



**UNSW**

## UNSW Course Outline

# EDST5454 Developing Literacies: From Kindergarten to University - 2024

Published on the 28 Jan 2024

## General Course Information

**Course Code :** EDST5454

**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 :** 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

This course will assist you in understanding, developing and evaluating your literacy praxis by

exploring what constitutes literacy within and across a variety of educational contexts and disciplines and how it is shaped and constrained by cognitive and sociocultural factors. The course will include attention to emergent literacies, digital technologies, and multimodal textual forms so as to provide effective and relevant pedagogical approaches to meet the literacy demands of the 21st century. Specific attention will also be given to addressing the needs of preliterate students from refugee and immigrant backgrounds, the aliterate and/or disengaged Australian-born learner and the differences between everyday and academic literacies.

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : Identify, describe and critique the underlying principles applicable to literacy learning and teaching
CLO2 : Research current theoretical and practical issues in literacy teaching methods
CLO3 : Critically analyse the strengths and weaknesses of different methodological approaches to literacy teaching through applying them to students' own teaching situation.
CLO4 : Evaluate and adapt literacy teaching and learning materials to suit students' own teaching context, based on their understanding of the relevant research literature by drawing up a targeted literacy support proposal for a specific learner group.

Course Learning Outcomes	Assessment Item
CLO1 : Identify, describe and critique the underlying principles applicable to literacy learning and teaching	<ul style="list-style-type: none"><li>• Annotated Bibliography</li><li>• Proposal</li></ul>
CLO2 : Research current theoretical and practical issues in literacy teaching methods	<ul style="list-style-type: none"><li>• Annotated Bibliography</li><li>• Proposal</li></ul>
CLO3 : Critically analyse the strengths and weaknesses of different methodological approaches to literacy teaching through applying them to students' own teaching situation.	<ul style="list-style-type: none"><li>• Annotated Bibliography</li><li>• Proposal</li></ul>
CLO4 : Evaluate and adapt literacy teaching and learning materials to suit students' own teaching context, based on their understanding of the relevant research literature by drawing up a targeted literacy support proposal for a specific learner group.	<ul style="list-style-type: none"><li>• Annotated Bibliography</li><li>• Proposal</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System

# Learning and Teaching in this course

## Rationale

This course aims to develop literacy educators' skills in analysing learners' literacy needs to enable them to meet the demands of a widely divergent learner population with highly diversified literacy needs. The course aims to equip teachers with a solid overview of key theoretical approaches to literacy, as well as practical knowledge that they can use to analyse contemporary literacy practices and to make recommendations for improving literacy instruction and learner outcomes in their specific teaching contexts.

## Teaching Strategies

Students learn best when they are engaged and given an appropriate level of challenge; when their prior experience and knowledge is valued and built upon; when they are expected to take responsibility for their own learning; and when they work collaboratively with their peers. Thus, teaching strategies used during the course will include:

- Weekly, face to face contact sessions
- Small group cooperative learning to demonstrate the use of group structures to address teaching and learning goals
- Structured occasions for students to reflect critically on and improve teaching practice
- Plenary discussions around core methodological issues and debates
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content
- Online learning from readings and other useful web links.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

# Other Professional Outcomes

## AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1.2	Use teaching strategies based on knowledge of students' physical, social, and intellectual development and characteristics to improve student learning.	2
1.2.2	Structure teaching programs using research and collegial advice about how students learn.	1, 2
1.3.3	Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious, and socioeconomic backgrounds.	1, 2
2.1.2	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	2
2.2.3	Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.	2
3.1.2	Set explicit, challenging, and achievable learning goals for all students.	1, 2

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Annotated Bibliography Assessment Format: Individual	40%	Due Date: See Moodle
Proposal Assessment Format: Individual	60%	Due Date: See Moodle

## Assessment Details

### Annotated Bibliography

#### Assessment Overview

Assessment 1 - Annotated Bibliography - 2000 words - Key ideas, debates and application to practice.

Students will receive written feedback within 10 business days of submission.

### Course Learning Outcomes

- CLO1 : Identify, describe and critique the underlying principles applicable to literacy learning and teaching
- CLO2 : Research current theoretical and practical issues in literacy teaching methods
- CLO3 : Critically analyse the strengths and weaknesses of different methodological approaches to literacy teaching through applying them to students' own teaching situation.
- CLO4 : Evaluate and adapt literacy teaching and learning materials to suit students' own teaching context, based on their understanding of the relevant research literature by drawing up a targeted literacy support proposal for a specific learner group.

### Detailed Assessment Description

Select a learner group to research (i.e., young children, adolescents, adults). What are the current key ideas and debates regarding literacy development for this learner group? Choose five recent and relevant sources that you have consulted in your research:

- Critically analyse each source, summarising the key principles you have learned from each one. Use the table template provided.
- Add a discussion of the ways in which this research identifies a debate/ practice gap for literacy teaching for this particular group.

### Assessment Length

2000 words

## Assessment information

### RUBRIC/FEEDBACK SHEET

#### EDST5454 UNSW SCHOOL OF EDUCATION

##### Assessment Task 1: Annotated Bibliography

Specific Criteria	Fail ----- > High Distinction
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"><li>• Appropriateness of the response</li></ul>	
Depth of analysis and critique in response to the task <ul style="list-style-type: none"><li>• Demonstrated a range of thinking strategies (understanding, analysing, evaluation, synthesising)</li><li>• Analysed, evaluated, and synthesised the source's value and/ or relevance for the topic and student population</li><li>• Made clear links with your teaching and professional experience</li></ul>	
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"><li>• Detailed and appropriate references used</li><li>• Used the library databases.</li><li>• Ensured that the majority of sources are Australian</li><li>• Used research-based sources that are the most relevant</li><li>• Referenced wider reading beyond the sources provided within the course</li></ul>	
Structure and organisation of response <ul style="list-style-type: none"><li>• Readability with logical sequencing/flow of ideas</li><li>• Appropriate academic and linguistic conventions</li><li>• Clarity of writing (e.g., sentence structure, paragraphing, vocabulary, spelling, punctuation, word length)</li></ul>	
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"><li>• Provided URLs where possible and feasible</li><li>• Used APA referencing conventions and formatting</li></ul>	
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.

## **Proposal**

### Assessment Overview

Assessment 2 - Proposal - 3000 words - Write a proposal for a literacy support program for a target learner group.

Students will receive written feedback within 10 business days of submission.

### Course Learning Outcomes

- CLO1 : Identify, describe and critique the underlying principles applicable to literacy learning and teaching
- CLO2 : Research current theoretical and practical issues in literacy teaching methods
- CLO3 : Critically analyse the strengths and weaknesses of different methodological approaches to literacy teaching through applying them to students' own teaching situation.
- CLO4 : Evaluate and adapt literacy teaching and learning materials to suit students' own teaching context, based on their understanding of the relevant research literature by drawing up a targeted literacy support proposal for a specific learner group.

### Detailed Assessment Description

For this assessment task:

- Identify a core learner group from those researched during this course.
- Research and design a targeted literacy support program for this learner group.
- Write up your envisaged program in the form of a program proposal.

Your proposal should include the following information:

- The context in which the program will be implemented.
- The specific literacy needs and challenges of your learner group.
- The projected outcomes of your program.
- The theoretical rationale for your program.
- The design and structure of your program.
- The resources and personnel needed for your program.
- The ways in which the effectiveness of your program can be measured.

Remember to cite appropriate literature, using APA 7th conventions.

**Assessment Length**

3000 words

## Assessment information

### RUBRIC/FEEDBACK SHEET

#### EDST5454 UNSW SCHOOL OF EDUCATION

#### Assessment Task 2: Proposal

Specific Criteria	Fail ----- > High Distinction
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"><li>• Clear identification of the target group</li><li>• Relevance of proposed literacy support program to identified students' strengths, interests &amp; learning needs</li><li>• Identification of your own positionality in the context</li></ul>	
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"><li>• Suitability and justification of strategies/ theories/ models used in the proposed support program</li><li>• Made clear links with your teaching and professional experience</li></ul>	
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"><li>• Detailed and appropriate (peer-reviewed, timely) references used.</li><li>• Used the library databases</li><li>• Ensured that the majority of sources are relevant to your context</li><li>• Referenced wider reading beyond the sources provided within the course</li></ul>	
<p>Structure and organisation of response</p> <ul style="list-style-type: none"><li>• Readability with logical sequencing/flow of ideas</li><li>• Appropriate academic and linguistic conventions</li><li>• Clarity of writing (e.g., sentence structure, paragraphing, vocabulary, spelling, punctuation, word length)</li></ul>	
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"><li>• Provided URLs where possible and feasible</li><li>• Used APA referencing conventions and formatting</li></ul>	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: Weighting: 60%
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## **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 \(unsw.edu.au\)](http://SED Policies and Procedures (unsw.edu.au)).

### Grading Basis

Standard

## **Course Schedule**

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Seminar	• What is literacy?
Week 2 : 19 February - 25 February	Seminar	• Exploring a spectrum of literacies
Week 3 : 26 February - 3 March	Seminar	• Literacy, equity and power
Week 4 : 4 March - 10 March	Seminar	• Literacy, plurilingualism, identity and representation
Week 5 : 11 March - 17 March	Seminar	• Digital literacies
Week 6 : 18 March - 24 March	Seminar	• Reading week
Week 7 : 25 March - 31 March	Seminar	• Developing literacy and early schooling
Week 8 : 1 April - 7 April	Seminar	• High school literacies
Week 9 : 8 April - 14 April	Seminar	• Adult and academic literacies
Week 10 : 15 April - 21 April	Seminar	• Assessing literacy

## **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

All required readings will be provided on Moodle.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Jasper Hsieh		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](mailto: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](mailto:education@unsw.edu.au)
- W: <https://www.arts.unsw.edu.au/education>