



**UNSW**  
SYDNEY

**Arts & Social Sciences**

**School of Education**

**EDST2094: Communication Skills for  
Teachers**

**Semester 2, 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.**

## **PART A: COURSE INFORMATION**

### **1. LOCATION**

Faculty of Arts and Social Sciences

School of Education

EDST 2094 Communication Skills for Teachers (6 units of credit)

Semester 2, 2017

### **2. STAFF CONTACT DETAILS**

Course Coordinator: Leila Morsy

Office Location: John Goodsell 108

Email: l.morsy@unsw.edu.au

### **3. COURSE DETAILS**

<b>Course Name</b>	Communication Skills for Teachers	
<b>Credit Points</b>	6 units of credit (uoc)	
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
<b>Schedule</b>	Classes/workshops are three hours each week	Weeks 1-13

#### ***Summary of Course***

This course will develop strategies to improve aspiring teachers' competence in reading, writing and oral communication, and enhance their ability to communicate effectively with students, parents and other key stakeholders, using a variety of skills and strategies. The course has a particular focus on intercultural understanding and language and literacy development for teachers new to Australian educational contexts.

### **Student Learning Outcomes**

Outcome		Assessment/s
1	Be able to communicate more effectively with students, parents and other key stakeholders in a range of different modes and contexts	1, 2, 3
2	Be able to assess their own language and literacy skills and those of their students, and identify and describe strategies for ongoing improvement	1,2, 3
3	Be able to demonstrate that you have the required language and literacy skills to gain teacher accreditation	4

### **Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)**

Standard		Assessment/s
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds	1, 2, 3
2.2	Organise content into an effective learning and teaching sequence	1, 2, 3
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1, 2
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	1, 2, 3
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement	1, 2, 3
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions	1, 2, 3
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	1, 2

### **National Priority Area Elaborations**

Priority area		Assessment/s
Information and Communication Technologies	1, 2, 3, 4, 5, 6, 7, 8, 9,10, 11, 12, 13, 14	1,2
Literacy and Numeracy	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	1,2,3
Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1,2,3

#### **4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

A high level of competence in English language and literacy is essential to effective teaching, and to more effective communication with other key stakeholders including parents and colleagues. Teachers need to constantly reflect on and evaluate their own communication skills, as well as those of their students, and identify and describe strategies for improvement. The course thus aims to use microteaching, text-based analysis, error correction and peer teaching to heighten participants' awareness of their own English language and literacy skills and provide them with strategies for ongoing reflection and improvement.

#### **5. TEACHING STRATEGIES**

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

- Small group cooperative learning to demonstrate the use of group structures to address teaching and learning goals;
- Explicit teaching and modelling of effective communication strategies;
- Peer teaching in a simulated classroom setting;
- Structured occasions to allow students to reflect critically on learning and improve literacy skills and teaching practice;
- 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 course content.

## 6. COURSE CONTENT AND STRUCTURE

Week	Topic
2	Introduction. The role of language and literacy in schools: Learning, communication and identity. Goal setting
3	Part 1: Learning to read, reading to learn (Snow, 2002) Strategies for improving reading skills: Reading comprehension strategies <i>Guest Lecture: Caitlin Madeira</i>
4	Part 2: Learning to read, reading to learn: Snow Strategies for improving reading skills: Reading comprehension strategies <b>Due: Assessment 1 Part 1</b>
5	Part 1: The mechanics of writing (spelling strategies, punctuation, word classes) <i>Guest Lecture: Rose Purse and Cindy Ngo</i>
6	Part 2: The mechanics of writing (syntax, academic writing, APA referencing) <i>Guest Lecture: Cindy Ngo and Rose Purse</i> <b>Due: Assessment 1 Part 2 (Peer Teaching)</b>
7	Strategies for improving writing skills (cohesion and coherence) <i>Guest Lecture: Michelle Huang</i> <b>Due: Assessment 1 Part 2 (Reflection)</b>
8	Preparing for writing - Different purposes, different writing Text types <i>Guest Lecture: Joshua Little</i>
9	Strategies for developing vocabulary Subject specific vocabulary <i>Guest Lecture: Isabella Russo</i>
10	Growth mindset and revisiting goals <i>Guest Lecture: Luke Harris</i> <b>Due: Assessment 2</b>
11	Oral communication skills and giving oral presentations. <i>Guest Lecture: Mohamed Merhebi</i>
12	Assessing reading and writing

13	Review: revisiting goals
	<b>Due: Assessment 3</b>

## 7. RESOURCES

### Online resources

<https://www.questia.com/library/journal/1P3-4017276161/the-effect-of-text-reconstruction-on-iranian-intermediate>

<http://efl-resource.com/text-reconstruction-activities/>

<http://www.schools.nsw.edu.au/media/downloads/schoolsweb/studentsupport/programs/lrngdifficulties/writespellsec3.pdf>

<https://www.teachingenglish.org.uk/article/interacting-texts-directed-activities-related-texts-darts>

<http://www.academypublication.com/issues/past/jltr/vol04/06/30.pdf>

### **Recommended Readings**

Gibbons, P. (2009). *English learners, academic literacy, and thinking: Learning in the challenge zone*. Portsmouth, NH: Heinemann.

Harmer, J. (2004). *How to teach writing*. Essex, UK: Pearson

Thornbury, S. (2012). *How to teach vocabulary*. Essex, UK: Pearson.

Thornbury, S. (2001). *Uncovering grammar*. Oxford, UK: Macmillan Heinemann

## 8. ASSESSMENT

### **Task 1: Language learning from texts (total 2,000 words)**

#### **Part 1**

Length: 1,000 words, not including questions

1. You will be assigned one of two excerpts from a text that will be related to reading comprehension. Create a set of 10 questions which will help students to understand a text and develop their own literacy skills. Questions should elicit the following:
  - a. topic, audience and purpose of the text
  - b. global understanding and specific details in the text
  - c. text structure
  - d. grammatical and lexical patterns within the text.
2. Justification: Write a justification for each question, explaining why you designed and included it. Provide an ideal, correct sample answer. You can split up the word count by question as you see fit.

#### **Part 2**

Length: 1,000 words, not including questions.

1. Peer Teaching: Try out your questions on your peers. The teaching team will assign your questions to another student in the class who will be required to read the text and answer them. You will receive this student's questions and will have to answer them.
2. Reflection: Based on this student's answers, assess whether your questions have helped your peers to understand the text. If so, why? If not, why not? Suggest changes to improve the questions. How has the exercise helped you as a learner and a teacher working in English?

### **Task 2: Assessment 1 Error analysis and feedback**

Length: 1,000 words

Read a complex Year 10 student text which contains multiple errors in vocabulary use, grammar, text structure, punctuation and spelling.

- a. List the specific errors in the text and categorise them.
- b. Provide a correction for each error that you have identified, and explain why each of these is an error.
- c. Imagine you are the student's teacher. Provide appropriate feedback for the student.
- d. Reflection: What have you learned about your own literacy skills and your ability to describe, explain and correct text-based errors?

### **Task 3: Oral Presentation on Course Content**

Length: 2,000 words equivalent (1,000 words equivalent for the 5 minute oral presentation; 1,000 words for the reflection)

You will select one weekly topic from this course in which you want to deepen your knowledge. You will prepare a five minute video to explain the content to a group of peer teachers. This presentation should not be read out loud, but should be presented as if you were at a staff meeting.

Review the video and reflect on what you did well, and what you need to improve in terms of your knowledge of the content, your own oral skills, and your knowledge about communication.



<b>Assessment Task</b>	<b>Length</b>	<b>Weight</b>	<b>Student Learning Outcomes Assessed</b>	<b>AITSL Graduate Attributes Assessed</b>	<b>National Elaborations Assessed</b>	<b>Due Date</b>
<b>Assessment 1 Part 1</b> Language learning from texts	1,000 words	25%	1, 2	1.3, 2.2, 2.5, 3.2, 3.5, 4.2, 6.3	ICT 1, 2, 3, 4, 5, 6, 7, 8, 9,10, 11, 12, 13, 14; L&N 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	August 18, 5pm (you will receive feedback by Friday August 25)
<b>Assessment 1 Part 2</b> Language learning from texts	1,000 words	25%	1, 2	1.3, 2.2, 2.5, 3.2, 3.5, 4.2, 6.3	ICT 1, 2, 3, 4, 5, 6, 7, 8, 9,10, 11, 12, 13, 14; L&N 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19; NESB 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	Answers to peer questions due September 1, 5pm Due date for reflection task Friday September 8, 5pm
<b>Assessment 2</b> Error analysis and feedback	1,000 words	25%	1, 2	1.3, 2.2, 2.5, 3.2, 3.5, 4.2, 6.3	ICT 1, 2, 3, 4, 5, 6, 7, 8, 9,10, 11, 12, 13, 14; L&N 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19; NESB 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	October 6, 5pm
<b>Assessment 3</b>	2,000 words equivalent	25%	1, 2	1.3, 2.2, 2.5, 3.2, 3.5, 4.2	ICT 1, 2, 3, 4, 5, 6, 7, 8, 9,10, 11, 12, 13, 14; L&N 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19; NESB 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	November 3, 5pm

### **Assessment Details**

*Please see Student Policies and Procedures for information regarding submissions, extensions, special consideration, late penalties and hurdle requirements.*

UNSW SCHOOL OF EDUCATION

FEEDBACK SHEET

EDST 2094 LITERACY AND COMMUNICATION SKILLS FOR TEACHERS

Student Name:

Student No.:

Assessment Task: Task 1 Part 1

SPECIFIC CRITERIA	(-)  (+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>• Question set covers four areas of assignment (i.e. a, b, c, d)</li> <li>• Question set explicitly analyses assigned excerpt from Snow.</li> <li>• Question set is original, creative and connects explicitly with Snow excerpt.</li> <li>• Question set and justification shows knowledge and application of concepts and teaching strategies taught in weeks 2-4.</li> <li>• Paper correctly applies key course terms and concepts</li> <li>• Question set, justification and suggested student responses consider the diverse literacy, language, and numeracy learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds</li> </ul>					
<p><b>Depth of analysis and/or critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• Question set displays knowledge and depth of understanding of different strategies needed to develop comprehension and literacy skills.</li> <li>• Question set demonstrates close reading and depth of understanding of Snow's excerpt, including topic, audience, purpose, structure and organisation, grammar and vocabulary.</li> <li>• Each question forms part of a holistic and integrated set of questions designed to increase student comprehension of the excerpt.</li> <li>• Question set has a clear audience and purpose.</li> <li>• Justification argues precisely and insightfully about how each question furthers reading comprehension and literacy skills.</li> <li>• Justification identifies and persuasively argues the purpose of each question</li> <li>• Suggested student responses identifies and describes a range of student responses including low and high ability student responses, potential student misunderstandings, students from different backgrounds (e.g. EAL/D).</li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>• Familiarity with Snow (2002)</li> </ul>					
<p><b>Structure and organisation of response</b></p> <ul style="list-style-type: none"> <li>• Paper is structured by the 10 questions</li> <li>• Each question is accompanied by a justification and suggested student response/s</li> <li>• Question set forms a cohesive, logical progression, displaying an understanding of how students develop reading comprehension and literacy skills.</li> </ul>					
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>• Paper adheres to word count (1000 words +/- 10%), excluding 10 questions</li> <li>• Paper correctly and consistently utilises APA referencing conventions</li> <li>• Paper displays appropriate use of spelling, grammar, punctuation.</li> <li>• Paper uses complete, full sentences.</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: %

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  
 EDST2094 LITERACY AND COMMUNICATION SKILLS FOR TEACHERS

Student Name:

Student No.:

Assessment Task: Task 1 part 2

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Understands the effect of setting a purpose for reading as a strategy to facilitate reading comprehension</li> <li>• Demonstrates ability to make judgement about their own communication skills based on responses from peers</li> <li>• Demonstrates ability to make improvements in communication skills, based on self assessment</li> <li>• Displays metacognition and insightfulness about their own literacy skills in their self reflection</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Communicates persuasively the effectiveness of your question set and the suggested improvements</li> <li>• Accurately identifies and describes weaknesses and strengths in your peer's response</li> <li>• Identifies and describes weaknesses and strengths in the question using the strengths and weaknesses in the corresponding peer answer as evidence, and thus makes an informed judgement about their own written questions</li> <li>• Self reflection is accurate</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• N/A unless assigned specific academic literature.</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Clarity and coherence of organisation of ideas within paragraphs and across the response</li> <li>• Clear and logical structure in the reflection of the task</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Accurate and thorough attention to written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar</li> <li>• Clarity, appropriateness and effectiveness in terms of persuasive/analytical/ reflective writing</li> <li>• Clarity, consistency and appropriateness of academic written conventions: quoting; paraphrasing; citing sources/information; and the reference list</li> <li>• Adheres to word length: inclusive of reference list; within +/- 10% of the 1000 word limit</li> <li>• Correct and thorough referencing according to APA 6th edition style guide</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: %

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UNSW SCHOOL OF EDUCATION

FEEDBACK SHEET

EDST2094 LITERACY AND COMMUNICATION SKILLS FOR TEACHERS

Student Name:

Student No.:

Assessment Task: Task 2

SPECIFIC CRITERIA	(-)  (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Identifies and categorises language errors within text</li> <li>• Provides sample answers/responses with detailed explanations</li> <li>• Demonstrates understanding of appropriate feedback for the student</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Reflects on literacy skills of both student and self</li> <li>• Demonstrates thorough understanding of students' ability level</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• N/A</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Logical and coherent presentation of responses</li> <li>• Clear feedback for students</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clear and coherent language</li> <li>• Adheres to word count (1000 +/-10%, 900-1100)</li> <li>• Uses academic writing standards (capitalization, spelling, grammar, punctuation, full sentences)</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer: Leila Morsy**

**Date:**

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

**Weighting: 25%**

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UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET

EDST2094 LITERACY AND COMMUNICATION SKILLS FOR TEACHERS

Student Name:

Student No.:

Assessment Task: Task 3

SPECIFIC CRITERIA	(-)  (+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>Understanding of the task and demonstrating an ability to concisely summarise and explain theoretical, political, and educational concepts</li> <li>Understanding of the course concepts and terminology relevant to the weekly topics</li> <li>Clarity and accuracy in use of terms and concepts</li> <li>Clear identification of both successes and areas in need of improvement within the reflection</li> <li>Use of key presentation and writing skills taught throughout the course</li> </ul>					
<p><b>Depth of analysis and/or critique in response to the task</b></p> <ul style="list-style-type: none"> <li>Depth of understanding of the complex nature of literacy, language, and communication skills</li> <li>Clarity and depth of explanation regarding the recommendations for teaching and learning</li> <li>Reflection and video have a clear audience and the purpose for writing is clear</li> <li>Substantive elaboration of arguments in response to the course concepts, content and specific readings in both the written reflection and the video conference</li> <li>Clear links made between the video presentation and the reflection paper</li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>Ability to present research findings and/or detailed evidence to support the oral explanation and written reflection</li> </ul>					
<p><b>Structure and organisation of response</b></p> <ul style="list-style-type: none"> <li>A clear and logical structure in both the written and oral formats of the task</li> <li>Appropriateness of overall structure of response</li> <li>Clarity and coherence of organisation of ideas within both oral and written responses</li> </ul>					
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>Accurate and thorough attention to oral/written textual requirements: sentence structure; vocabulary; spelling; punctuation; grammar</li> <li>Clarity, appropriateness and effectiveness in terms of persuasive/ analytical/ reflective communication</li> <li>Clarity, consistency, appropriateness and effectiveness of academic written/oral conventions: quoting; paraphrasing; citing sources/information; and the reference list</li> <li>Adheres to word length: 2000 words, exclusive of reference list; (1800-2200 +/-10%) - (1,000 words equivalent for the 5 minute oral presentation; 1,000 words for the reflection)</li> <li>Correct and thorough referencing according to APA 6th edition style guide</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer**

**Date**

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

**Weighting:                    %**

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