UNSW Course Outline

EDST6704 English as an Additional Language or Dialect Method 1 - 2024

Published on the 28 Jan 2024

General Course Information

Course Code : EDST6704
Year : 2024
Term : Term 1
Teaching Period : T1
Is a multi-term course? : No
Faculty : Faculty of Arts, Design and Architecture
Academic Unit : School of Education
Delivery Mode : In Person
Delivery Format : Standard
Delivery Location : Kensington
Campus : Sydney
Study Level : Postgraduate, Undergraduate
Units of Credit : 6

<u>Useful Links</u>

Handbook Class Timetable

Course Details & Outcomes

Course Description

This is a hybrid course. It is available to both undergraduate and postgraduate students. The course

content, delivery and assessment will be identical for both groups of students.

In this course, you will begin to learn how to teach English as an Additional Language or Dialect in secondary contexts. You will use relevant syllabus documents to develop innovative and engaging lesson plans. You will learn and practise a range of effective teaching strategies designed to engage a diversity of learners in a safe and supportive classroom environment. You will learn how to use digital and other innovative resources to assess and improve learning in the discipline and to develop language, literacy and numeracy skills across the curriculum. Through self and peer evaluation you will also learn how to present yourself in a professional, supportive manner.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Identify foundational aspects and structure of the NESA EAL/D Syllabus and the depth of subject knowledge required to implement the syllabus
CLO2 : Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
CLO3 : Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment
CLO4 : Select appropriate resources, including ICT, to engage students and expand learning opportunities
CLO5 : Design and evaluate formative assessment strategies and use assessment information to improve learning
CLO6 : Practise the ethical and professional values expected of teachers

Course Learning Outcomes	Assessment Item
CLO1 : Identify foundational aspects and structure of the NESA EAL/D Syllabus and the depth of subject knowledge required to implement the syllabus	• Lesson plan • Unit of work outline
CLO2 : Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds	• Lesson plan • Unit of work outline
CLO3 : Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment	• Lesson plan • Unit of work outline
CLO4 : Select appropriate resources, including ICT, to engage students and expand learning opportunities	• Lesson plan • Unit of work outline
CLO5 : Design and evaluate formative assessment strategies and use assessment information to improve learning	• Lesson plan • Unit of work outline
CLO6 : Practise the ethical and professional values expected of teachers	• Lesson plan • Unit of work outline

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Rationale

- Students need to have a theoretical understanding of EAL/D pedagogy in order for them to implement effective EAL/D teaching strategies. They need to have a deep understanding of

good EAL/D pedagogy particularly the EAL/D teaching sequence and strategies to teach the language modes. Also they need the skills and tools to plan lessons, sequences of lessons in the KLAs and to program units of work in English therefore the use of the EAL/D Scales and the NSW Board of Studies English syllabus English 7-10 needs to be taught.

- In addition, students need to develop skills in assessment both for the purpose of programming, student feedback and reporting. All of this needs to be taught in a practical, hands on environment where students are given explicit modeling and opportunities to work collaboratively in a supportive environment to develop their understanding and skills. Student should also feel comfortable to discuss, question and reflect on their own experiences and learning.

Teaching Strategies

- Student-centred activities and opportunities for critical and reflective engagement with the content and methodology and philosophy of EAL/D teaching will form the basis of the course
- Lectures will explicitly teach EAL/D pedagogy and model teaching strategies
- Opportunities for joint construction of lessons and programs will allow students to be supported in their learning
- Online learning will include regular, critical and reflective responses to readings on Blackboard
- Peer teaching in a simulated classroom setting.

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.	1,2
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1,2
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious, and socioeconomic backgrounds.	1,2
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.	1
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
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.	2
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres strait Islander histories, cultures, and languages.	1
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1,2
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1,2
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	1,2
3.2.1	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.	2
3.3.1	Include a range of teaching strategies.	1,2
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.	1,2
3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	1,2

4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1,2
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	1
6.2.1	Understand the relevant and appropriate sources of professional learning for teachers.	*
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	2
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	1,2
	* Covered during the course	

NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	4,7	1
B	Classroom Management.	1	1,2
C	Information and Communication Technologies.	1,3-6,10,12	1,2
D	Literacy and Numeracy.	1,3-5,8-12,18-19	2
E	Students with Special Educational Needs.	7	1,2
F	Teaching Students from Non-English-Speaking Backgrounds.	4-5	2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Lesson plan	40%	Due Date: 20/03/2024 05:00 PM
Unit of work outline	60%	Due Date: 17/04/2024 05:00 PM

Assessment Details

Lesson plan

Assessment Overview

Plan and design one 60-minute lesson for a mixed-ability, Stage 4 class. The lesson plan must

follow a standard format and be presented using the template provided. Indicative length: 2000 words.

A feedback sheet will be provided.

<u>Course Learning Outcomes</u>

- CLO1 : Identify foundational aspects and structure of the NESA EAL/D Syllabus and the depth of subject knowledge required to implement the syllabus
- CLO2 : Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
- CLO3 : Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment
- CLO4 : Select appropriate resources, including ICT, to engage students and expand learning opportunities
- CLO5 : Design and evaluate formative assessment strategies and use assessment information to improve learning
- CLO6 : Practise the ethical and professional values expected of teachers

<u>Detailed Assessment Description</u>

Adapting a lesson plan to support EAL/D learners in a KLA

Part I: Lesson Adaptation

1. Adapt one lesson plan from a KLA other than English so that it incorporates EAL/D teaching strategies that are supportive of EAL/D learners but remain faithful to the learning outcomes of the KLA.

- Find this lesson plan online through accessing NESA resources or use one supplied by your lecturer. Check the lesson plan you want to modify with your lecturer prior to starting your assessment
- Use the ESL Scales to help identify the language you will need to teach the students through modifying the lesson plan. Make these language goals explicit. Ie. teaching the use of modal verbs, teaching cohesion in writing, teaching reading, teaching how to write feature articles, teaching how to converse fluently using appropriate strategies
- Use the standard SED lesson plan format
- Demonstrate knowledge of a variety of EAL/D teaching strategies through the modifications made AND include a column titled 'EAL/D theory and teaching strategies' and explicitly link your lesson modifications to evidence based teaching strategies that support EAL/D learners
- Your modifications should show a consideration of learners on emerging and developing phases of the EAL/D progressions
- Include at least ONE ICT based resource or activity within your lesson plan

(One lesson plan: 1000 words equivalent)

2. Create and submit all teaching resources necessary for the lesson. These teaching resources should be a variety of your own original work OR modified resources found online. Your selection and creation of teaching resources should demonstrate your understanding of quality teaching.

Part II: Reflection Statement

Reflect on the following questions to justify the adaptation to the original lesson plan.

- Briefly identify and describe strengths the existing KLA lesson had for EAL/D learners. (100 words)
- Identify and explain the main challenges the original lesson poses for EAL/D learners, referring to the linguistic and cultural demands on EAL/D learners. (150 words)
- Justify how you attempt to support students to meet the language demands of the original lesson by referring to your adapted lesson, relevant course readings, EDST6704 lectures and tutorials. (400 words)
- Explain how you have differentiated for the needs of emerging and developing learners on the EAL/D progressions (200 words)
- Explain how you would further adapt or modify your lesson:
  - for a student who has had interrupted schooling (e.g. a refugee, 150 words)
  - for an indigenous student who has English as an additional dialect (150 words)

Include evidence from research-based articles for question 5.

NOTE: The word count is a guide only.

Submit an electronic copy of the lesson plan, resources and rationale as one document through Turnitin by the due date.

<u>Assessment Length</u>

2000 words

RUBRIC/FEEDBACK SHEET

EDST6704 UNSW SCHOOL OF EDUCATION

Assessment Task 1: Lesson Plan

Specific Criteria	Fail ------- > High Distinction
Understanding of the question or issue and the key concepts involved • Demonstrates an ability to adjust a lesson plan to suit EAL/D learners • Demonstrates ability to compare differentiated teaching methodologies for different EAL/D learners	
Depth of analysis and critique in response to the task • Plan carefully and implement engaging and goal-oriented teaching approaches for EAL/D learners which address the goals of the original lesson • Using ICT demonstrates knowledge of teaching strategies such as interactive tasks, activating schema, building student's vocabulary and field knowledge, use of visual aids and ways of scaffolding students to new language skills, knowledge and understanding with a consistent focus on what the students need to learn • Shows evidence of critical analysis and reflection	
Familiarity with and relevance of professional and/or research literature used to support response • Demonstrates a thorough analysis and insightful understanding of the theoretical underpinnings of EAL/D and EAL/D pedagogy and is able to justify clearly strategies used in the teaching approach through appropriate referencing to compulsory and additional readings	
Structure and organisation of response • Uses SED lesson plan template	
Presentation of response according to appropriate academic and linguistic conventions • Uses clear standard Australian English and presents a structured response	
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.

Unit of work outline

Assessment Overview

Prepare an outline for a unit of work for a Stage 5 class. The unit of work should cover the first five lessons (but do not prepare full lesson plans). Include a rationale (600-800 words) for the unit. Indicative length: 3000 words.

A feedback sheet will be provided.

Course Learning Outcomes

- CLO1 : Identify foundational aspects and structure of the NESA EAL/D Syllabus and the depth of subject knowledge required to implement the syllabus
- CLO2 : Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
- CLO3 : Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment
- CLO4 : Select appropriate resources, including ICT, to engage students and expand learning opportunities
- CLO5 : Design and evaluate formative assessment strategies and use assessment information to improve learning
- CLO6 : Practise the ethical and professional values expected of teachers

Detailed Assessment Description

Creating a unit of work in English

Prepare an outline for a unit of work suitable to teach to a Year 8 EAL/D English class with learners on levels 3-6 on the ESL Scales. You are catering to a class with a diverse range of students with various levels of English acquisition. Use the proforma to guide your response. Your unit of work should be focused on a topic from the English Textual Concepts.Your unit of work should include:

- a unit of work outline or cover page (name of the unit, brief rationale, learning outcomes or

intentions, English syllabus outcomes, EAL/D scales outcomes, formative and summative assessment, and a brief 10 week outline that is clearly backward mapped to the summative task)
- detailed plans for the first five lessons of your unit; however, you are not preparing full lesson plans. You should have a list of activities in the order that you would teach them and show an understanding of how to structure lessons logically and in accordance with best teaching practices
- one full activity for formative assessment (other than an essay)
- one ICT-based activity (other than watching a video or PowerPoint presentation)
- one group-work task with a focus on literacy/ numeracy (other than a mind-map)
- THREE original worksheets created by you that demonstrates your understanding of best teaching practices/ strategies of EAL/D learners
- at least one activity that explicitly teaches grammar, language or literacy

You must write a rationale for the unit (600-800 words) in which you:

- provide a brief outline of the class context and justify your choice of topic to suit the needs and abilities of the class and the prior knowledge students have developed
- state precisely what you want the students to learn in this unit and why it is important by referring the English Syllabus on NESA and the English Textual Concepts website
- explain how your teaching activities support students to move towards the consolidating phase of English language development. Refer to specific strategies you have used in your lesson plans
- justify how your selection of teaching strategies support the development of speaking, reading, listening, writing and responding skills by referring explicitly to your strategies AND readings, research and material presented in lectures and the Quality Teaching framework
- explain how differentiation and scaffolding is used to support a wide range of learners Include outlines only for other teaching materials required.

NOTE: The word count is a guide only.

Submit an electronic copy of the lesson plan, resources and rationale as one document through Turnitin by the due date.

<u>Assessment Length</u>

3000 words

<u>Assessment information</u>

RUBRIC/FEEDBACK SHEET

EDST6704 UNSW SCHOOL OF EDUCATION

Assessment Task 2: Unit of Work Outline

Specific Criteria	Fail ------- > High Distinction
Understanding of the question or issue and the key concepts involved • Demonstrates knowledge of EAL/D teaching progression and ways of scaffolding students for new language skills, knowledge and understanding with a consistent focus on what the students need to learn	
Depth of analysis and critique in response to the task • Demonstrates a capacity to plan for engaging and goal-oriented lessons for EAL/D learners which address the learning intentions and language outcomes required for EAL/D students at these levels • Demonstrates an ability to create appropriate teaching sequence that is clear and cohesive • Demonstrates a thorough analysis of the language and content demands of the lessons and is able to justify clearly strategies used in the lessons through insightful and understanding of the theoretical underpinnings of EAL/D pedagogy and the ESL Scales	
Familiarity with and relevance of professional and/or research literature used to support response • Demonstrates knowledge and understanding of how to incorporate ICT into classroom teaching practice to address learning outcomes • Demonstrates an ability to clearly describe all stages of the lesson • Demonstrates ability to map all aspects of teaching to EAL/D pedagogy	
Structure and organisation of response • Rationale is clear and well organised • Unit of work is clear and well organised	
Presentation of response according to appropriate academic and linguistic conventions • Uses clear standard Australian English and presents a structured response • Demonstrates appropriate referencing to relevant compulsory and additional reading materials	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: Weighting: 60%
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.	

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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.

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).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Lecture	• Introduction to EAL/D Learning • EAL/D students and their needs Theoretical approaches to the acquisition of language and dialect Physical, social and intellectual development of students and how this affects engagement in learning Roles and responsibilities of EAL/D teachers
	Tutorial	• Course schedule, assessments and resources for the course • Importance of ethical and respectful behaviour • Developing culturally responsive teaching strategies and resources • EAL/D teacher identity • Group Work Presentation: You are creating a short 5 week program (2 lessons a week) for students who have newly arrived at the high school that you work at. The 5 week program should do the following: Introduction students to high school life, introduce students to Australian culture/ Youth culture in Australia and Build basic reading, listening, speaking and writing skills. Remember that you roughly only have 10 hours with these students. You will produce your program or booklet in a printed or digital format.
	Reading	• Compulsory reading for next week: Pauline Gibbons, English Learners Academic Literacy and Thinking, Chapters 1 and 2 • Complete professional reading journal/proforma
Week 2 : 19 February - 25 February	Lecture	• The ESL Scales and Learning Progressions: Using the Scales for Assessment Understand the purpose of the ESL Scales and Learning Progressions Developing a profile of EAL/D students using the Scales Differentiation - How is it implemented in the classroom to meet student needs? EAL/D Schools Framework
	Tutorial	• Discussion of reading Wk 1 • Group work using ESL Scales with real EAL/D student scripts • Providing effective feedback on written work for EAL/D learners • Analyzing a student profile and preparing a relevant ICT resource • Presentation of Newly Arrived Student Program (Week 1 Group Activity)
	Reading	• Compulsory reading for next week: Pauline Gibbons, English Learners Academic Literacy and Thinking, Chapters 3 and 4 • Complete professional reading journal/proforma
Week 3 : 26 February - 3 March	Lecture	• Teaching strategies for EAL/D Phase 1 (Beginning and Emerging Learners) • Visit to Beverly Hills I.E.C., Melvin St, Beverly Hills NSW 2209 OR Guest Lecturer. Note: The date and time for IEC visit is to be confirmed. If this cannot be organised a regular lecture and tutorial will run with a focus on teaching Refugee learners and Aboriginal and Torres Strait Islander students.
	Tutorial	• How culture, cultural identity and linguistic background impact Aboriginal and Torres Strait Islander students • Working with refugee students • Preliminary discussion of Assessment 1 through examining samples
	Reading	• Compulsory reading for next week: De Courcy, M. et al (2012). Teaching EAL/D Learners in Australian Classrooms. PETAA: Sydney Pauline Gibbons, English Learners' Academic Literacy and Thinking, Chapter 5 • Complete professional reading journal/proforma
Week 4 : 4 March - 10 March	Lecture	• Research on how students learn first and additional languages: Setting challenging learning goals in lesson planning The Mode Continuum Zones of Proximal Development and differentiation Different types of scaffolding
	Tutorial	• Discussion of readings for weeks 3 and 4 • What is differentiation? How is it implemented in the classroom to meet student needs? • Creating a high challenge high support classroom • Group work and presentation: Modify a history lesson appropriate to EAL/D learners employing EAL/D theory and pedagogy • Q&A for Assessment 1
	Reading	• Compulsory reading for next week: Pauline Gibbons, English Learners Academic Literacy and Thinking, Chapter 8 • Complete professional reading journal/proforma
Week 5 : 11 March - 17 March	Lecture	• The Genre theory • The Curriculum Cycle • Assessing writing • Samples from teaching
	Tutorial	• Group design of one 40 minute lesson teaching writing in one specific text style: analytical, creative, reflective, informative, persuasive and evaluative demonstrating an understanding of scaffolding and theory • Peer discussion of effectiveness of group design of lesson plan on writing

		• Application of incorporating ICT to improve student writing skills • Microteaching
	Reading	• Compulsory reading for next week: Cochrane, I et al (2013). Grammar in the Early Years: A games-based approach. PETAA: Sydney Pauline Gibbons, English Learners Academic Literacy, Chapter 7 • Complete professional reading journal/proforma
Week 6 : 18 March - 24 March	Lecture	• Asynchronous • Teaching strategies to respond to individual needs and school wide approaches Team teaching Importance of matching teaching strategies to individual needs Appropriate selection of ICT resources to support learning
	Tutorial	• Asynchronous • Explore and evaluate the suitability of teaching strategies to meet learning goals and outcomes in KLAs other than English. This will be achieved through using authentic texts in KLAs and making adjustments to activities to suit the needs of EAL/D Learners. • Design an interactive learning activity that can be used to teach EALD learners in a KLA other than English. You will need to model this activity or facilitate this activity. • Microteaching. • Teaching activities that can be used in an EALD Classroom.
	Reading	• Compulsory reading for next week: Pauline Gibbons, English Learners Academic Literacy and Thinking, Chapter 5 • Complete professional reading journal/proforma
Week 7 : 25 March - 31 March	Lecture	• Three Cueing Systems • Four Resources Model • Pre, During and Post Reading • Strategies for teaching the novel
	Tutorial	• Application of reading strategies using an authentic text appropriate for use in an English classroom. • Microteaching.
	Reading	• Compulsory reading for next week: Pauline Gibbons, English Learners Academic Literacy and Thinking, Chapter 6 • Complete professional reading journal/proforma
Week 8 : 1 April - 7 April	Lecture	• Students need to read through and familiarise themselves with a syllabus (ie. NESA 7-10 English Syllabus, IB English Syllabus or SAT Exam) • Students intending to teach in Australian schools MUST familiarise themselves with the NESA 7-10 English Syllabus • Students should consider approaches to planning a unit of work for EAL/D students around poetry, novels, short stories or a picture book
	Tutorial	• English Textual Concepts (website). You can choose to work independently or in pairs for this tutorial/workshop task. You will be allocated an English Textual Concept. You will need to create a 10 week unit of work that takes into consideration this English Textual Concept, short texts and language development. A guideline on what the 10 weeks should include will be provided to you. You should demonstrate a consideration of EALD theory. • You should consider how this activity may feed into Assessment 2.
	Reading	• Compulsory reading for next week: "Focus on writing". Chapter 6 in Hertzberg, M. (2012). Teaching English in Mainstream Classes. PETAA: Sydney • Complete professional reading journal/proforma
Week 9 : 8 April - 14 April	Lecture	• Organisation of classroom activities • Promoting inclusive student participation and engagement in the classroom • Interactive Task Design
	Tutorial	• Discussion of reading • Planning sequences of 2 lessons to support EAL/D students in the mainstream: Assessment 2 Preparation.
Week 10 : 15 April - 21 April	Lecture	• Strategies and reasons for teaching English grammar in English and other KLAs. Is there still a place for explicit grammar teaching in Australian Secondary Schools?
	Tutorial	• Discussion of reading • Analysing writing at word and sentence levels • MyExperience • Becoming a reflective teacher through the feedback cycle

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

Online Learning Platforms/ICT in the classroom

- The Flipped Classroom: http://www.teacherstandards.aitsl.edu.au/Illustrations/ViewIOP/IOP00173/index.html
- Student teachers are encouraged to set up their own blog (It is free) at Edublog: http://edublogs.org/ to create and share resources and lessons they create.
- Padlet: An online platform for create interactive and collaborative classrooms https://padlet.com/
- Quizlet: An online platform for supporting student development of word knowledge and key terms https://quizlet.com/latest
- Canva: Creating posters and other visual texts www

Required Readings

- Pauline Gibbons (2009). *English Learners Academic Literacy and Thinking Learning in the Challenge Zone*. Heinemann.
- ESL Scales (1994). Curriculum Corporation.
- ACARA (2014). *English as an Additional Language or Dialect Teacher Resource: EAL/D overview and advice*. http://www.acara.edu.au/curriculum/studentdiversity/ealdteacherresource.html

Further Readings

- Anstey, M. & Bull, G. (2006). *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.

- Attwood, B. (2005). *Telling the truth about Aboriginal history*. Allen and Unwin, Crows Nest.
- Droga, L. & Humphrey, S. (2005). *Grammar and the Organisation of Meaning*. Target texts, Berry, Australia.
- Dufficy , P. (2005). *Designing learning for Diverse Classrooms*. PETA, NSW.
- Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006). *Transforming Learning with ICT Making IT Happen*. Pearson Australia.
- Gibbons, P. (2002). *Scaffolding Language Scaffolding Learning*. Heinemann.
- Hammond, M. and Miller, J. (2015). *Classrooms of Possibility: Supporting at risk EAL students*. PETAA: Sydney.
- Harrison, N. (2008). *Teaching and learning in Indigenous education*. Oxford, Sydney.
- Henderson, R. (2012). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*. Oxford University Press, Australia.
- Hertzberg, M. (2012). *Teaching English in Mainstream Classes*. PETAA: Sydney.
- Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia.
- Knapp, P & Watkins M. (1994). A functional Model in context, Text and Grammar (Online UNSW My Course).
- Knapp, P. & Watkins, M. (2005). Genre, Text, Grammar UNSW Press, Chapter 1 - A Genre Based Model of Language (Online UNSW My Course).
- Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes*. Pp 59-81. Oxford University Press, Melbourne.
- Nicoll, V. & Roberts, V. (2003). *Taking a closer look at Literature Based Programs*. PETA, Newtown DET.
- Price, K (2012). *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press.
- Sharpe, T. (2004). So what is 'special' about an EAL/D Teacher? ATESOL NSW Magazine (Online UNSW My Course).
- Vale, E. (2002). The EAL/D Scales and the Draft English 7-10 Syllabus, DET, Ryde (Online UNSW My Course).

Recommended Resources

- See Moodle.

Course Evaluation and Development

- Student feedback is gathered throughout the duration of the course as students are encouraged to email any questions/feedback in relation to the course; and at the end of the course through the myexperience survey.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Sonia Durney				Email to arrange an appointment	No	Yes

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