUBRIC/FEEDBACK SHEET EDST6781 UNSW SCHOOL OF EDUCATION • Assessment Task 2: Teaching critical multimodal literacy in a literature-based program • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• Understanding of the question or issue and the key concepts involved • Literature concept of characterisation • Language, visual, and sound resources for constructing characterisation in novels and films • Developing a detailed lesson plan • Developing a literature-based program • Teaching Reading and Viewing • Differentiation strategies for teaching Reading and Viewing	
• Depth of analysis and critique in response to the task • Analysis of written literature for language resources for characterisation • Analysis of filmic literature for visual and sound resources for characterisation • Evaluate AI generated work with justification, if AI is used	
• Familiarity with and relevance of professional and/or research literature used to support response • Appropriate research references to support responses • Sound range of research references	
• Structure and organisation of response • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance readability	
• Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources and information, and listing references (APA style) • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length	
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AI is permitted for creating Part 2. However, you need to edit the AI generated work to reflect on the teaching content in this course. Explain why you make the changes to the AI product reflecting on the theories and readings presented in this course.

General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: SED Policies and Procedures (unsw.edu.au).

<u>Grading Basis</u>

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Lecture	• Module 1: Writing EDST6781 overview The English syllabus: K-6 National Literacy Learning Progression Writing and composing in K-6 curriculum areas Programming for Writing: The Teaching & Learning Cycle
	Tutorial	• Weekly reading report • Experiencing and reflecting on Writing in curriculum areas • Examining Ss' writing samples • Examining a Writing unit of work • ChatGPT and essay composition
	Reading	• Course outline • The NESA syllabus and Literacy Learning Progression • Derewianka & Jones 2012, Chapter 3
Week 2 : 16 September - 22 September	Lecture	• Module 1: Writing Explanation: Genre & visual features Explanation: Teaching strategies
	Tutorial	• Lecture revision and weekly reading report • Explanation: Language features - Nominalisation Passive Voice • Explanation: Teaching strategies
	Reading	• Zammit 2020 PETAA paper 219. Exploring explanations: the why & how of things. • Humphrey et al 2012 Appendix 3, p.189 Passive voice: p.142 (Ex.5.12) Nominalisation: p.143 (Ex.5.13-5.16)
Week 3 : 23 September - 29 September	Lecture	• Module 1: Writing Persuasive: Genre & visual features Persuasive: Teaching strategies
	Tutorial	• Lecture revision and weekly reading report • Persuasive: Language features - Modality Complex sentence • Persuasive: Teaching strategies • Assessment Task 1 preparation: Compose an analytical exposition essay about advantages/ disadvantages of solar energy (Assessment Task 1). Bring draft to tutorial in Week 4.
	Reading	• Persuasive language: Humphrey et al 2012 Appendix 3, p.190-193 Modality, pp.94-99 Complex sentences Mills & Dooley 2014 • Persuasive image: White 2014
Week 4 : 30 September - 6 October	Lecture	• Module 1: Writing Lesson planning for Writing Revision: Modelling/ Deconstruction Differentiation
	Tutorial	• Lesson planning: Modelling/Deconstruction Constructing teaching resources: Editing your model text. Preparing teaching content: Analysing model text for language features Writing an activity sequence • Finalising Assessment Task 1
	Reading	• Derewianka 2012. Supporting students in the move from spoken to written language. https://documents.uow.edu.au/content/groups/public/@web/@educ/documents/doc/uow164242.pdf • Ngo, T. (2016). Developing a differentiated model for the teaching of creative writing to high performing students. English in Australia, 51(2), 63-73.
Week 5 : 7 October - 13 October	Lecture	• Module 1: Writing Joint construction Assessment 2 group instruction Pair work arrangement for Assessment 2 • Assessment 1 consultation by appointment
	Reading	• Rossbridge & Rushton, 2014, PETAA paper 196
Week 6 : 14 October - 20 October	Lecture	• Module 2: Reading and Writing Programming Focus on Reading & Viewing English textual concepts Backward mapping
	Tutorial	• Evaluating a unit of work
	Reading	• Murray & Beveridge (2019). PETAA paper 215 • Parklin, B., & Harper, H. (2018). Teaching with Intent: Scaffolding academic language with marginalised students. Newtown, NSW, Australia: PETAA. • Sample unit and assessment activities for Stage 2 & 3. • English textual concepts http://www.englishtextualconcepts.nsw.edu.au/
Week 7 : 21 October - 27 October	Lecture	• Module 2: Reading and Writing Multi-version narrative: literature adaptation Characterisation: STEAL model
	Tutorial	• Content knowledge: Identifying STEAL in the Coraline novella • Pedagogical knowledge: Literature Circle activities for critical comprehension
	Reading	• Ngo, T. & Unsworth, L. (forthcoming). Differentiating appreciation of characterization in print, graphic novel and movie versions of children's literature: multimodal analyses to develop students' interpretive stance.

		Research in the Teaching of English. • Simpson (2014). PETAA paper 197 Literature circle.
Week 8 : 28 October - 3 November	Lecture	• Module 2: Reading and Writing Language resources for characterisation Thought & feelings: Evaluative language The Reading pedagogy
	Tutorial	• Content knowledge: Text analysis. Understanding evaluative language for expressing emotions in the Coraline novella • Pedagogical knowledge: Teaching comprehension - 4 resources model for designing critical comprehension activities
	Reading	• Humphrey et al, 2012 Appraisal: Explicit & Implicit Attitudes, pp.99-106 • Freebody 2013 (p.13 onwards) Teaching comprehension: 4 Resources model
Week 9 : 4 November - 10 November	Lecture	• Module 2: Reading and Writing • Visual resources for characterisation Facial expression and body language for expressing characters' thoughts and feelings Camera angles and shot distance for representing relations between characters and characters with audience
	Tutorial	• Content knowledge: Text analysis. Analysing 'Coraline' graphic novel and animation for Visual features • Pedagogical knowledge: Teaching comprehension of multimodal texts- Application of 4 resources model • Digital technology for multimodal digital literacy pedagogy: VideoAnt
	Reading	• Content knowledge: Ngo, T. (2018). Gesture as transduction of characterisation in children's literature animation adaptation. Australian Journal of Language and Literacy, 41(1), 30-43. • Pedagogical knowledge: Sly 2014 Asha 2009 Serafini 2012
Week 10 : 11 November - 17 November	Lecture	• Module 2: Reading and Writing Sound resources for characterisation Intonation and Voice Quality Music and Sound Putting it all together: Sequencing teaching content in a program Assessing comprehension and composition of literature and multimodal literature adaptation.
	Tutorial	• Sound analysis: using technology for annotating sound features • Developing teaching resources on VideoAnt • Practice: Developing a program for teaching critical comprehension and composition of literature and literature adaptations
	Reading	• Barton & Unsworth (2014). https://www.alea.edu.au/documents/item/844 • Differentiated teaching of Reading https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/learning-through-reading-and-writing • English as an Additional Language or Dialect Teacher Resource EAL/D: Overview and advice https://docs.acara.edu.au/resources/EALD_Overview_and_Advice_revised_February_2014.pdf

Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESA), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the

description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

Course Resources

Prescribed Resources

Required texts

- Humphrey, S., Droga, L., & Feez, S. (2012). *Grammar and meaning*. Newtown NSW: Primary English Teaching Association Australia.
- Parkin, B., & Harper, H. (2019). *Teaching with Intent 2: Literature-based literacy teaching and learning*. Sydney: NSW: Primary English Teaching Association Australia (PETAA).
- The NSW K-6 syllabus (2023). https://curriculum.nsw.edu.au/learning-areas/english/english-k-10

Required articles and book chapters:

- Barton, G., & Unsworth, L. (2014). Music, multiliteracies and multimodality: Exploring the book and movie versions of Shaun Tan's' The lost thing'. *Australian Journal of Language and Literacy, 37*(1), 3.
- Derewianka, B., & Jones, P. (2016). *Teaching language in context* (2nd ed.). Victoria: Australia: Oxford University Press. The first edition of this text (2012) is an e-book, accessible via: https://ebookcentral.proquest.com/lib/unsw/detail.action?docID=4191355
- Mills, K., & Dooley, K. (2014). Teaching persuasive texts: Building a language of evaluation through hedging and moderated intensification. *Literacy Learning: the Middle Years, 22*(3), 33.
- Murray, M. & Beveridge, L. (2019). Let's write a unit. *PETAA Paper 215.* Primary English Teaching Association Australia: NSW Australia.
- Ngo, T. T. B. (2016). Developing a differentiated model for the teaching of creative writing to high performing students. *English in Australia*, *51*(2), 63.
- Ngo, T. (2018). Gesture as transduction of characterisation in children's literature animation adaptation. *Australian Journal of Language and Literacy, 41*(1), 30-43.
- Ngo, T. & Unsworth, L. (forthcoming). Differentiating appreciation of characterization in print, graphic novel and movie versions of children's literature: multimodal analyses to develop students' interpretive stance*. Research in the Teaching of English*.
- Parklin, B., & Harper, H. (2018). *Teaching with Intent: Scaffolding academic language with marginalised students*. Newtown, NSW, Australia: PETAA.
- Rose, D. (2016). Engaging and supporting all our students to read and learn from reading. *PETAA paper 202*. Primary English Teaching Association Australia: NSW Australia.
- Rossbridge, J., & Rushton, K. (2014). The critical conversation about text: joint Construction. *PETAA PAPER 196*. Primary English Teaching Association Australia: NSW Australia.
- Serafini, F. (2012). Expanding the four resources model: reading visual and multimodal texts. *Pedagogies: An international journal.* Vol.7, No.2. pp. 150-164.
- Sly, K. (2014). Empowering 21st century readers: Integrating graphic novels into primary classrooms. In K. Mallan (Ed.), *Picture books and beyond* (pp. 123-147). Primary English

Teaching Association Australia: NSW Australia.

- White, P. R. (2014). The attitudinal work of news journalism images–a search for visual and verbal analogues. *Centro di Studi Linguistico-Culturali (CeSLiC) e Alma Mater Studiorum, Occasional papers A cura di: Miller, Donna Rose*. doi:10.6092

- Zammit, K. (2020). Exploring Explanations: the why and how of things. *PETAA PAPER, 219*. Retrieved from https://www.petaa.edu.au/w/Store/Item_Detail.aspx?iProductCode=PP219&Category=PEN

Recommended Resources

- Asha, J. (2022). *The potential of the visual: Teaching literacy with multimodal texts*. Sydney, NSW. Primary English Teaching Association Australia (PETAA).

- Callow, J. (2013). *The shape of text to come: How image and text work*. Sydney, NSW. PETAA.

- Derewianka, B. (2020). *Exploring how texts work* (2nd ed.). Sydney, NSW. Primary English Teaching Association Australia (PETAA).

- Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth: Heinemann.

- Kelly, M., and Topfer, C. (2011). *Reading Comprehension: Taking the learning deeper*. Sydney, NSW. PETAA.

- Ljungdahl L. & March, P. (2009). *Handwriting for New South Wales 2*. Australia: Oxford University Press.

- Oakley, G. and Fellowes, J. (2016). *A Closer Look at Spelling in the Primary Classroom*. Sydney, NSW. PETAA.

- Parkin, B., & Harper, H. (2018). *Teaching with intent: Scaffolding academic language with marginalised students*. Sydney: NSW: Primary English Teaching Association Australia.

- Rossbridge, J., & Rushton, K. (2014). *The critical conversation about text: Joint Construction*. PETAA PAPER 196.

- Rossbridge, J., & Rushton, K. (2015). *Put it in writing: Context, Text and language*. Sydney, NSW. PETAA.

- Rowe, K. (2005). *National inquiry into the teaching of literacy (Australia): Teaching reading*. Melbourne. Australian Council for Educational Research.

- Simpson, A., White, S., Freebody, P. and Comber, B. (2012). *Language, literacy, and literature*. Melbourne. Oxford University Press.

- Unsworth, L. (2001). *Teaching multiliteracies across the curriculum*. Buckingham. Open University Press.

- Winch, G., Johnston R. R., March P., Ljungdahl, L. & Holliday, M. (2014). *Literacy: Reading, writing and children's literature (5th ed.)*. South Melbourne. Oxford University Press.

Professional organisations

- PETAA Primary English Teaching Association Australia. www.petaa.edu.au/home
- Australian Literacy Educators' Association. http://www.alea.edu.au

Professional websites (Teachers' resources)

- https://readingaustralia.com.au/

- https://cbca.org.au/
- https://victesol.vic.edu.au/index.php/teaching-and-learning-cycle-project/
- https://readingtolearn.com.au/
- Australian Centre for Moving Image http://www.acmi.net.au/

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Discipline coordinator	Thu Ngo		Ground Floor, Morven Brown Building		Email to arrange an appointment	No	Yes
Convenor	Katrina Kemp				Email to arrange an appointment	No	No

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without

acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of

UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request Special Consideration as early as possible before the deadline. Support with Time Management is available here.

School-specific Information

Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: SED Policies and Procedures (unsw.edu.au).

School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977
- E: education@unsw.edu.au
- W: https://www.arts.unsw.edu.au/education