UNSW Course Outline

EDST5139 Language, Literacy and Numeracy - 2024

Published on the 25 Aug 2024

General Course Information

Course Code : EDST5139
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

The course will engage in a substantive exploration of the relationships between language, literacy, and numeracy, assessment and student learning. The course will draw on theory, research and practice related to assessing and teaching students with diverse language and

literacy backgrounds and skills in a variety of secondary school contexts.

Course Aims

This course aims to provide teachers and other educational professionals with an understanding of the nature of language, literacy and numeracy and its relationship with assessment and student learning. This course aims to provide the key assumptions underlying assessment for learning in education locally and internationally, including the development of responses and strategies that are suitable for a variety of educational contexts.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Demonstrate knowledge and understanding of the nature and role of language, literacy and numeracy in the secondary mainstream classroom.
CLO2 : Demonstrate knowledge and understanding of the key concepts and principles associated with assessment for learning, including self and peer assessment and feedback, and the use of assessment data and process to identify and improve language, literacy and numeracy skills across the curriculum.
CLO3 : Develop knowledge of a range of effective assessment and teaching strategies for students with diverse language and literacy backgrounds and skills in the secondary school classroom.

Course Learning Outcomes	Assessment Item
CLO1 : Demonstrate knowledge and understanding of the nature and role of language, literacy and numeracy in the secondary mainstream classroom.	• Analytical Report • Text Analysis & Lesson Plan
CLO2 : Demonstrate knowledge and understanding of the key concepts and principles associated with assessment for learning, including self and peer assessment and feedback, and the use of assessment data and process to identify and improve language, literacy and numeracy skills across the curriculum.	• Analytical Report • Text Analysis & Lesson Plan
CLO3 : Develop knowledge of a range of effective assessment and teaching strategies for students with diverse language and literacy backgrounds and skills in the secondary school classroom.	• Text Analysis & Lesson Plan

Learning and Teaching Technologies

Moodle - Learning Management System | Zoom | In-person options available - see Moodle for details

Learning and Teaching in this course

Rationale

Throughout their careers, each teacher encounters a wide variety of students who bring with them a broad range of language, literacy and numeracy (LLN) skills and experiences that impacts their learning. A teacher's ability to assess their students' LLN skills and abilities in relation to the demands of the curriculum and prior learning influences their relationships, interactions, expectations, and success in driving students to achieve significant improvements in learning outcomes. Given this, teachers need a sound understanding of the key concepts and strategies to focus, refine, and reflect on their own practice and those of their colleagues.

Teaching strategies

The course will use a variety of teaching strategies including explicit instruction and opportunities to engage in questioning, problem solving and reflection because it is important to understand the relationships between theory, research and practice. The course also encourages cooperative learning with extensive opportunities for whole group and small group dialogue and discussion using case studies, role plays, problem solving and research because it is important for students to explore ideas and decide what they mean for effective teaching practices with students with diverse backgrounds in language, literacy and numeracy.

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
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	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
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
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative, and summative approaches to assess student learning.	1, 2
5.2.1	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	1, 2
5.3.1	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	1, 2
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	1, 2

NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	1-12	1
C	Information and Communication Technologies.	1-14	2
D	Literacy and Numeracy.	1-19	1, 2
F	Teaching Students from Non-English-Speaking Backgrounds.	1-11	1, 2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Analytical Report Assessment Format: Individual	40%	Start Date: Not Applicable Due Date: See Moodle
Text Analysis & Lesson Plan Assessment Format: Individual	60%	Due Date: See Moodle

Assessment Details
Analytical Report

Assessment Overview

Task 1. Report. 1800 words. Students will receive written feedback within current policy and procedure guidelines.

Course Learning Outcomes

- CLO1 : Demonstrate knowledge and understanding of the nature and role of language, literacy and numeracy in the secondary mainstream classroom.
- CLO2 : Demonstrate knowledge and understanding of the key concepts and principles associated with assessment for learning, including self and peer assessment and feedback, and the use of assessment data and process to identify and improve language, literacy and numeracy skills across the curriculum.

Detailed Assessment Description

Analytical report: Analyse and reflect upon the literacy and numeracy demands of your specific discipline (1800 words).

- Reflect on your own literacy and numeracy learning experiences. In what ways have they shaped your understanding of the role that literacy and numeracy plays in students' understanding of content knowledge?
- Drawing on the prescribed readings, explain your understanding of the importance of literacy and numeracy to understanding the key concepts of your discipline.
- Identify and describe the specific literacy and numeracy requirements embedded within your syllabus or curriculum and the kinds of data you might collect to assess LLN 'performance'.
- Reflect on the key findings of the research literature to explain how you will use your knowledge of theory to inform the way you both teach and assess the literacy and numeracy requirements of your discipline.

Assessment Length

1,800 words

Assessment information

• RUBRIC/FEEDBACK SHEET EDST5139 UNSW SCHOOL OF EDUCATION • Assessment Task 1: Analytical Report • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• Understanding of the question or issue and the key concepts involved • Identifies and describes key language, literacy, and numeracy concepts	
• Depth of analysis and critique in response to the task • Addresses the syllabus/curriculum requirements accurately in relation to literacy and numeracy • Relates literature to practice, drawing on theories from subject readings	
• Familiarity with and relevance of professional and/or research literature used to support response • A range of relevant professional/ research literature is drawn on to support the arguments • Professional/ research sources are current and trusted	
• Structure and organisation of response • The response is well-structured and organised to show application as well as description of the strategies • Response to the task is clear and coherent	
• Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information and listing references • Clarity and consistency in presenting tables and diagrams • 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.	

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

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>

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. 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.

Text Analysis & Lesson Plan

<u>Assessment Overview</u>

Task 2. Assignment. 2400 words. Students will receive written feedback within current policy and procedure guidelines. This is the final assessment.

<u>Course Learning Outcomes</u>

- CLO1 : Demonstrate knowledge and understanding of the nature and role of language, literacy and numeracy in the secondary mainstream classroom.
- CLO2 : Demonstrate knowledge and understanding of the key concepts and principles associated with assessment for learning, including self and peer assessment and feedback, and the use of assessment data and process to identify and improve language, literacy and numeracy skills across the curriculum.
- CLO3 : Develop knowledge of a range of effective assessment and teaching strategies for students with diverse language and literacy backgrounds and skills in the secondary school classroom.

<u>Detailed Assessment Description</u>

Planning for LL&N in all subjects.

Option 1:

- Part 1: Select a text that is relevant to your discipline. Analyse the key language, literacy, and numeracy challenges that EAL/D students may experience when reading or viewing the text

(600-800 words).

- Part 2: Develop a lesson plan based on this text that utilises at least one language, literacy and/or numeracy teaching strategy. Provide a rationale for the adoption of this/these strategy/ies, connecting to key theories/principles/ideas covered in the course, and ideally highlighting the cultural and linguistic demands of the text for EAL learners. This may not be necessary - if you are unsure, please discuss your ideas with your tutor.
- The rationale text should be approximately 1800 words. The lesson plan should be attached as an appendix. You can also include examples of any teaching/assessment materials that you would use in this lesson as additional appendices.

Option 2:

- Part 1: Select a lesson plan that you have designed and, ideally, previously taught. Analyse the key language, literacy, and numeracy components of the lesson; and comment on how these could have been challenging for EAL/D students (600 - 800 words).
- Part 2: Redesign the lesson plan to accommodate the challenges you identified in Part 1, utilising at least one language, literacy and/or numeracy teaching strategy. Provide a rationale for the adoption of this/these strategy/ies, connecting to key theories/principles/ideas covered in the course, and ideally highlighting the cultural and linguistic demands of the text for EAL learners. This may not be necessary - if you are unsure, please discuss your ideas with your tutor.
- The rationale text should be approximately 1800 words. The lesson plan should be attached as an appendix. You can also include examples of any teaching/assessment materials that you would use in this lesson as additional appendices.

Please note that all students are required to present their report according to accepted academic conventions. A list of all references cited in the report should be included at the end in alphabetical order and referencing should be consistent, with a preference for APA7 to be used.

<u>Assessment Length</u>

2,400 words

Assessment information

• RUBRIC/FEEDBACK SHEET EDST5139 UNSW SCHOOL OF EDUCATION • Assessment Task 2: Text Analysis and Lesson Plan • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• Understanding of the question or issue and the key concepts involved • Solid rationale given for choice of text/ choice of lesson plan • Personal teaching context is clearly articulated • Understanding of literacy, language and numeracy demands of non-and-EAL students is clearly outlined	
• Depth of analysis and critique in response to the task • Selected text is contemporary and well-described OR selected lesson plan is sufficiently detailed • Relevant language, literacy and numeracy challenges are identified, with a rationale given as to why they pose challenges • Justification is given, with reference to key literature and course/ curriculum materials, as to how the proposed lesson plan and teaching strategies within meet the needs of EAL/D students • Clear connections are made between proposed practice (lesson plan) and course content	
• Familiarity with and relevance of professional and/or research literature used to support response • A range of relevant professional/ research literature is drawn on to support the arguments • Professional/research sources are current and trusted	
• Structure and organisation of response • The response is well-structured and organised to show application as well as description of the strategies • Response to the task is clear and coherent	
• Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information and listing references • Clarity and consistency in presenting tables and diagrams • 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: 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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Generative AI Permission Level

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

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 : 9 September - 15 September	Online Activity	• Please introduce yourself on the course Padlet and complete the online tasks
Week 2 : 16 September - 22 September	Tutorial	• In this session, we will discuss the main themes in Module 1
Week 3 : 23 September - 29 September	Tutorial	• In this session, we will meet together to discuss the issues that are covered in Module 2.
Week 4 : 30 September - 6 October	Tutorial	• In this session, we will discuss the main themes in Module 3.
Week 5 : 7 October - 13 October	Tutorial	• In this session, we will meet together to discuss the issues that are covered in Module 4.
Week 6 : 14 October - 20 October	Reading	• Please complete the assigned readings, online tasks, and work on assessment 1.
Week 7 : 21 October - 27 October	Tutorial	• In this session, we will meet together to discuss the issues that are covered in Module 5.
Week 8 : 28 October - 3 November	Tutorial	• In this session, we will discuss the main issues in Module 6.
Week 9 : 4 November - 10 November	Tutorial	• In this session, we will meet together to discuss the strategies from Module 7. • We will also discuss expectations for Assessment 2.
Week 10 : 11 November - 17 November	Tutorial	• In this session we will discuss the LLN strategies in Module 8.

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

Prescribed reading/s

- A collection of readings selected for this course will be placed on Moodle.
- It is expected that students will prepare for each tutorial and seminar by completing the readings posted for each week of the course.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Troy McConachy		Ground Floor, Morven Brown Building		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