



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST2046

Language and Literacy Learning in the
Classroom

Semester 1, 2017

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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/>

The School of Education acknowledges the Bedegal 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 Learning in the Classroom (6 units of credit)
Semester 1, 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Emily Edwards
Office Location: TBA
Email: emily.edwards@unsw.edu.au
Availability: Please email for availability

3. COURSE DETAILS

Course Name	Language and Literacy Learning in the Classroom
Credit Points	6 units of credit (6 uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, group work, assessment, follow up activities, etc.
Schedule	
Lecture	Friday 12:00 – 14:00, CLB2 (Wk 1-6, 8-13)
Tutorial/s	Monday 09:00-10:00, Ainsworth 101 (Wk 2-7, 8-13) Monday 10:00-11:00, Ainsworth 101 (Wk 2-7, 8-13)

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.

Important Information

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

Student Learning Outcomes

Outcome		Assessment/s
1	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.	2, 3
2	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	2, 3
3	Ability to consider the changing nature of literacy arising from technological, cultural and social developments and their implications for curriculum and pedagogy.	1, 2, 3
4	Ability to identify the constraints and opportunities shaping language and literacy teaching and learning in classrooms	1, 2, 3
5	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	1, 2, 3

Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)

Standard		Assessment/s
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1, 2, 3
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1, 2, 3
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds	1, 2, 3
1.5	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
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1, 2, 3
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	2
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	2
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	2, 3
3.1	Set learning goals that provide achievable challenges for students of varying characteristics	2, 3
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	2
3.3	Include a range of teaching strategies	2, 3
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement	2, 3
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities	1, 2, 3
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions	2

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 Moodle website and associated myUNSW resources.

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

6. COURSE CONTENT AND STRUCTURE

Week of semester	Lecture Topic	Tutorial focus	Required Reading (before the lecture each Friday)
Week 1 27 th Feb	Language and Literacy: Mythbusting What is language? What is literacy? Principles & practices for language and literacy teaching for diverse learners	(Tutorials start in week 2)	Textbook reading: Chapter 1 Other reading: Shanahan & Shanahan (2008), Sim (2006), Arts focus: Shenfield (2015) Science focus: Roman et al (2016)
Week 2 6 th March	Planning for literacy learning Multiliteracies pedagogy; The four resources model; Scaffolding	Discussion and Assignment 1 prep	Textbook reading: Chapter 2 Other reading: Hammond & Gibbons (2001), Michell & Sharpe (2005)
Week 3 13 th March	Digital literacies and student engagement Sociocultural view of literacy; Learners as “producers” ** ONLINE lecture this week **	Discussion and scaffolding tasks	Textbook reading: Chapter 3 Other reading: Amaro-Jimenez et al (2016), Hockley (2013)
Week 4 20 th March	Popular culture and literacy Home and school literacies; Magazines and learner identities ** ONLINE lecture this week **	No tutorials this week (work on Assig 1)	Textbook reading: Chapter 4 Other reading: Faulkner (2005), Firminger (2006)
Week 5 27 th March	Review Summary and review of theories discussed so far; Developing the concepts of scaffolding and learner identities	Discussion and Assignment 1 prep	Reading: Gleeson & Davison (2016), Luttrell & Parker (2001)
NB – Assignment 1 due Monday 3rd April by 5pm			
Week 6 3 rd April	Language and Text English grammar and metaphor (nominalisation); Systemic Functional Grammar	Discussion and Assignment 2 prep	Reading: Townsend (2015), Myhill (2005), Unsworth (1999)
Week 7 10 th April	No lecture (Good Friday)	Discussion and peer review of activity ideas	
Mid-semester break			
Week 8 24 th April	Language and Text Review of grammar theories from last week and application to teaching	* Group presentations (Assign 2)	Reading: Parkin & Hayes (2006)
Week 9 1 st May	Literacy and Diversity Deficit discourses Equity and ‘invisible’ diversity	* Group presentations (Assign 2)	Textbook reading: Chapters 5 & 10 Other reading: Cruickshank (2004)
Week 10 8 th May	Differential Participation and Rural Students Bourdieu’s forms of capital; Literacy learning in rural communities	Teaching your activities, and peer feedback	Textbook reading: Chapter 6 Reading: Bourdieu (1986)

Week 11 15 th May	Multimodality Dimensions of meaning; Metalanguage for multimodal texts	Teaching your activities, and peer feedback	Textbook reading: Chapter 7 Other reading: Chun (2009), Unsworth (2002)
Week 12 22 nd May	ESL/ESD-specific issues Communicative competence; Levels of proficiency; Second language acquisition	Teaching your activities, and peer feedback	Textbook reading: Chapter 9 Other reading: Wheeler (2006)
Week 13 29 th May	The politics of literacy Curriculum ideology (Or: What's the <i>purpose</i> of schooling?); Literacy and social justice	Review of course	Textbook reading: Chapters 8 & 11 Other reading: Behrman (2006), Snyder (2009)

NB – Assignment 3 due Monday 5th June by 5pm

7. RESOURCES

Textbook:

Henderson, R. (Ed.) (2012). *Teaching literacies in the middle years: Pedagogies and diversity*. Melbourne: Oxford University Press.

Other readings (journal articles, book chapters) – all available on EDST2046 course Moodle site.

Amaro-Jimenez, C., Hungerford-Kresser, H., & Pole, K. (2016). Teaching with a technological twist: Exit tickets via Twitter in literacy classrooms. *Journal of Adolescent & Adult Literacy*, 60(3), 305-313.

Behrman, E. H. (2006). Teaching about language, power, and text: A review of classroom practices t support critical literacy. *Journal of Adolescent and Adult Literacy*, 49(6), 490-498.

Bourdieu, P. (1986). The forms of capital. In J.C. Richardson (Ed.), *Handbook of Theory and Research for the Sociology of Education* (pp.241-258). New York: Greenwood Press.

Chun, C. W. (2009). Critical literacies and graphic novels for ELLs: Teaching *Maus*. *Journal of Adolescent and Adult Literacy*, 53(2), 144-153.

Cruikshank, K. (2004). Literacy in multilingual contexts: Change in teenagers' reading and writing. *Language and Education*, 18(6), 459-473.

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.

Firminger, K. B. (2006). Is he boyfriend material? Representation of males in teenage girls' magazines. *Men and Masculinities*, 8(3), 298-308.

Gleeson, M. & Davison, C. (2016). A conflict between experience and professional learning: Subject teachers' beliefs about teaching English language. *RELC Journal*, 47(1), 43-57.

Hammond, J. & Gibbons, P. (2001). What is scaffolding? In J. Hammond (Ed.), *Scaffolding: Teaching and learning in language and literacy education* (pp.1-14). Sydney: PETA.

Hockley, N. (2013). Digital literacies. *English Teaching Professional*, 85, 71.

Lutrell, 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.

Michell, M. & Sharpe, T. (2005). Collective instructional scaffolding in English as a Second Language classrooms. *Prospect*, 20(1), 31-57.

- Myhill, D. (2005). Ways of knowing: Writing with grammar in mind. *English teaching: Practice and Critique*, 4(3), 77-96.
- Parkin, B. & Hayes, J. (2006). Scaffolding the language of maths. *Literacy Learning: The Middle Years*, 14(1), 23-35.
- Roman, D., Jones, F., Basaraba, D. & Hironaka, S. (2016). Helping students bridge inferences in science texts using graphic organizers. *Journal of Adolescent & Adult Literacy*, 60(2), 121-130.
- Shanahan, T. & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review*, 78(1), 40-59.
- Shenfield, R. (2015). Literacy in the Arts. *Literacy Learning: The Middle Years*, 23(1), 47-53.
- Sim, A. (2006). An investigation of the literacy demands and support given to a year 8 class. *Australian Journal of Language and Literacy*, 29(3), 240-251.
- Snyder, I. (2009). The stories that divide us: Media (mis)representations of literacy education. *English in Australia*, 44(1), 13-23.
- 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, 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.
- Unsworth, I. (2002). Changing dimensions of school literacies. *The Australian Journal of Language and Literacy*, 25(1), 62-77.
- Wheeler, R, S. (2006). "What do we do about student grammar – all those missing –ed's and –s's?" Using comparison and contrast to teach standard English in dialectically diverse classrooms. *English Teaching: Practice and Critique*, 5(1), 16-33.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Annotated bibliographies	1500 words	30%	3-5	1.1, 1.2, 1.3, 2.1, 4.1	Monday 3 rd April, 5pm
Classroom activity design – group project and presentation	Six PPT slides & classroom activity/ies	20%	1-5	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	Monday 24 th April and Monday 1 st May (in tutorials)
Essay	2000 words	50%	1-5	1.1, 1.2, 1.3, 1.5, 2.1, 2.6, 3.1, 3.3, 3.5, 4.1	Monday 5 th June, 5pm

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. 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. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

Task 1: Annotated bibliographies (30%)

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

Brief: Write THREE annotated bibliographies for THREE journal articles from the tutorial reading schedule – **don't** use the textbook chapters, only the 'other readings' articles list. Select articles that are most relevant to your teaching subject area and/or your particular professional interests.

Each of the three annotated bibliographies should be in two parts as follows:

- 1) A summary of the main argument/ideas from the article. You should summarise the article focus/topic, context, and important research findings or theoretical principles.
- 2) An evaluative commentary discussing the educational implications and significance of the argument/ideas contained in the article. You should focus in particular on how the concepts can be applied to your future teaching practice, and give specific examples.

Due: Upload to Moodle by 5pm, Monday 3rd April

Word limit: 1500 words (write about 500 words per annotated bibliography)

Resources: Tutorial readings (all available 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: Presentation then combined file of sample classroom material/activity, aimed at scaffolding students' literacy development in a subject area other than English to peers.

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). Presentations will be made to small groups of peers in tutorials, then after formative feedback, uploaded to Moodle for assessment.

Note: You will NOT actually be teaching your activity during the presentation, just presenting the design and rationale behind it (based on theories from this course). You will be given the chance to 'teach' your activity to your tutorial group in weeks 10-12, but this will not be formally assessed.

Due: Presentations will be given in tutorials in week 8 (Monday 24th April) and 9 (Monday 1st May) according to an agreed schedule. Then upload the PPT and teaching activity to Moodle by the following day at 5pm (Tuesday 25th April or Tuesday 2nd May).

Resources: Tutorial readings (all available on Moodle), textbook. Your creation of classroom activity/ies including any necessary materials.

Task 3: Essay (50%)

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.

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?

Word limit: 2000 words (+/- 10%)

Due: Upload to Moodle by 5pm, Monday 5th June

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
<i>Assignment 1</i>	<i>Written</i>	<i>Within 3 weeks</i>
<i>Assignment 2</i>	<i>Written</i>	<i>Within 2 weeks</i>
<i>Assignment 3</i>	<i>Written</i>	<i>Within 3 weeks</i>

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 FEEDBACK SHEET
 EDST2046 LANGUAGE & LITERACY LEARNING IN THE CLASSROOM

Student Name:

Student No.:

Assessment Task 1: Annotated bibliographies

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Adherence to task brief • Understanding of texts demonstrated through summaries of main argument/ideas 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Depth of text analysis/critique demonstrated through evaluative commentaries on texts 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Reference to other texts and concepts, where relevant 					
Structure and organisation of response <ul style="list-style-type: none"> • Structure of assignment, adherence to word count and logical division of word count between commentaries on three texts. 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Quality of academic writing (including coherence and cohesion of texts); adherence to referencing conventions. 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer

Recommended: /20 (FL PS CR DN HD)

Date

Weighting: 30%

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.**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST2046 LANGUAGE & LITERACY LEARNING IN THE CLASSROOM

Assessment Task 2: Classroom activity design

Student Name:

Student Number:

SPECIFIC CRITERIA	(-) —————> (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Adherence to task brief • Understanding of core literacy/language concepts demonstrated through classroom activity design 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Sophistication of task design demonstrated through classroom activity • Depth of rationale and explanation demonstrated through presentation 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Reference to and incorporation of relevant literacy concepts 					
Structure and organisation of response <ul style="list-style-type: none"> • Structure and quality of presentation • Logic of match between <i>aims</i> and <i>procedures</i> of classroom activity/ies 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Quality and appropriateness of oral and written academic language; adherence to referencing conventions 					
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 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.**

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FEEDBACK SHEET
EDST2046 LANGUAGE & LITERACY

Assessment Task 3: Essay

Student Name:

Student No.:

SPECIFIC CRITERIA	(-) \longrightarrow (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Depth of analysis/critique demonstrated through discussion of the various components of the task (see essay question) • Integration of concepts from across the entire <i>language and literacy</i> 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 <ul style="list-style-type: none"> • Reference to a variety of texts used on the course • Reference, where relevant, to other texts/materials 					
Structure and organisation of response <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Quality of academic writing (including coherence and cohesion of text); adherence to referencing conventions. 					
GENERAL COMMENTS/RECOMMENDATIONS					

Lecturer

Recommended: /20 (FL PS CR DN HD)

Date

Weighting: 50%

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.**