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1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6702 English Method 1 (6 units of credit)
Semester 1, 2012

2. STAFF CONTACT DETAILS

Course Convenor: Gillian Lovell
Office Location: John Goodsell 132
Email: g.lovell@unsw.edu.au
Phone: 9385 1914
Availability: Monday

Other Teaching Staff: Chris Davis
Office Location: John Goodsell 132
Email: NA
Phone: 9385 1914
Availability: Monday 7.00-7.30pm

Other Teaching Staff: Julie McFarland
Office Location: John Goodsell 132
Email: N/A
Phone: 9385 1914
Availability: Monday 7.00-7.30pm

Other Teaching Staff: Karen Yager
Office Location: John Goodsell 132
Email: NA
Phone: 9385 1914
Availability: Monday 7.00-7.30pm

Other Teaching Staff: Sue Cass
Office Location: John Goodsell 132
Email: NA
Phone: 9385 1914
Availability: Monday

0414 229 236
3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>English Method 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Schedule</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Monday (4-5pm), TBA</td>
</tr>
<tr>
<td></td>
<td>Weeks 1-7, 8-10 + 11</td>
</tr>
<tr>
<td>Tutorial/s</td>
<td>Monday (5-7pm)</td>
</tr>
<tr>
<td></td>
<td>Weeks 1-7, 8-10 + 11</td>
</tr>
<tr>
<td></td>
<td>Monday (2-4pm)</td>
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<tr>
<td></td>
<td>Weeks 1-7, 8-10 + 11</td>
</tr>
</tbody>
</table>

Summary of Course

This course is designed to increase a student's pedagogical content knowledge for English teaching. The key elements of pedagogy and English content knowledge are examined and developed. Students will critically address how these elements can then be combined into effective classroom practice for addressing the requirements and philosophy of the NSW English syllabuses.

Aims of the Course

This course aims to:
- Increase a student's pedagogical content knowledge for English teaching.
- Develop a student's understanding of what compromises effective classroom practice.

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
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<tbody>
<tr>
<td>1</td>
<td>1,2</td>
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<tr>
<td>2</td>
<td>1,2</td>
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<td>3</td>
<td>1,2</td>
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<td>4</td>
<td>1,2</td>
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<td>5</td>
<td>1,2</td>
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<td>6</td>
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<td>7</td>
<td>1,2</td>
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<tr>
<td>8</td>
<td>1,2</td>
</tr>
<tr>
<td>9</td>
<td>1,2</td>
</tr>
</tbody>
</table>
Investigate and discuss a variety of strategies to develop rapport with students, a positive classroom learning environment and approaches to managing student behaviour.

Recognise a range of professional organisations that can contribute to the on-going professional development of English teachers.

Graduate Attributes (AITSL Professional Graduate Teaching Standards)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2</td>
<td>1,2</td>
</tr>
<tr>
<td>1.3</td>
<td>1,2</td>
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<tr>
<td>2.1</td>
<td>1,2</td>
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<td>2.2</td>
<td>1,2</td>
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<tr>
<td>2.3</td>
<td>2</td>
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<tr>
<td>2.6</td>
<td>2</td>
</tr>
<tr>
<td>3.1</td>
<td>1,2</td>
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<tr>
<td>3.2</td>
<td>2</td>
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<tr>
<td>3.3</td>
<td>2</td>
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<tr>
<td>3.4</td>
<td>2</td>
</tr>
<tr>
<td>3.5</td>
<td>1</td>
</tr>
<tr>
<td>4.1</td>
<td>1,2</td>
</tr>
<tr>
<td>4.2</td>
<td>1,2</td>
</tr>
<tr>
<td>6.3</td>
<td>1</td>
</tr>
</tbody>
</table>

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student the ability to effectively teach English to secondary school students with an emphasis on the NSW English curriculum. During the course students will develop their knowledge of New South Wales syllabus documents for stages 4, 5 and 6. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the English classroom. Emphasis will be given to the relationship between English, literacy and numeracy and the role and value of English in the curriculum and the community.
Student-centered activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach.

5. TEACHING STRATEGIES

- Explicit teaching, including lectures, to demonstrate an understanding of students’ different approaches to learning and the use of a range of teaching strategies to foster interest and support learning.
- Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals.
- 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.
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice.
- Online learning from readings on the Blackboard website.
- Online discussions.
- Peer teaching in a simulated classroom setting.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.
6. COURSE CONTENT AND STRUCTURE

<table>
<thead>
<tr>
<th>Week and lecture</th>
<th>Tutorial Topic</th>
<th>ICT Module</th>
</tr>
</thead>
</table>
| Week 1 3rd March | **Introductions.** What is English? How has it changed in recent years? What is expected of English teachers? Where can you find resources? What professional networks are there to help you? **Literacy issues – writing and speaking.** | **Module A: Technology as a Teaching Tool - Overview of the place of technology in English:** How it can be used to:  
  - Gather information  
  - Communicate ideas  
  - Create texts  
  - Self and peer assess  
  - Collaboration  
  List of suggested websites that can be used to enrich the English classroom. Current research to be provided. |
|                  | **Gillian Lovell & tutors**                                                   |                                                                            |
| Week 2 10th March| **The 7-10 English syllabus**  
  Structure and content.  
  Using the lesson planning template. What makes a good lesson? | **Module D: Ways to use ICT as a teaching tool:**  
  - Power Point  
  - Mind mapping  
  - Graphic organisers  
  - Glogsters  
  - E-readers  
  - Google Apps, Google Littrip  
  - Web20 sites, such as: Visuword, Cyber Grammar, etc  
  - Wordle or Taxedo  
  Youtube: [http://saveyoutube.com/](http://saveyoutube.com/) |
|                  | **Annalies van Westenbrugge, Secondary Literacy Advisor, DEC**               |                                                                            |
| Week 3 17th March| **The 7-10 English syllabus**  
  Lesson planning – using the syllabus to construct engaging lesson plans. Cooperative learning strategies, group work and strategies such as jigsaw. | **Module C: Introduction to collaborative use of ICT:**  
  - Research articles related to collaboration  
  - Wikis  
  - Blogs: Blogger, Edublog, etc  
  - Edmodo  
  - Twitter  
  - Facebook  
  - Voicethread  
|                  | **Helen Sykes**                                                               |                                                                            |
| Week 4  
24th March |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>How to keep your students reading</strong></td>
</tr>
<tr>
<td><strong>Sue Cass</strong></td>
</tr>
</tbody>
</table>
| **Teaching literacies.**  
Creating lessons using picture books, poems and other short texts. Coping with low literacy learners. |

<table>
<thead>
<tr>
<th>Module B: Web 20 online texts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A list of web sites that feature multimodal texts and access to a range of fiction and non-fiction texts, such as:</td>
</tr>
</tbody>
</table>
| - Inanimate Alice:  
http://www.inanimatealice.com/ |
| - State Library of Victoria: Mirror of the World. Books and Ideas:  

| Week 5  
31st March |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Assessment 1 due</strong></td>
</tr>
<tr>
<td><strong>Karen Yager</strong></td>
</tr>
<tr>
<td><strong>Designing a differentiated unit of work and backward mapping from assessment. Effective pedagogy for teaching English 7-12 including goal setting, using discussion strategies, journal writing, picture books and new media. How will we introduce a variety of multicultural and Indigenous perspectives into the classroom?</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module E: Ways students can use ICT to create:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Podcasts</td>
</tr>
<tr>
<td>- Prezis</td>
</tr>
<tr>
<td>- Digi-texts: Moviemaker, Photostory, Book trailers, etc</td>
</tr>
<tr>
<td>- Avatars: Voki.com</td>
</tr>
<tr>
<td>- Persuasive texts</td>
</tr>
</tbody>
</table>

| Week 6  
7th April |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Effective and appropriate assessment</strong></td>
</tr>
<tr>
<td><strong>Chris Davis</strong></td>
</tr>
<tr>
<td><strong>Micro teaching</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module E (cont): Ways students can use ICT to create CTD:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Cartoons online:</td>
</tr>
</tbody>
</table>
| - GoAnimate:  
http://goanimate.com/  
http://www.makebeliefscomix.com/ |
| - Pixton Comics:  
http://www.pixton.com/uk/home  
http://www.xtranormal.com/ |
| - Toondoo:  
http://www.toondoo.com/Home.toon  
http://superherosquad.marvel.com/create_your_own_comic |
| - Film or Drama scripts:  
http://celtx.com/ |
| - Differentiation site:  
http://differentiationcentral.com/index.htm |

| Week 7  
14th April |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Integrating the Quality Teaching framework</strong></td>
</tr>
<tr>
<td><strong>Sue Cass</strong></td>
</tr>
<tr>
<td><strong>Micro teaching</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module F: Poetry and ICT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- List of sites to access and create poetry, such as:</td>
</tr>
<tr>
<td>- <a href="http://www.abc.net.au/m/poetica/featur">http://www.abc.net.au/m/poetica/featur</a> es/pod/</td>
</tr>
<tr>
<td>- <a href="http://www.poetryarchive.org/poetryarc">http://www.poetryarchive.org/poetryarc</a> hive/home.do</td>
</tr>
</tbody>
</table>
| - Instant poetry:  
http://ettcweb.lr.k12.nj.us/forms/newpo em.htm |
| - Sonnet Central:  
http://www.sonnets.org/ |
### Week 8

**28th April**

Internet reciprocal teaching: adapting established literacy practices to new modes of reading.

*Chris Davis*

### Week 9

**5th May**

How to encourage student writing

*Julie McFarland*

### Week 10

**12th May**

Teaching Shakespeare to Stages 4, 5, 6

*Karen Yager*

### Week 11

**23rd June**

In lieu of this session, each student must complete a short on-line task based on ICT. This is **mandatory**. Details below.

### Module G: Open ended assessment using ICT

Differentiating assessment by encouraging students to choose their medium of production. Examples to be provided.

### Module H: Using ICT to Enrich HSC Learning

Accessing the NSW Board of Studies Site, HSC Online and using Wikis or Blogs for HSC students: Navigating the BOS site to access past papers, feedback from the Marking Centres, etc; example of a HSC Blog.

### Module I: How to use ICT to enrich the teaching of Shakespeare

- List of sites, such as: Bell Shakespeare, Globe Theatre, PBS, Virtual Macbeth
- Use of images
- Film clips: Youtube
- Open Source Shakespeare

Representation tasks using: Photoshop, Moviemaker, etc

### Module J: Using ICT to Facilitate Peer Feedback

- Research papers
- Voicethread
- Blogs and wikis
- E-Portfolio

### Module K: ICT and Indigenous Aboriginal texts

Accessing sites for resources to use in the classroom:

- Dust
- Echoes:
* On-line task in lieu of Week 11.

You must explore 2 web tools or apps, each selected from a different ICT modules (above) and write a brief evaluation of their possible applications in the English classroom (500 words each).

These can be submitted via Moodle or emailed to your tutor. Failure to submit this work may result in withheld results.

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>Critical analysis and lesson plan</td>
<td>Equivalent to 2000 words</td>
<td>40%</td>
<td>1,2,3,4,5,6,7, 8,9,10,11</td>
<td>2.2, 2.6, 3.5, 4.2, 6.3</td>
<td>Week 5 31st March</td>
</tr>
<tr>
<td>Task 2 – Overview of a Unit of Work for Stage 4 or 5 English</td>
<td>4000 words</td>
<td>60%</td>
<td>1,2,3,4,5,6,7, 8,9,10,11</td>
<td>1.2, 1.3, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1</td>
<td>Week 10 12th May</td>
</tr>
</tbody>
</table>

**Assessment Details**

**Assignment 1**  
Due date: Week 5, 31st March

You must submit an electronic copy of this assignment through Turnitin by the due date. A hard copy of the assignment must be submitted to your English Method tutor in class in Week 5.

**Lesson planning**

This assignment requires you to **plan and design ONE 60 minute lesson for a Stage 4 or Stage 5 class** based on the language, either written, visual or spoken, of a short text.

You will use this lesson for your micro teaching presentation (see below).

The text you choose for the lesson must be presented with your assignment. It should be a short text such as a cartoon/ a webpage/ an advertisement/ a poster /a poem/ an excerpt from a longer text.
Your lesson should be designed for a class in a comprehensive high school which would typically include, for example, students who do not speak English as a first language, Indigenous students, students from the Pacific Islands and students with various religious and cultural backgrounds. Some students may have special needs and/or demonstrate challenging behaviours.

1. Write a short critical analysis of the text you choose (about 600 words). This is NOT a justification for the choice of text OR a description of your lesson; both those aspects should be obvious in your lesson plan.

Using essay format, a critical analysis should answer the questions:
What is the purpose of this text? Who is the expected audience?
What are the characteristics of the language used? Has the language been used effectively?

2. Prepare a lesson plan to demonstrate how you will use appropriate strategies and activities to develop understanding of the material. There should be a close focus on the language of your text.

(The lesson plan is a standard format that will be explained and investigated during tutorials. You will receive a template for the lesson plan.)

Your lesson plan should be presented with a copy of the text and any handouts or extra resources required for the lesson.

Assessment criteria checklist

Make sure you:

- choose an appropriate text for the year group
- demonstrate ability to analyse a text, either written, visual or spoken
- choose appropriate outcomes and content
- demonstrate knowledge of teaching and learning strategies
- use a lesson plan effectively, using the correct format and sufficient detail
- express yourself in clear, accessible, standard English.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET - EDST6702 ENGLISH METHOD 1

Student Name: Student No.:

Assessment 1: Lesson Plan

<table>
<thead>
<tr>
<th>SPECIFIC CRITERIA</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the question or issue and the key concepts involved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Clear statement of syllabus outcomes in lesson plan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Lesson goal(s) clearly linked to syllabus outcomes and chosen strategies.</td>
<td></td>
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<tr>
<td>- Effective use of student group structures to address teaching and learning goals.</td>
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<tr>
<td>Depth of analysis and/or critique in response to the task</td>
<td></td>
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<tr>
<td>- Detailed lesson plan based on a concept or text relevant to a mixed ability class</td>
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<tr>
<td>- Demonstrated understanding of the 4 guiding questions from the NSW Quality Teaching framework</td>
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<tr>
<td>- Engaging and effective teaching strategies used</td>
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</tr>
</tbody>
</table>
Familiarity with and relevance of professional and/or research literature used to support response
- Lesson plan reflects ideas and material provided in lectures and tutorials on effective pedagogy to engage all students and achieve syllabus outcomes.

Structure and organisation of response
- Clear and effective use of the lesson plan template

Presentation of response according to appropriate academic and linguistic conventions
- Writing shows an excellent command of English grammar conventions, including spelling, syntax and punctuation

GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer:                      Date:

Recommended:  18/20  (FL PS CR DN HD)  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 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.

Beginning in week 6, you will present the opening minutes of this lesson as your microteaching lesson. Microteaching is assessed using the National Standards for Graduate teachers and is graded as “Satisfactory” or “Unsatisfactory”.

NB: Information about and assessment criteria for microteaching is included on page 13/ 14 of this outline

Assignment 2                  Due date: Week 10, 12th May

You must submit an electronic copy of this assignment through Turnitin by the due date. A hard copy of the assignment must be submitted to your English Method tutor in class in Week 10.

Unit planning

Present an outline of the first five lessons of a unit of work that has, as its focus, a concept or topic suitable for a Year 7 (Stage 4) or a Year 9 (Stage 5) English class.

NB: if you chose a Stage 4 class for Assignment 1, then you should focus on Stage 5 for this assignment, or vice versa. You may NOT use the lesson you created for Assignment 1 for this assignment.

Your unit plan should be designed for a class in a comprehensive high school which would typically include, for example, students who do not speak English as a first language, Indigenous students, students from the Pacific Islands and students with various religious and cultural backgrounds. Some students may have special needs and/or demonstrate challenging behaviours.

1. The unit MUST be focused on a text suggested in the Week 3 lecture. That is, a text published between 2010-2014 and listed in the lecture material provided. These texts focus on
Asian and Indigenous perspectives. The lessons must demonstrate some close study of the focus text.

You may refer to one or two related texts in different media (poetry, drama, nonfiction, articles from the media, advertisements, cartoons, song lyrics, film, television, radio, the internet, CD-ROMs and so on)

2. You must write a rationale for the unit (about 800 words) in which you:

- state precisely what you want the students to learn and why it is important
- justify your choice of texts designed to suit the needs and abilities of this class
- justify your choice of strategies by reference to readings, research and material presented in lectures and the Quality Teaching framework
- demonstrate how you would provide for diverse learning approaches and abilities
- detail the prior knowledge students must have to begin this unit and discuss how you would assess this prior knowledge

3. At some stage in your lesson sequence, you should show your understanding of literacy strategies and make use of digital technology.

4. On a separate page, you must include ONE summative assessment task for your unit. (Remember that the summative assessment should reflect your learning goals for the WHOLE unit.)

(The unit outline is a standard format that will be explained and investigated during lectures and tutorials. You will receive a template for the unit outline.)

You should discuss your plans for this assignment with your tutor during Semester 1.

You do not have to submit detailed lesson plans for this assignment.

Assessment criteria checklist

You should:

- support your rationale with references to reading, research, lecture material and the Quality Teaching framework
- choose appropriate material for the class/stage
- relate learning and assessment activities to the outcomes chosen
- use a variety of teaching/learning and assessment strategies so that students have the opportunity to show in different ways what they know and can do
- design interesting and engaging lessons for students
- demonstrate knowledge of literacy strategies and digital technology
- design and link the lessons to develop knowledge and skills
- present the material using the correct formats and express yourself in clear, accessible, standard English.

UNSW SCHOOL OF EDUCATION
EDST6702 ENGLISH METHOD 1 FEEDBACK SHEET

Student Name: ___________________________  Student No.: ___________________________
Assessment 2- Overview of a Unit of Work for Stage 4 or 5 English

<table>
<thead>
<tr>
<th>SPECIFIC CRITERIA</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
</table>

EDST6702 English Method 1, UNSW 2013
### Understanding of the question or issue and the key concepts involved
- Understanding of the task and its relationship to relevant areas of theory, research and practice.
- Clarity and accuracy in use of key terms and concepts in lesson and unit planning.
- Clear statement of syllabus outcomes covered by the unit as a whole.
- Clear statement of content statements derived from these outcomes.
- Explicitly stated learning goals for the unit as a whole.
- Variety of teaching strategies included.
- Effective and engaging use of ICT.
- Potential for student engagement with the material taught.
- Incorporation of literacy strategies.
- Summative assessment task detailed.
- Assessments clearly linked to syllabus outcomes and learning goals.

### Depth of analysis and/or critique in response to the task
- Plan and assess for effective learning by designing lesson sequences using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act.
- Design an overview of a unit, which demonstrates an ability to differentiate the curriculum to cater for diverse learning approaches and needs.
- Description of prior knowledge students must have to begin this unit and discussion of how this prior knowledge could be assessed.
- Suitability of chosen texts and discussion of potential student engagement.
- Justification for choice of content and teaching strategies related to the needs and abilities of the class.

### Familiarity with and relevance of professional and/or research literature used to support response
- Reference specifically to material, research and ideas presented in English method lectures and professional readings.

### Structure and organisation of response
- Appropriateness of overall structure and format of response.
- Clarity and coherence of organisation; logical sequence.

### Presentation of response according to appropriate academic and linguistic conventions
- Excellent use of grammar, including spelling, syntax and punctuation.

### GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Date</th>
</tr>
</thead>
</table>

**Recommended: /20 (FL PS CR DN HD)**  
**Weighting: 60 %**

**NB:** The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also 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.
HURDLE REQUIREMENT

MICROTEACHING

Micro-teaching is the planning, presentation and evaluation of a lesson over a shortened period of time (a 10 minute mini-lesson). It is a critical aspect of method as it provides students with the opportunity to demonstrate key competencies that must be achieved before student teachers are permitted to undertake Professional Experience 1, at the same time observing other student teachers and engaging in peer review. It is recommended that students read widely on effective classroom strategies and practise aspects of their mini-lesson with a small group of peers prior to assessment.

The assessment process will consist of the following two components:

1. A detailed lesson plan using the prescribed template, including a statement of expected learning outcomes
2. A 10 minute mini-lesson

Initial Lesson Plan: All students must submit to the method lecturer their proposed lesson plan at least one week prior to the presentation. This will be returned with comments on the suitability of the proposal.

Micro-teaching: This will be assessed according to the attached criteria, and will be graded as Satisfactory or Unsatisfactory. Any student whose first micro-teaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade.

NOTE: If a student is assessed as unsatisfactory in micro-teaching s/he will automatically fail Method 1 overall, and not be permitted to undertake Professional Experience or any further method work in that teaching area until the key concerns have been resolved.
### A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2)
- Was the lesson or unit of work relevant to the needs of the students and based on the appropriate syllabus document requirements? (1.3.1, 2.3.1)
- Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1)
- Were relevant linguistic structures and features and literacy /numercy knowledge and skills integrated into the lesson? (2.5.1)
- Was a clear and coherent sequence of activities undertaken to engage and support the learning of all students within a class or cohort? (2.2.1, 3.2.1)
- Were the teaching resources and materials suitable for the age and ability levels of the students? (3.6.1)

### B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3)
- Were challenging yet realistic and achievable goals in teaching and learning activities planned? Were these explicitly articulated in the lesson plan/to students? (3.1.1)
- Were instructions, explanations and questioning techniques effective? (3.3.1)
- Were verbal and non-verbal communication strategies used effectively in the classroom to support student understanding of content and encourage participation and engagement of students? (4.1.1)

### C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4)
- Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1)
- Were activities well organised and direction clear? (4.2.2)
- Was respect and appreciation of others demonstrated through active listening, being accessible to all students and exhibiting a positive attitude? (4.3.1)

**Comments:**
Submission of Assessment Tasks

Students are required to follow their lecturer’s instructions when submitting their work for assessment. Some work may be required to be submitted in class but most assessments are to be delivered to the locked boxes near the School of Education office and submitted online via Moodle. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy.

A penalty of 3% per day (24 hours) applies to work submitted after the due date (including weekends and holidays) without an approved extension. Extension request forms can be downloaded from https://education.arts.unsw.edu.au/students/resources/forms/ and must be approved by the appropriate course convenor prior to the due date. Extensions will only be granted for illness or serious problems beyond a student’s control. Please note that the submission of a request for an extension does not necessarily guarantee approval of the request. Requests for extensions on the grounds of illness must be supported by a medical certificate or other documentation. This process does not take the place of lodging an application for Special Consideration through MyUNSW at https://iaro.online.unsw.edu.au/special_consideration/home.login and students must consider the merits of both options available.

Please note: Computer malfunctions will not be considered as sufficient grounds for extension.

8. RESOURCES

Required Readings

All students must have copies of the English syllabuses in class. It is possible to buy copies from the UNSW Bookshop on the lower campus or the NSW Board of Studies. If you are going to have your laptop in class, then you could download the following syllabuses from the Board of Studies website:

www.boardofstudies.nsw.edu.au


NSW Board of Studies, Stage 6 Syllabus, English, Preliminary and HSC Courses, June 1999 (see HSC Syllabuses in the left hand menu of the homepage)

You are also required to read:

Readings on the UNSW Moodle website

Further Readings

Attwood, B. (2005), Telling the truth about Aboriginal history. All and Unwin, Crows Nest.


**Professional websites for English teachers**


BOSTES commenced operation on 1 January 2014, and brings together the functions previously provided by the Board of Studies NSW, and the NSW Institute of Teachers. The Quality Teaching Council will continue to function under the auspices of BOSTES.

BOSTES will develop a new website over time. In the interim, please use the information or services currently provided on the websites of the former Board of Studies NSW and NSW Institute of Teachers.


The NSW Board of Studies. The BOS decides what is to be taught and examined, so it writes the syllabuses and the examinations. The main function of this site is to keep teachers, students and parents informed about syllabus development, examination information etc. There are also some useful reference material, links to various related sites and an annotated bibliography of texts relevant to the syllabus and to English teaching. To obtain copies of the HSC syllabuses, please go to the BOS (or BOSTES) website or you can buy a hardcopies from the UNSW Bookshop on lower campus or order them online.

The Department of Education and Communities: http://www.dec.nsw.gov.au (The DEC has the responsibility for administering and staffing government schools and producing support material that can be found at:


You should also be familiar with the material on literacy on the DEC site. See:


http://www.aitsl.edu.au

The Australian Institute for Teaching and School Leadership provides national leadership for the Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership.

http://www.hsc.csu.edu.au

HSC online (DET and Charles Sturt Uni site) - material for students and teachers.

http://www.australiancurriculum.edu.au This is the Australian Curriculum site.

http://www.nap.edu.au
The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. It has been an everyday part of the school calendar since 2008.

http://www.nswteachers.nsw.edu.au

http://www.englishteacher.com.au

The English Teachers Association site. Join the ETA as a student (it costs less) and receive their publication mETAp Hong (four a year - full of practical classroom resources, lessons, ideas) and English in Australia - up to the minute developments in English teaching.

http://www.aisnsw.edu.au
The Association of Independent Schools

http://www.ceosyd.catholic.edu.au
The Catholic Education Office

PROFESSIONAL ASSOCIATIONS
English Teachers’ Association (ETANSW), PO Box 299 Leichhardt, NSW 2040.
Tel: 95729534 Fax: 95729534 www.etansw.asn.au

Primary English Teachers’ Association (PETA), PO Box 3106, Marrickville, NSW 2204
Tel: 9565 1277 Fax: 9565 1070 Email: info@peta.edu.au

9. ACADEMIC HONESTY AND PLAGIARISM

Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

Examples of plagiarism include:

· Direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying materials, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person’s assignment, or the student’s own assignment from a previous course, without appropriate acknowledgement;

· Quotation without the use of quotation marks;

· Paraphrasing another person’s work with very minor change keeping the meaning, form and/or progression of ideas of the original;

· Citing sources which have not been read, without acknowledging the 'secondary' source from which knowledge of them has been obtained;

· Piecing together sections of the work of others into a new whole;

· Presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or tutor;

· Claiming credit for a proportion of work contributed to a group assessment item that is greater than that actually contributed;

· Submitting your own assessment item that has already been submitted for academic credit at UNSW or elsewhere may also be considered plagiarism;

· Using another person’s ideas or words in an oral presentation without crediting the source.
Students are encouraged to seek advice from academic staff whenever necessary to ensure that you avoid plagiarism in all its forms. Further information on plagiarism and academic honesty can be located at: https://student.unsw.edu.au/plagiarism. In addition, UNSW has produced a booklet to assist students with essential information for avoiding plagiarism which can be downloaded from https://my.unsw.edu.au/student/academiclife/Plagiarism.pdf

At UNSW plagiarism is considered to be a form of academic misconduct and is viewed very seriously. UNSW is committed to helping students understand the conventions which govern academic communication to assist them avoid action which may result in academic misconduct. Further information on the Student Misconduct Rules is available at:

https://student.unsw.edu.au/conduct

In the interests of maintaining high standards in scholarship and research, the University reminds students that when they are writing essays, theses, and assessment items of any nature they are ethically bound to refrain from plagiarism in all forms. Students are advised to inform themselves about University policies and practices concerning assessment and Academic Misconduct (including plagiarism). Wherever possible, students should also take up those opportunities provided to them by the University to improve their academic and/or information literacy.

Cheating: It is a serious offence to submit any work that is copied from the work of another student, whether that work was submitted in the current year, previously or in another course. In such cases both students may be penalised. Similarly it is an offence to cheat at examinations, get other students to write your assignments, etc. If you have been working in close cooperation with another student undertaking (say) research for an assignment, you should discuss the nature of that cooperation with your subject convenor to ensure that no misunderstandings arise about the originality of your work, and to identify clearly your own contribution to the work. Where group assessments are produced your lecturer needs to be aware of each person’s contribution.

Cheating and plagiarism may attract serious penalties, ranging from failure in the course to failure in all courses and exclusion from the university for a specific period (See also student responsibilities 8 – Misconduct).

Misconduct: Academic misconduct is a serious matter. In the first instance cases of misconduct are dealt with by the Head of School but it may be necessary to refer them to the Dean or the University Disciplinary Committee. For detail please go to: https://student.unsw.edu.au/conduct

Proof reading: Proof-read your assignment before submission, as avoidable errors are likely to result in marks being deducted.

Email: Unless the lecturer expressly gives permission, students are not permitted to submit assessment via email.

Non-sexist language: It is university policy to avoid sexist language. Use words which include both sexes when you are referring to both sexes; e.g. ‘s/he’, ‘she or he’, ‘people’, etc.

10. COURSE EVALUATION AND DEVELOPMENT
Periodically student evaluative feedback on the course is gathered, using UNSW’s Course and Teaching Evaluation and Improvement (CATEI) Process. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

11. OTHER INFORMATION
Assessment Principles and Procedures

The primary aim of university assessment is to support student learning, hence there should be a clear and explicit relationship between stated assessment tasks and expectations, course objectives and course content. Assessment tasks are carefully designed to:

· Recognise, motivate and encourage deep learning
Incorporate a clear developmental perspective which recognises and supports students’ growing competence over the course of the program (i.e. assessment tasks set earlier in the course of study are likely to be different in focus from those given later in the course).

Variation in assessment tasks within and across the School is encouraged in order to maintain student interest, to cater for and stimulate different ways of student thinking and learning, to reflect the different academic and professional demands of different courses as well as to foster student development and progression over the length of a program. Such variations also provide a good model of assessment for teachers and future teachers enrolled in the school’s programs.

In the School of Education all potential failure are double-marked as are all suspected plagiarism cases. All staff are also required to undertake small-group standardisation of a representative sample of assignments (Grades HD, D, C, P) with staff teaching in similar areas (e.g. as part of specialisation or course-level activities) at least once each semester before the submission of results. Grade distributions for each class are also closely monitored and evaluated.

School of Education Grade Descriptors

<table>
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<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>High Distinction (85% and above)</td>
<td>The assignment is of exceptional quality. It not only reveals an excellent understanding of the question or issue under consideration, but also demonstrates highly informed analytical and evaluative thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates his or her arguments strongly to the findings of this literature. The assignment is also very well-organised and very well-written.</td>
</tr>
<tr>
<td>Distinction (75-84%)</td>
<td>The assignment is of excellent quality. It demonstrates a very clear understanding of the question or issue under consideration and shows evidence of well-informed analytical thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates to his or her arguments to the findings of the literature. The assignment is well-organised and well-written.</td>
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<tr>
<td>Credit (65-74%)</td>
<td>The assignment is of good quality. It demonstrates a clear understanding of the question or issue under consideration and shows some evidence of analytical thinking. The writer displays some familiarity with that research literature relating to the issues discussed and relates his or her arguments to the findings of this literature. The assignment is moderately well organised and moderately well-written.</td>
</tr>
<tr>
<td>Pass (50-64%)</td>
<td>The assignment is of adequate quality. It demonstrates a clear understanding of the question or issue under consideration. The writer displays a familiarity with some of the research literature relating to the issues discussed. The assignment is moderately well-organised and the arguments can be clearly understood.</td>
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For more information regarding the UNSW assessment policy please visit: https://my.unsw.edu.au/student/academiclife/assessment/AssessmentatUNSW.html

Attendance

Unless specific and formal permission (see note below) has been granted, failure to attend 80% of classes in a course may result in failure in that course. Explanation of absences, or requests for permission to be absent from forthcoming classes, should be addressed to the lecturers/tutors.
responsible for those classes. Explanation of an absence of more than one week (or half a day in the case of intensive courses) should also be addressed in writing and, where applicable, should be accompanied by a medical certificate.

Students are expected to give priority to their university study commitments. Any absence from assessable activities, including formal end of semester examinations, must be clearly for extenuating circumstances only that were unexpected and beyond the control of the student. Work commitments are not considered a justification. Please refer to Special Consideration for further information.

Note: The School of Education gives permission to participate in lectures online only on a case by case basis and only in the following circumstances:

a. The student is able to demonstrate that they have no other option but to participate in lectures online.

b. The student must be able to access, at minimum, a sound recording of the missed lecture either through Echo360 or independent recording. The Course Convenor can reserve the right to refuse the lectures in their course to be recorded independently.

c. The Program and Course Convenor(s) must give their approval for participation in lecture to be undertaken online.

d. Permission will only be granted for lectures, not tutorials or method courses and for no more than one course at a time.

e. Permission will not be granted when it results in over-enrolment. Students may apply for formal permission to participate in lectures online.

Students may access further information and the application form to participate in lectures online at https://education.arts.unsw.edu.au/media/EDUCFile/Permission_to_Participate_in_Lectures_Online.pdf

Special Consideration

On some occasions, illness, misadventure, or other circumstances beyond the immediate control of a student may prevent his/her attendance at an examination, or may significantly affect their performance in an assessment. Students who believe that their performance in a course, either during the semester or in an examination, has been adversely affected by illness or any other reason should submit a request for Special Consideration. Applications for Special Consideration are lodged online (https://iaro.online.unsw.edu.au/special_consideration/home.login) and must be made within three working days of the assessment to which it refers to. For more information regarding Special Consideration please visit: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

University Counselling Service

The Counselling Service offers free and confidential counselling to students of the University. The Service provides assessment and short-term counselling for students. Students use the Counselling Service for a wide variety of reasons, ranging from issues relating specifically to their studies through to more personal concerns or difficulties.

When students start at University, they may encounter a variety of issues which can cause them concern: academic or administrative problems, study difficulties, transition from school, work or home to University. In addition, students may have personal difficulties such as relationship or family problems, anxiety, depression, or stress. Sometimes students are unsure whether a counsellor is the
most appropriate person to seek about their situation. In this instance, it is often worth making an appointment talking to a counsellor as they usually find the most appropriate source of help.

Location: The 2nd floor of the East Wing of the Quadrangle Building, Telephone: 9385 5418.

Website: https://www.counselling.unsw.edu.au

*Equity and Diversity*

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of, their course. Students are also encouraged to contact the Equity Officer (Disability) in the Equity and Diversity Unit, Telephone: 9385 4734 or check the website https://www.studentequity.unsw.edu.au.

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.