EDST2003 Learning and Teaching: Language, Literacy and Numeracy - 2024

Published on the 28 Jan 2024

General Course Information

Course Code : EDST2003
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 : Undergraduate
Units of Credit : 6

Useful Links

Handbook Class Timetable

Course Details & Outcomes

Course Description

This course will engage in substantive exploration of key concepts, issues, and debates in

language, literacy, and numeracy education, with particular reference to the language, literacy, and numeracy demands of the school curriculum and pedagogy. It draws on current research to identify likely areas of difficulty in language, literacy, and numeracy learning and discusses effective teaching strategies for learners, including English as an additional language/dialect learners.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Analyze the English language, literacy and numeracy demands of schooling and identify equity implications and issues for diverse students' access to and achievement in the academic curriculum
CLO2 : Apply this knowledge to designing a range of language, literacy, and numeracy-developing tasks as well as develop effective teaching strategies with EAL/D students in the mainstream.
CLO3 : Identify the constraints and opportunities shaping language, literacy and numeracy teaching and learning in classrooms
CLO4 : Integrate theoretical perspectives about language, literacy and numeracy with subject area knowledge and teaching practice and apply these understandings to reflect on and improve teaching practice

Course Learning Outcomes	Assessment Item
CLO1 : Analyze the English language, literacy and numeracy demands of schooling and identify equity implications and issues for diverse students' access to and achievement in the academic curriculum	• Reflection
CLO2 : Apply this knowledge to designing a range of language, literacy, and numeracy-developing tasks as well as develop effective teaching strategies with EAL/D students in the mainstream.	• Group Presentation • Lesson Activities and Analytical Paper
CLO3 : Identify the constraints and opportunities shaping language, literacy and numeracy teaching and learning in classrooms	• Reflection
CLO4 : Integrate theoretical perspectives about language, literacy and numeracy with subject area knowledge and teaching practice and apply these understandings to reflect on and improve teaching practice	• Group Presentation • Lesson Activities and Analytical Paper

Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate | Zoom

Learning and Teaching in this course

Rationale

Language, literacy and numeracy underpins students' learning and achievement in all curriculum areas. The cultural and linguistic diversity of the NSW population means that in many schools learning English as an additional language is a mainstream endeavour. Teachers therefore need to be equipped with theoretical and practical knowledge about language, literacy and numeracy issues in order to be able to develop an appropriate pedagogy for an inclusive curriculum. Course content and processes reflect and model a sociocultural approach to language, literacy, and numeracy education.

Teaching Strategies

Teaching strategies used during the course will include:

- Small group learning to model the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals
- Structured occasions for reflection to allow students to reflect critically on teaching practice
- 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 on the course Moodle website and associated myUNSW resources.

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
1.1.1	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, 3
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious, and socioeconomic backgrounds.	2, 3
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, 3
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	2, 3
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	2, 3
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	2, 3
3.2.1	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.	2, 3
3.3.1	Include a range of teaching strategies.	2, 3
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	2, 3
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	2, 3
7.3.1	Understand strategies for working effectively, sensitively, and confidentially with parents/carers.	2, 3

NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	1, 4, 5, 7	1
B	Classroom Management.	1, 4, 5, 9	2, 3
C	Information and Communication Technologies.	1, 3-8, 11-12	1, 2, 3
D	Literacy and Numeracy.	1-19	1, 2, 3
E	Students with Special Educational Needs.	1-4, 7-9	2, 3
F	Teaching Students from Non-English-Speaking Backgrounds.	1-11	2, 3

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Reflection Assessment Format: Individual	40%	Start Date: Not Applicable Due Date: 12/03/2024 05:00 PM Post Date: 26/03/2024 11:30 PM
Group Presentation Assessment Format: Group	20%	Start Date: Not Applicable Due Date: 12/04/2024 05:00 PM Post Date: 26/04/2024 12:00 AM
Lesson Activities and Analytical Paper Assessment Format: Individual	40%	Start Date: Not Applicable Due Date: 26/04/2024 05:00 PM Post Date: 10/05/2024 11:30 PM

Assessment Details
Reflection

Assessment Overview

Task 1. 1,500 words.

Consider your language, literacy, and numeracy experiences as a student. Use the questions provided by the course convenor to guide your reflection.

Course Learning Outcomes

- CLO1 : Analyze the English language, literacy and numeracy demands of schooling and identify equity implications and issues for diverse students' access to and achievement in the academic curriculum
- CLO3 : Identify the constraints and opportunities shaping language, literacy and numeracy teaching and learning in classrooms

Detailed Assessment Description

- Consider your language, literacy, and numeracy experiences as a student. Use the following questions to guide your reflection:

  1. To what extent were your language, literacy, and numeracy experiences different from those of your peers? To what extent are they similar?
  2. To what extent were your language, literacy, and numeracy experiences different from what your teachers expected? To what extent were they similar?
  3. What did you do in response to any language, literacy, and numeracy issues that came up?
  4. Would you behave similarly or differently with your students than your teachers did with you? Why?
  5. In what ways could your own language, literacy, and numeracy experiences impact your teaching and students' learning?

- Draw on at least four readings cited in the course's reading list.
- Word count is 1,500 words, not including reference list (+-10%, 1,400-1,700).
- You may choose three questions to guide your reflection. Choose the first question from the first two questions (Questions 1 and 2) (say 400 words) and the second question from Questions 3 and 4 (say 500 words). Question 5 must be included (say 600 words).
- Please refer to the feedback sheet. This includes additional details about what is expected. The teaching team uses the feedback as a guide to evaluate the quality of your work.
- APA Resources
  - http://owl.english.purdue.edu/owl/resource/560/01/
  - http://www.cite.auckland.ac.nz/index.php?p=quickcite
  - http://www.lib.latrobe.edu.au/referencing-tool/apa-

Assessment Length

1,500 words

RUBRIC/FEEDBACK SHEET

EDST2003 UNSW SCHOOL OF EDUCATION

Assessment Task 1: Reflection

Specific Criteria	Fail ------- > High Distinction
Understanding of the question or issue and the key concepts involved • Accurately identifies and justifies areas of strength and development • Considers needs of students from diverse linguistic, cultural, religious, and socioeconomic backgrounds • Considers what language, literacy, and numeracy factors are associated with differences in student achievement	
Depth of analysis and critique in response to the task • Depth of understanding of the complex nature of literacy, language, and numeracy • Clarity and depth of analysis of specific language, literacy, and numeracy features	
Familiarity with and relevance of professional and/or research literature used to support response • Relevance and use of at least four readings (not viewings) from the course's reading list to support arguments • Cited readings are clearly understood • Cited readings support the argument • The connections between the evidence from readings and arguments are explicitly presented	
Structure and organisation of response • Logical sequencing of ideas • Appropriate transitions • Includes an introduction and a conclusion • Clarity and coherence of organisation, including use of numbering and referencing	
Presentation of response according to appropriate academic and linguistic conventions • Reflection paper is 1,500 words, not including reference list (+/- 10%) • Writing adheres to standard conventions including grammar, punctuation, spelling, and capitalisation • Writing is precise, clear, and persuasive including correct sentence structure, and appropriate paragraph structure • If used, items like tables, graphs, etc., are clear • Clarity, consistency, and appropriateness of all APA conventions, including (but not limited to) quoting, paraphrasing, attributing sources of information, and listing references	
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.

Group Presentation

Assessment Overview

Task 2. Group presentation.

Course Learning Outcomes

- CLO2 : Apply this knowledge to designing a range of language, literacy, and numeracy-developing tasks as well as develop effective teaching strategies with EAL/D students in the mainstream.
- CLO4 : Integrate theoretical perspectives about language, literacy and numeracy with subject area knowledge and teaching practice and apply these understandings to reflect on and improve teaching practice

Detailed Assessment Description

Main points:

- Form a group of 3 or 4. Plan a literacy or a numeracy activity, with original supporting teaching materials, preferably in one learning area (you will be teaching). You are to record an 8-9 minute group presentation in which you present your activity as well as identify and discuss its strengths and limitations in relation to different lecture topics from the course.
- Please refer to the feedback sheet. The feedback sheet includes additional details about what is expected. The teaching team use the feedback sheet as a guide to evaluate the quality of your work.
- The group presentation recording link, slides and supporting materials are to be submitted to the course's moodle site.

Additional details

- Part I. Considering the topics we have studied in this course, plan one literacy-related or one numeracy-related activity with supporting teaching materials in one learning area (you will be teaching). You may consult the National Literacy and Numeracy Progressions https://

www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/ as well as the UNSW Professional Experience handbook, https://www.unsw.edu.au/content/dam/pdfs/unsw-adobe-websites/arts-design-architecture/education/2023-09-professional-experience/WIL002-Lesson-Plan-Template-Sep-2023.pdf before you develop your activity. You may submit a maximum of two pages of supporting materials such as worksheets or handouts.

- Part II. Record an 8-9 minute long presentation in which you present your activity as well as identify and discuss at least three strengths and two potential limitations of your activity in relation to different lecture topics from the course. Draw on at least four readings from the course's reading list.

<u>Assessment Length</u>

8-9 minutes

Assessment information

RUBRIC/FEEDBACK SHEET

EDST2003 UNSW SCHOOL OF EDUCATION

Assessment Task 2: Group Presentation

Specific Criteria	Fail -------- > High Distinction
Understanding of the question or issue and the key concepts involved • Analytical paper identifies and describes at least three strengths and two potential limitations of the activity in relation to different lecture topics from the course	
Depth of analysis and critique in response to the task • Demonstrates depth of understanding of the complex nature of topics addressed in the group presentation • Has a clear audience, and the purpose of the presentation is clear • Has a clear argument to support point-of-view • Appropriately and substantially incorporates learning from course content in lesson plan and group presentation	
Familiarity with and relevance of professional and/or research literature used to support response • Relevance and use of at least four readings (not viewings) from the course's reading list • Readings cited are clearly understood • The cited readings support the argument • The connections between the evidence from the readings and arguments are explicitly presented	
Structure and organisation of response • Logical sequencing of ideas • Clarity and coherence of organisation	
Presentation of response according to appropriate academic and linguistic conventions • Clear indication of each member's contribution • Each member shares the workload fairly	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: Weighting: 20%
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 is not a Turnitin assignment

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.

Lesson Activities and Analytical Paper

Assessment Overview

Task 3. 1,500 words (equivalent).

Plan a literacy or a numeracy activity (different from Assessment Task 2), with original supporting teaching materials, preferably in one learning area you will be teaching. Write an analytic paper in which you identify and discuss its strengths and limitations in relation to different lecture topics from the course.

Course Learning Outcomes

- CLO2 : Apply this knowledge to designing a range of language, literacy, and numeracy-developing tasks as well as develop effective teaching strategies with EAL/D students in the mainstream.
- CLO4 : Integrate theoretical perspectives about language, literacy and numeracy with subject area knowledge and teaching practice and apply these understandings to reflect on and improve teaching practice

Detailed Assessment Description

- Part I. Considering the topics we have studied in this course, plan one literacy-related or one numeracy-related activity (it should be different from the one in Assessment 2) with supporting teaching materials in one learning area (you will be teaching). You may consult the National Literacy and Numeracy Progressions, https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/ as well as the UNSW Professional Experience handbook, https://www.unsw.edu.au/content/dam/pdfs/unsw-adobe-websites/arts-design-architecture/education/2023-09-professional-experience/WIL002-Lesson-Plan-Template-Sep-2023.pdf before you develop your activity. Each activity is limited to two A4 pages in Times New Roman 12pt font. You may submit a maximum of two pages of supporting materials such as worksheets or handouts. This part counts as 500 words equivalent.
- Part II. Write an analytic paper in which you identify and describe at least three strengths and

two potential limitations of your activity, as they relate to different topics covered in the course. Draw on at least eight readings from the course's reading list. The analytic paper should be 1,000 words (+/-10%) not including reference list.

- Please refer to the feedback sheet. This includes additional details about what is expected. The teaching team uses the feedback as a guide to evaluate the quality of your work.

<u>Assessment Length</u>

1,500 words

RUBRIC/FEEDBACK SHEET

EDST2003 UNSW SCHOOL OF EDUCATION

Assessment Task 3: Lesson Activities and Analytical Paper

Specific Criteria	Fail ------- > High Distinction
Understanding of the question or issue and the key concepts involved • Analytical paper identifies and describes at least three strengths and two potential limitations of the activity in relation to different lecture topics from the course	
Depth of analysis and critique in response to the task • Demonstrates depth of understanding of the complex nature of topics addressed in paper • Analytical paper has a clear audience, and the purpose for writing is clear • Analytical paper has a clear argument to support point-of-view • Appropriately and substantially incorporates learning from the course content into the analytical paper and lesson plan	
Familiarity with and relevance of professional and/or research literature used to support response • Relevance and use of at least eight readings (not viewings) from the course's reading list • Readings cited are clearly understood • The cited readings support the argument • The connections between the evidence from readings and arguments are explicitly presented	
Structure and organisation of response • Logical sequencing of ideas • Appropriate transitions • Includes an introduction and a conclusion • Clarity and coherence of organisation, including use of numbering and referencing	
Presentation of response according to appropriate academic and linguistic conventions • Analytical paper is 1,000 words, not including reference list (+/- 10%) • Writing adheres to standard conventions including grammar, punctuation, spelling, and capitalisation • Writing is precise, clear, and persuasive including correct sentence structure, and appropriate paragraph structure • If used, items like tables, graphs, etc., are clear • Clarity, consistency, and appropriateness of all APA conventions, including (but not limited to) quoting, paraphrasing, attributing sources of information, and listing references	
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.

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	Topic	• Introduction: Understanding the roles of language, literacy and numeracy (LLN) across the secondary school curriculum Learner diversity: EAL/D students in Australia (including Aboriginal and Torres Strait islanders) and EAL/D students with limited schooling; low literacy learners The role of language, literacy and numeracy in schooling
	Tutorial	• Meet and greet. • Reflection on prior learning experiences and exploring students' language, literacy and numeracy challenges • Activities for the Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE)
	Reading	• Required Reading: Gibbons (2009), Chapters 1 and 3 Sellars (2018a) • Supplementary Reading: Hammond (2012) Mclean Davies, L., Potter, T., & Herrington, M. H. (2022) https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/default.aspx https://teacheredtest.acer.edu.au/prepare/practice-material https://www.unsw.edu.au/arts-design-architecture/our-schools/education/student-life/resources-support/national-literacy-numeracy-test-lantite
Week 2 : 19 February - 25 February	Topic	• Planning for numeracy across the curriculum Demands and opportunities
	Tutorial	• Unpacking demands and opportunities for numeracy instruction • LANTITE preparation
	Reading	• Required Reading: Goos, Geiger, & Dole (2012a &b) • Supplementary Reading: Goos, M., Geiger, V., Dole, S., Forgasz, H., & Bennison, A. (2020) NSW Department of Education: Numeracy https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/numeracy https://www.openlearning.com/courses/lantitenumeracy
Week 3 : 26 February - 3 March	Topic	• Principles and strategies for teaching numeracy Principles for effective teaching Designing good tasks Scaffolding students with different readiness for learning
	Tutorial	• Apply pedagogical principles for numeracy, design effective numeracy lessons • LANTITE preparation
	Reading	• Required Reading: Muir (2008) Parkin & Hayes (2006) Sellars, 2018b • Supplementary Reading: Geiger, V., Yasukawa, K., Bennison, A., Wells, J. F., & Sawatzki, C. (2020). Muir (2012)
Week 4 : 4 March - 10 March	Topic	• Principles and strategies for teaching literacy Principles for effective teaching Designing good tasks Scaffolding students with different readiness for learning
	Tutorial	• Applying the four resource models and scaffolding • Additional online activities for LANTITE preparation
	Reading	• Required Reading: Henderson (2019), Chapters 2 and 3 • Supplementary Reading: Michell & Sharpe (2005) Gleeson & Davison (2019) Smith, B. E., & Shen, J. (2017) https://mcq.nesa.nsw.edu.au/course/school-certificate/english-literacy/ (some of the math-and literacy-related subject quizzes resemble LANTITE test items)
Week 5 : 11 March - 17 March	Topic	• Language and academic literacy: Vocabulary and grammar Everyday vocabulary vs subject-specific vocabulary Language choice to convey technical/abstract meanings Teaching strategies The role of oral language
	Tutorial	• Vocabulary and grammar-related activities • Online activities for LANTITE preparation
	Reading	• Required Reading: Henderson (2019). Chapter 5 • Supplementary Reading: Block, N. C. (2020) Elleman, A. M., Oslund, E. L., Griffin, N. M., & Myers, K. E. (2019) Marin, K. A. (2018) McCrocklin, S., & Slater, T. (2017) https://www.nap.edu.au/naplan/the-tests
	Assessment	Assessment 1 - Reflection Due on March 12th, 2024 (5pm)
Week 6 : 18 March - 24 March	Topic	• Flexibility Week • See Moodle for details • Consultation available
	Homework	• No face-to-face tutorial, as Flexibility Week. Students are encouraged to explore one or more of the following topics: Working with the student's writing sample Issues to multimodality, literacy and numeracy Promoting multimodal literacy and Numeracy for critical text participation and use
	Reading	• Required Reading: Henderson (2019), Chapters 8 & 16

		• Supplementary Reading: Kim, G. M., & Omerbasic, D. (2017) Schall-Leckrone, L., Barron, D., Konuk, J., & Kain, N. (2018) Unsworth (2002)
Week 7 : 25 March - 31 March	Topic	• Language and academic literacy: Reading Principles for engaging with academic literacy Activities for engaging with academic literacy Supporting academic reading with strategies The role of oral language
	Tutorial	• Activities to promote reading engagement and strategic reading • Group presentation preparation • LANTITE preparation
	Reading	• Required Reading: Gibbons (2009). Chapters 4 and 5 Henderson (2015). Chapter 5 • Supplementary Reading: Hadi-Tabassum, S., & Reardon, E. (2017) Lado, A., & Wright, A. (2017)
Week 8 : 1 April - 7 April	Topic	• Language and academic literacy: Writing Focus on genre Scaffolding genres in the classroom The teaching and learning cycle The role of oral language Feedback on writing
	Tutorial	• Activities to promote writing • Effective feedback practices • Group presentation preparation • LANTITE preparation
	Reading	• Required Reading: Henderson (2019), Chapter 13 Gibbons (2009), Chapter 6 • Supplementary Reading: Carey, M. D., Davidow, S., & Williams, P. (2022) Ramos, K. (2019) NSW Department of Education: Writing https://education.nsw.gov.au/teaching-and-learning/student-assessment/smart-teaching-strategies/literacy/writing
Week 9 : 8 April - 14 April	Topic	• Literacy, Numeracy and Diversity Bourdieu's forms of capital Literacy learning in rural communities Home and school literacies/numeracy Deficit discourses Equity and 'invisible' diversity
	Tutorial	• Case studies of rural school students and students of different cultural backgrounds • Group presentation preparation • LANTITE preparation
	Reading	• Required Reading: Henderson (2019). Chapters 11 and 12. • Supplementary Reading: Austin (2018) Dutton, J., & Rushton, K. (2022) Kiramba, L. K. (2017) https://www.arts.unsw.edu.au/education/study-us/resources-support/national-literacy-numeracy-test-lantite
	Assessment	Assessment 2 - Group Presentation Due on April 12th, 2024 (5pm)
Week 10 : 15 April - 21 April	Topic	• Assessing and supporting language, literacy and numeracy development Assessment strategies Communicating with parents and caregivers in languages other than English Working with language, literacy and numeracy support staff Programming within a whole-school environment
	Tutorial	• Developing assessment strategies for a whole school approach that promotes language, literacy and numeracy • Review of course
	Reading	• Required Reading: Henderson (2019). Chapter 13 • Supplementary Reading: Humphrey & Robinson (2012) Jackson, C. J. (2022) Townsend, D. (2015) Tools for Enhancing Assessment Literacy of Teachers of English as an Additional Language, http://teal.global2.vic.edu.au/
Week 11 : 22 April - 28 April	Assessment	Assessment 3 - Lesson Activities and Analytical Paper Due on April 26th, 2024 (5pm)

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

Textbooks

- Gibbons, P. (2009). *English learners, academic literacy and thinking: Learning in the challenge zone*. Portsmouth NH: Heineman.
- Henderson, R. (Ed.) (2019). *Teaching literacies in the middle years: Pedagogies and diversity* (2nd edition). Melbourne: Oxford University Press

Readings for each session:

- Austin, J. (2018). Aboriginal and Torres Strait Island students as effective numeracy learners. In M. Sellars (ed.). *Numeracy in Authentic Contexts* (pp. 75-89). Singapore: Springer Nature.
- Block, N. C. (2020). Evaluating the efficacy of using sentence frames for learning new vocabulary in science. *Journal of Research in Science Teaching*, 57(3), 454–478. https://doi.org/10.1002/tea.21602
- Carey, M. D., Davidow, S., & Williams, P. (2022). Re-imagining narrative writing and assessment: a post-NAPLAN craft-based rubric for creative writing. *The Australian Journal of Language and Literacy*, 45(1), 33–48. https://doi.org/10.1007/s44020-022-00004-4
- Dutton, J., & Rushton, K. (2022). Drama pedagogy: subverting and remaking learning in the thirdspace. *The Australian Journal of Language and Literacy*, 45(2), 159–181. https://doi.org/10.1007/s44020-022-00010-6
- Elleman, A. M., Oslund, E. L., Griffin, N. M., & Myers, K. E. (2019). A review of middle school vocabulary interventions: Five research-based recommendations for practice. *Language, speech, and hearing services in schools*, 50(4), 477–492. https://doi.org/10.1044/2019LSHSS-VOIA-18-0145
- Geiger, V., Yasukawa, K., Bennison, A., Wells, J. F., & Sawatzki, C. (2020). Facets of numeracy: Teaching, learning and practices. *Research in Mathematics Education in Australasia* 2016–2019(59-89).https://doi.org/10.1007/978-981-15-4269-54
- Gleeson, M & Davison. C. (2019). Teaching in linguistically and culturally diverse secondary schools: How far have we come? *Australian Review of Applied Linguistics*, 42 (3), http://doi.org/10.1075/aral.17093.gle
- Goos, M., Geiger, V., Dole, S., Forgasz, H., & Bennison, A. (2020). *Numeracy Across the Curriculum*. https://doi.org/10.4324/9781003116585

- Goos, M., Geiger, V., & Dole, S. (2012a). Auditing the numeracy demands of the middle years curriculum. *PNA*, 6(4), 147-158.
- Goos, M., Geiger, V., & Dole, S. (2012b). Numeracy across the curriculum. *Australian Mathematics Teachers*, 68(1), 3-7.
- Hadi-Tabassum, S., & Reardon, E. (2017). Bridging language and content for English language learners in the science classroom. *Teaching Science to English Language Learners: Preparing Pre-Service and In-Service Teachers* (pp. 31–57). https://doi.org/10.1007/978-3-319-53594-43
- Hammond, J. (2012). Hope and challenge in the Australian curriculum: Implications for EAL students and their teachers. *Australian Journal of Language and Literacy*, 35 (2), 223-240.
- Humphrey, S. L & Robinson, SH. (2012). Using a 4x4 framework for whole school literacy development. J S Knox. 81-86. *Australia: The 39th International Systemic Functional Congress*.
- Jackson, C. J. (2022). The utility of NAPLAN data: issues of access, use and expertise for teaching and learning. *The Australian Journal of Language and Literacy*, 45(2), 141–157. https://doi.org/10.1007/s44020-022-00009-z
- Kim, G. M., & Omerbasic, D. (2017). Multimodal literacies: Imagining lives through Korean dramas. *Journal of Adolescent and Adult Literacy*, 60(5), 557–566. https://doi.org/10.1002/jaal.609
- Kiramba, L. K. (2017). Multilingual literacies: Invisible representation of literacy in a rural classroom. *Journal of Adolescent and Adult Literacy*, 61(3), 267–277. https://doi.org/10.1002/jaal.690
- Lado, A., & Wright, A. (2017). Practical Language Learning Strategies that Increase Science Learning and Engagement. *Journal of Adolescent and Adult Literacy*, (pp. 191–217). https://doi.org/10.1007/978-3-319-53594-49
- Marin, K. A. (2018). Routinizing mathematics vocabulary: The vocab grid, mathematics teaching in the Middle School, 23(7), 395-398. Retrieved Nov 13, 2022, from https://pubs.nctm.org/view/journals/mtms/23/7/article-p395.xml
- Mclean Davies, L., Potter, T., & Herrington, M. H. (2022). Legitimising disciplinary literacy: rewriting the rules of the literacy game and enhancing secondary teachers' professional habitus. *The Australian Journal of Language and Literacy*. https://doi.org/10.1007/s44020-022-00022-2
- McCrocklin, S., & Slater, T. (2017). A model for teaching literary analysis using systemic functional grammar. *Texas Journal of Literacy Education*, 5(1), 81-96.
- Michell, M. & Sharpe, T. (2005). Collective instructional scaffolding in English as a Second Language classrooms. *Prospect*, 20(1), 31-57.
- Muir, T. (2008). Principles of practice and teacher actions: Influences on effective teaching of numeracy. *Mathematics Education Research Journal*, 20(3), 78-101.
- Muir, T. (2012). Out of the classroom, into the home. *Teaching Children Mathematics,* 22(8), 496-504.
- NSW Department of Education: Numeracy https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/numeracy
- NSW Department of Education: Writing https://education.nsw.gov.au/teaching-and-learning/student-assessment/smart-teaching-strategies/literacy/writing
- Sullivan (2011). Teaching mathematics: Using research-informed strategies. *Australian Education Review*. https://research.acer.edu.au/cgi/viewcontent.cgi?article=1022&context=aer

- Parkin, B. & Hayes, J. (2006). Scaffolding the language of maths. *Literacy Learning: The Middle Years*, 14(1), 23-35.
- Ramos, K. (2019). A genre-based approach to teaching argument writing. Developing Advanced English Language Competence. *Teaching Science to English Language Learners: Preparing Pre-Service and In-Service Teachers* (pp. 49–63). https://doi.org/10.1007/978-3-030-02245-74
- Schall-Leckrone, L., Barron, D., Konuk, J., & Kain, N. (2018). How could it happen? Learning from adolescents as they engage critical literacy skills of history. *Journal of Adolescent and Adult Literacy*, 61(6), 691–695. https://doi.org/10.1002/jaal.743
- Sellars, M. (2018a). Mathematics and numeracy in a global society. In M. Sellars (ed.). *Numeracy in Authentic Contexts* (pp. 5-21). Singapore: Springer Nature.
- Sellars, M. (2018b). Teaching and learning for numeracy competence. In M. Sellars (ed.). *Numeracy in Authentic Contexts* (pp. 23-37). Singapore: Springer Nature.
- Smith, B. E., & Shen, J. (2017). Scaffolding digital literacies for disciplinary learning: Adolescents collaboratively composing multimodal science fictions. *Journal of Adolescent and Adult Literacy*, 61(1), 85–90. https://doi.org/10.1002/jaal.660
- Townsend, D. (2015). Who's using the language? Supporting middle school students with content area academic language. *Journal of Adolescent and Adult Literacy*, 58(5), 376-387.
- Unsworth, I. (2002). Changing dimensions of school literacies. *The Australian Journal of Language and Literacy*, 25(1), 62-77.

Key websites:

- Online LANTITE resources at the School of Education UNSW: https://www.arts.unsw.edu.au/education/study-us/resources-support/national-literacy-numeracy-test-lantite
- ACARA (2014) English as an additional language or dialect teacher resource. Overview and EAL/D Learning progression. https://www.acara.edu.au/resources/EALDOverviewandAdvicerevisedFebruary2014.pdf
- ACARA Literacy https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/literacy/
- ACARA Numeracy https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/numeracy/
- Literacy Teaching Toolkit https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/default.aspx NSW Department of Education: Literacy and Numeracy https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy
- Tools for Enhancing Assessment Literacy of Teachers of English as an Additional Language http://teal.global2.vic.edu.au/

Additional reading

- Chun, C. W. (2009). Critical literacies and graphic novels for ELLs: Teaching Maus. *Journal of Adolescent and Adult Literacy*, 53(2), 144-153.
- Cruickshank, K. (2004). Literacy in multilingual contexts: Change in teenagers' reading and writing. *Language and Education*, 18(6), 459-473.

- De Courcy, M. (2014). Linguistic and Cultural Diversity. In Hyde, Carpenter & Conway (Eds), 2nd edition, *Diversity, Inclusion and Engagement*. Oxford, Oxford University Press.
- Freebody P, & Morgan, A-M (2014). Curriculum-specific literacy: Expanding the repertoire. In Morgan A-M, Comber, B, Freebody, P & Nixon, H (eds.) *Literacy in the Middle years* (pp.51-73). Marrickville Metro, N.S.W: Primary English Teaching Association Australia (PETAA)
- Faulkner, V. (2005). Adolescent literacies within the middle years of schooling: A case study of a Year 8 homeroom. *Journal of Adolescent and Adult Literacy*, 49(2), 108-117.
- Gibbons, P. (2002). *Scaffolding language, scaffolding learning*. Portsmouth, NH: Heinemann Publishing.
- Hart, B., & Risley, T.R. (2003). *The Early Catastrophe. The 30 Million Word Gap by Age 3*. American Educator, Spring.
- Harris, P., Chinnappan, M., Castleton, G., Carter, J., De Courcy, M., & Barnett, J. (2013). Impact and consequence of Australia's National Assessment Program-Literacy and Numeracy (NAPLAN): Using research evidence to inform improvement. *TESOL in Context*, 23, 30-52.
- Hauser, I (2007). A Way with Words: Teaching Spelling and Vocabulary in the Middle School. *Literacy Learning: the Middle Years*, 15 (2), I-XI.
- Junior Certificate School Programme Support Service (2008). *Resources for developing a school wide literacy plan*. Curriculum Development Unit. https://www.pdst.ie/sites/default/files/1136literacyplan6.pdf
- Lucas, T., Villegas, A.M., Freedson-Gaonzalez, M. (2008). Linguistically responsive teacher education: Preparing classroom teachers to teach English language learners. *Journal of Teacher Education*, 59, 361-373.
- Luttrell, W. & Parker, C. (2001). High school students' literacy practices and identities, and the figured world of school. *Journal of Research in Reading*, 24(3), 235-247.
- Myhill, D. (2005). Ways of knowing: Writing with grammar in mind. *English teaching: Practice and Critique*, 4(3), 77-96.
- Nisbet, D.L. (2010). Vocabulary instruction for second language readers. *Journal of Adult Education*, 39(1), 10-15.
- Stahl, K., & Bravo, M. (2010). Contemporary classroom vocabulary assessment for content areas. *The Reading Teacher*, 63(7), 566-578. https://nysrti.org/files/webinars/strand21/4stahlvocassessrt.pdf
- Sullivan (2011). Teaching mathematics: Using research-informed strategies. *Australian Education Review*. https://research.acer.edu.au/cgi/viewcontent.cgi?article=1022&context=aer
- Thornton, S. & Hogan, J. (2005). Numeracy across the curriculum: demands and opportunities. *Curriculum and Leadership Journal*, 3(16) http://www.curriculum.edu.au/leader/numeracyacrossthecurriculum,9770.html
- Tompkins, G. E., Smith, C., Campbell, R., & Green, D. Literacy for the 21st century: A balanced approach. Harlow, England: Pearson.Van De Walle, J.A., Karp, K.S., Bay-Willlaims, J.M. (2017). *Elementary and middle school mathematics: Teaching developmentally*. Harlow, England: Pearson.
- Unsworth, L. (1999). Developing critical understanding of the specialised language of school science and history texts: A functional grammatical perspective. *Journal of Adolescent and Adult Literacy*, 42(7), 508-521.
- White, P., Mammone, G., & Caldwell, D. (2015). Linguistically based inequality, multilingual

education and a genre-based literacy development strategy: Insights from the Australian experience. *Language and Education*, 29, 256-27.

Course Evaluation and Development

- Student feedback will help shape future iterations of the course.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Andy Gao		Ground Floor Morven Brown Building, Room G22	02 9065 2678	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