School of Education

EDST2046:
Language and Literacy in the Classroom

Summer Semester
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**IMPORTANT:**
For student policies and procedures relating to assessment, attendance and student support, please see website, [https://education.arts.unsw.edu.au/students/courses/course-outlines/](https://education.arts.unsw.edu.au/students/courses/course-outlines/)

The School of Education acknowledges the Bidjigal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.
1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST2046 Language and literacy in the classroom (6 units of credit)
Summer Semester, 2015

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Phiona Stanley
Office Location: John Goodsell 109
Email: phiona.stanley@unsw.edu.au
Phone: 02 938 51942
Availability: By appointment

3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Language and Literacy in the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (6 uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 150 hours including class contact hours, readings, class preparation, group work, assessment, follow up activities, etc.</td>
</tr>
</tbody>
</table>

**Schedule**

Summer Intensive

- Week 1: Tues 20, Wed 21, Thu 22, Fri 23 Jan
- Week 2: Tues 27, Wed 28, Thu 29, Fri 30 Jan
- Week 3: Mon 2, Wed 4, Thu 5, Fri 6 Feb (note different days this week!)

Lecture: 10am-12pm, Goldstein G03
Tutorial 1-2pm, Goldstein G03

**Summary of Course**

The course provides an introduction to key concepts, issues and debates in language and literacy education with particular reference to the language and literacy demands of the secondary curriculum, language-based pedagogy and adolescent literacy.

**Aims of the Course**

- To develop a professional awareness of and response to the impact of language and literacy issues in education, in particular the role of discourse, language culture and in shaping the social and academic achievement of students in culturally diverse classrooms.
- To develop reflective class teachers able to promote diverse students’ achievement in the secondary school curriculum through effective design of language and literacy learning and teaching within their subject area.

**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understanding of the English language and literacy demands of schooling and identify equity implications and issues for diverse students’ access to and achievement in the academic curriculum.</td>
</tr>
</tbody>
</table>
Knowledge of the specific speaking, reading and writing demands of subject area learning and classroom interaction and an ability to apply this knowledge to designing a range of language and literacy-developing tasks and strategies

Ability to consider the changing nature of literacy arising from technological, cultural and social developments and their implications for curriculum and pedagogy.

Ability to identify the constraints and opportunities shaping language and literacy teaching and learning in classrooms

Ability to integrate theoretical perspectives about language and literacy with subject area knowledge and teaching practice and apply these understandings to reflect on and improve teaching practice

Graduate Attributes (AITSL Professional Graduate Teaching Standards)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning</td>
</tr>
<tr>
<td>1.2</td>
<td>Demonstrate knowledge and understanding of research into how students learn and the implications for teaching</td>
</tr>
<tr>
<td>1.3</td>
<td>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds</td>
</tr>
<tr>
<td>1.5</td>
<td>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities</td>
</tr>
<tr>
<td>2.1</td>
<td>Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area</td>
</tr>
<tr>
<td>2.3</td>
<td>Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans</td>
</tr>
<tr>
<td>2.5</td>
<td>Know and understand literacy and numeracy teaching strategies and their application in teaching areas</td>
</tr>
<tr>
<td>2.6</td>
<td>Implement teaching strategies for using ICT to expand curriculum learning opportunities for students</td>
</tr>
<tr>
<td>3.1</td>
<td>Set learning goals that provide achievable challenges for students of varying characteristics</td>
</tr>
<tr>
<td>3.2</td>
<td>Plan lesson sequences using knowledge of student learning, content and effective teaching strategies</td>
</tr>
</tbody>
</table>
3.3 Include a range of teaching strategies  

3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement  

4.1 Identify strategies to support inclusive student participation and engagement in classroom activities  

4.2 Demonstrate the capacity to organise classroom activities and provide clear directions  

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Language and literacy 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 and literacy issues in order to be able to develop a language-based pedagogy for an inclusive curriculum. Course content and processes reflect and model a sociocultural approach to language and literacy education.

5. 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 website and associated BlackBoard9 (MyUNSW) resources. These activities will occur in a classroom climate that is supportive and inclusive of all learners.
### 6. COURSE CONTENT AND STRUCTURE

**Annotated bibliography due 9am, Monday 5th January**

<table>
<thead>
<tr>
<th>Week 1: Tuesday</th>
<th>Lecture Topic</th>
<th>Tutorial Topic and Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and Literacy: Mythbusting</td>
<td>What is literacy? How should we teach it?</td>
<td>Reading: Henderson Ch 1 &amp; Shanahan &amp; Shanahan (2008)</td>
</tr>
<tr>
<td>Week 1: Wednesday</td>
<td>Planning for literacy learning</td>
<td>Multiliteracies; four resources; Scaffolding</td>
</tr>
<tr>
<td>Digital literacies &amp; student engagement</td>
<td>Sociocultural view of literacy</td>
<td>Reading: Henderson Ch 4 &amp; Luttrell &amp; Parker (2001)</td>
</tr>
<tr>
<td>Week 1: Friday</td>
<td>Popular culture and literacy</td>
<td>Home and school literacies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Process writing: developing Assignment 1 texts PLEASE BRING THE THREE READINGS FROM THIS WEEK</td>
</tr>
</tbody>
</table>

| Week 2: Tuesday | Language and grammar Part 1 | Analysing English for teaching AND: Assignment 2 prep (20 mins) | Assignment 1 due Assignment 2 groups (no required reading) |
| Week 2: Wednesday | Language and grammar Part 2 | Literacy in a remote Indigenous community AND: Assignment 2 prep (20 mins) | Reading: Henderson Ch 10 |
| Week 2: Thursday | Literacy and Diversity | Deficit discourses; Equity; ‘invisible’ diversity AND: Assignment 2 prep (20 mins) | Reading: Henderson Ch 5 |
| Week 2: Friday | Differential participation & rural students | Bourdieu’s capital; Learner identities AND: Assignment 2 prep (20 mins) | Reading: Henderson Ch 6 |

**This weekend: Prepare for Assignment 2**

| Week 3: Monday | Multimodality | Dimensions of meaning; Multimodality | Assignment 2: GROUP PRESENTATIONS IN CLASS (no required reading) |
| Week 3: Wednesday | ESL/ESD students Part 1 | Communicative competence; proficiency | Reading: Henderson Ch 7 |
| Week 3: Thursday | ESL/ESD students Part 2 | Second language acquisition | Reading: Henderson Ch 9 |
| Week 3: Friday | The politics of literacy | Curriculum ideology; social justice | Reading: Henderson Ch 8 |

**ASSIGNMENT 3 IS DUE ON MONDAY 16th FEBRUARY**
### 7. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annotated bibliography</td>
<td>1500 words</td>
<td>35%</td>
<td>3, 4, 5</td>
<td>1.1, 1.2, 1.3, 2.1, 4.1</td>
<td>9am, Monday 5th January 2015, via turnitin.</td>
</tr>
<tr>
<td>Classroom activity design – group project and presentation</td>
<td>Six PPT slides &amp; classroom activity/ies</td>
<td>20%</td>
<td>1, 2, 3, 4, 5</td>
<td>1.1, 1.2, 1.3, 1.5, 2.1, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.5, 4.1, 4.2</td>
<td>Monday week 3</td>
</tr>
<tr>
<td>Essay</td>
<td>2000 words</td>
<td>45%</td>
<td>1, 2, 3, 4, 5</td>
<td>1.1, 1.2, 1.3, 1.5, 2.1, 2.6, 3.1, 3.3, 3.5, 4.1</td>
<td>Monday 16th February 2015</td>
</tr>
</tbody>
</table>

**Assessment Details**

**Task 1: Annotated bibliographies (35%)**

**Purpose:** To assess analytical and applied research skills relating to relevant language and literacy education literature.

**Brief:** Write annotated bibliographies for THREE journal articles. These are:


*(All of these readings are available on the EDST2046 Moodle site)*

Each of the three annotated bibliographies should be in two parts, firstly a summary of the main argument/ideas from the article and, secondly an evaluative comment discussing the educational implications and significance of the argument/ideas contained in the article. Write about 500 words per annotated bibliography.

**Due:** 9am, Monday 5th January 2015

Submit via Turnitin. Please do not email your assignment.

**Resources:** Three journal articles, as above - all on Moodle
Assignment 2: Language and literacy activity design - tutorial presentation (20%)
Purpose: To assess application of theory and practice to a disciplinary language and literacy teaching activity design.

Brief: Preparation and delivery of PowerPoint presentation (maximum 10 minutes per group; max 6 slides per group), showing sample classroom material/activity, aimed at scaffolding students’ literacy development in a subject area other than English.

The presentation should address the following:
1. Subject language and literacy demands: what are the linguistic and literacy difficulties for students?
2. Activity design: What will the teacher do? What will the students do? How does it work? What are its aims? What will students learn? Are any variations/modification needed?
   Note: The activity MUST be something that you have developed yourselves – NOT something you have found online etc.!
   Include the following: sample of the classroom activity; procedures/requirements for student use of the activity; student language and literacy being developed; variations/modifications (as required).

Due: In tutorials (week 2)
Resources: Tutorial readings (all available on Moodle), textbook, ppt and projector. Your group’s creation of classroom activity/ies including any necessary materials.

Task 3: Essay (critical analysis) (45%)
Purpose: To assess your ability to apply your understanding of the course material to a critical analysis of an aspect of literacy teaching and learning.

Assessment criteria
Written work will be assessed according to the following marking criteria:
- answers question
- demonstrates understanding of the issues
- uses evidence and logical substantive arguments
- evidence of critical thinking
- presentation
- relevant references, APA style in citations and references.

Essay question:
Adolescent language and literacy development
What functions does literacy play in the out-of-school lives of adolescents? To what extent are these functions currently reflected in the pedagogy, curriculum and assessment in high schools? How might ‘adolescent literacies’ be employed to advance the academic language and literacy development of young people at school? How and why should teachers scaffold literacy development across the school curriculum?

Due: 16th February 2015
Submit in class or deliver to Dr Stanley’s assignment box in the School of Education. ALSO submit via Turnitin. Please do not email your assignment.

Resources: Course readings (all available on Moodle), textbook, lecture slides and tutorial notes.
Notes about the group projects/presentations:
The rationale for including group work in this course is as follows:
To develop graduate attributes including:
• teamwork skills (working within team dynamics, leadership);
• analytical and cognitive skills (analysing task requirements, questioning, critically interpreting material, evaluating the work of others);
• collaborative skills (conflict management and resolution, accepting intellectual criticism, flexibility, negotiation and compromise);
• organisational and time management skills.
• To make assessment more authentic. Group work is common practice in professional settings, including teaching, and so the inclusion of group work tasks in university courses is a necessary part of assessing students' readiness for work.
• To support multi-disciplinary learning. Students will work in multidisciplinary groups for this project to explore the scaffolding of literacy development across the school curriculum.

This assessment task is marked as a product in two ways: your group’s presentations in week 10 and your group’s six slides, which should be submitted in the tutorial. I will take notes on the presentations and will keep copies of the slides and any classroom activity materials: these are to ensure that marking is consistent across tutorials. So please ensure you bring a copy of the slides and any classroom materials for me.

Your group work process will not be assessed, but an effective process will contribute to the end products (presentation and slides) that your group delivers. It is up to your group to negotiate roles and responsibilities in the group and to ensure that the workload is equitably distributed. You DON’T all have to present the ppt/activity in the tutorial in week 10, but you DO all have to contribute to the project’s development.

You will work in groups of up to six students and we will allocate groups after submission of assignment 1. Group will be allocated according to the grade you want to aim for in the group project, so think about how much work you want to put into this assessment piece and what mark you would be happy to get for it.

You will have some time in the tutorials to work on your project together and to plan your presentation. You will probably have to do some work outside of class time to complete the project.

Everyone in your group will get the same mark.
If (at least some) representatives from your group do not come to the tutorial (or are not ready to present your group’s project), your group will score zero for the assignment.

Your group will have a maximum of ten minutes to present the activity in the tutorial.

In later tutorials we will reflect on the process of working together in groups and you will be asked to consider what you learned through doing the group project.
**UNSW SCHOOL OF EDUCATION**  
**FEEDBACK SHEET**  
**EDST2046 LANGUAGE & LITERACY: ASSIGNMENT 1**

Assessment Task: Annotated bibliographies  
Student Name:              Student No.:

<table>
<thead>
<tr>
<th>SPECIFIC CRITERIA</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding of the question or issue and the key concepts involved</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Adherence to task brief</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Understanding of texts demonstrated through summaries of main argument/ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Depth of analysis and/or critique in response to the task</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Depth of text analysis/critique demonstrated through evaluative commentaries on texts</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Familiarity with and relevance of professional and/or research literature used to support response</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reference to other texts and concepts, where relevant</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Structure and organisation of response</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Structure of assignment, adherence to word count and logical division of word count between commentaries on three texts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presentation of response according to appropriate academic and linguistic conventions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Quality of academic writing (including coherence and cohesion of texts); adherence to referencing conventions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME**

Lecturer                      Date

Recommended: /20 (FL PS CR DN HD)  Weighting: 35%

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 contextualize 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.
### Assessment Task: Classroom activity design (group project)

**Student Names:**  
1.  
2.  
3.  
4.  
5.  
6.  

**Student Numbers:**  
1.  
2.  
3.  
4.  
5.  
6.  

### Specific Criteria

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Adherence to task brief</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Understanding of core literacy/language concepts demonstrated through classroom activity design</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Depth of analysis and/or critique in response to the task</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sophistication of task design demonstrated through classroom activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Depth of rationale and explanation demonstrated through group presentation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Familiarity with and relevance of professional and/or research literature used to support response</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reference to and incorporation of relevant literacy concepts</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure and organisation of response</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Structure and quality of oral presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Logic of match between aims and procedures of classroom activity/ies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation of response according to appropriate academic and linguistic conventions</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Quality and appropriateness of oral and written academic language; adherence to referencing conventions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### General Comments/Recommendations for Next Time

Lecturer:  
Date:  
Recommended:  /20  
(FL PS CR DN HD)  
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 contextualize 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.**
### Specific Criteria

**Understanding of the question or issue and the key concepts involved**
- Adherence to task brief and answering the question
- Understanding of key concepts demonstrated by definition (where relevant) and use in the essay

**Depth of analysis and/or critique in response to the task**
- Depth of analysis/critique demonstrated through discussion of the various components of the task (see essay question)
- Integration of concepts from across the entire *language and literacy* course (as relevant) demonstrated through analysis and critique in the essay
- Evidence of critical thinking demonstrated through use of evidence/logical substantive arguments to support points

**Familiarity with and relevance of professional and/or research literature used to support response**
- Reference to a variety of texts used on the course
- Reference, where relevant, to other texts/materials

**Structure and organisation of response**
- Structure of assignment, adherence to word count and logical division of word count between sections of the text.

**Presentation of response according to appropriate academic and linguistic conventions**
- Quality of academic writing (including coherence and cohesion of text); adherence to referencing conventions.

### General Comments/Recommendations

**Lecturer**  
**Date**  
**Recommended:** /20 (FL PS CR DN HD)  
**Weighting:** 45%

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**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 contextualize 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.
8. RESOURCES

Required Readings

For Assignment 1 you are required to read the following journal articles (all on Moodle):


Further Readings
All available on EDST2046 course Moodle site.