



**UNSW**  
A U S T R A L I A

Arts & Social  
Sciences

School of Education

EDST5454  
Developing Literacies

Semester 1

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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 Bidjigal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.**

## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST 5454 Developing Literacies (6 units of credit)  
Semester 1, 2016

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr Sue Ollerhead  
Office Location: Room 115, John Goodsell Building, Level 1  
Email: [s.ollerhead@unsw.edu.au](mailto:s.ollerhead@unsw.edu.au)  
Phone: 02 93858243  
Availability: Tuesday from 3pm to 5pm (email for an appointment)

## 3. COURSE DETAILS

<b>Course Name</b>	EDST 5454 Developing Literacies
<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>	
Lecture	Wed 17-19 (w1-4,5-12, CLB 1)

### *Summary of Course*

This course will assist teachers in understanding, developing and evaluating their literacy praxis by exploring what constitutes literacy within and across a variety of educational contexts and disciplines and how it is shaped and constrained by cognitive and sociocultural factors. The course will include attention to emergent literacies, digital technologies, and multimodal textual forms so as to provide effective and relevant pedagogical approaches to meet the literacy demands of the 21st century. Specific attention will also be given to addressing the needs of preliterate students from refugee and immigrant backgrounds, the illiterate and/or disengaged Australian-born learner and the differences between everyday and academic literacies.

### *Aims of the Course*

This course provides an orientation to understanding the theoretical foundations of literacy education, focussing specifically on literacy policy both locally and globally, and on professional literacy teaching practices across a broad range of learning contexts. The course aims to equip students to critically analyse and evaluate current literacy education policy and practice to reflect both on their own teaching practices and to suggest ways in which learners' literacy skills can be enhanced.

### *The main ways in which the course has changed since last time as a result of student feedback*

Assessment tasks have been re-designed to prepare students for practical, hands-on application of the principles of literacy development for targeted learner groups.

### *Student Learning Outcomes*

Outcome		Assessment/s
1	Identify, describe and critique the underlying principles applicable to literacy learning and teaching	1,2
2	Demonstrate a thorough understanding of key theoretical and practical issues and debates around contemporary literacy teaching methods and techniques	1, 2
3	Demonstrate the ability to critically analyse the strengths and weaknesses of different methodological approaches to literacy teaching the implications for your own teaching situation	1, 2
4	Demonstrate an ability to evaluate and adapt literacy teaching and learning materials to suit your own teaching context, based on your understanding of the relevant research literature	1, 2

### *Program Learning Outcomes*

Capability		Assessment/s
1	Advanced disciplinary knowledge and practices Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2
2	Research-based learning Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1, 2
3	Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem solving skills	2
4	Communication, adaptive and interactional skills Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
5	International outlook Demonstrate an understanding of international perspectives relevant to the educational field	1,2
6	Ethical and responsible professional practice Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	2

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

This course aims to develop literacy educators' skills in analysing learners' literacy needs to enable them to meet the demands of a widely divergent learner population with highly diversified literacy needs. The course aims to equip teachers with a solid overview of key theoretical approaches to literacy, as well as practical knowledge that they can use to analyse contemporary literacy practices and to make recommendations for improving literacy instruction and learner outcomes in their specific teaching contexts.

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

Students 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:

- Weekly, face to face contact sessions.
- Small group cooperative learning to demonstrate the use of group structures to address teaching and learning goals;
- Structured occasions for students to reflect critically on and improve teaching practice;
- Plenary discussions around core methodological issues and debates
- 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.
- Online learning from readings and other useful web links.

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

## 6. COURSE CONTENT AND STRUCTURE

Week  Lecture date	TOPIC	READINGS
<b>Week 1</b>  <b>2 March</b>	<b>Overview</b>  What is literacy?  Changing definitions and conceptualisations of literacy  Cognitive, sociocultural and critical theoretical perspectives  The relationship between literacy and language  Approaches to literacy education	Perry, K. (2012). What is literacy? – A critical overview of sociocultural perspectives. <i>Journal of Language and Literacy Education</i> [Online], 8(1), 50-71.  Rowsell, J. and Pahl, K. (2012) <i>Literacy and Education</i> . Sage Publications. (Chapter 1)
<b>Week 2</b>  <b>9 March</b>	<b>Reading development and instruction</b>  Research-based understanding of reading development and best practices, from kindergarten to high school.  Reading across a variety of texts and contexts  Teaching strategies for literacy learning of students from diverse cultural and language backgrounds.	Byrnes, J. & Wasik, B. (2008). <i>Language and Literacy Development: what educators need to know</i> . Guilford. Chapters 7 and 8.
<b>Week 3</b>  <b>16 March</b>	<b>Writing development and instruction</b>  Research-based understanding of writing development, from early childhood to high school.  Linguistic, pragmatic, cognitive and technical challenges for developing writers.  The connection between cognition, analysis and writing.	Byrnes, J. & Wasik, B. (2008). <i>Language and Literacy Development: what educators need to know</i> . Guilford. Chapter 9.

<p><b>Week 4</b> <b>23 March</b></p>	<p><b>Developing literacy in young children</b></p> <p>Children’s development of oral language and literacy skills; parallels and differences</p> <p>Research on development of oral language (communicative intent, phonology, vocabulary, grammar, extended discourse), How does this relate to children’s literacy acquisition?</p> <p>Strategies for teaching literacy to young learners</p>	<p>Griffith, P.L, Beach, S.; Ruan, J &amp; Dunn, L. (2008) <i>Literacy for Young Children. A Guide for Early Childhood Educators</i>. Corwin Press Inc</p> <p>Vukelich, C., Christie, F. &amp; Enz, B. (2011) <i>Helping young children learn language and literacy</i>. Allyn &amp; Bacon.</p>
<p><b>25 March to 4 April</b></p>	<p><b>Mid-semester break</b></p>	
<p><b>Week 5</b> <b>6 April 2015</b></p>	<p><b>Developing Adolescent Literacy</b></p> <p>Evaluating why adolescents struggle to read complex texts in middle and high school (low vocabulary, lack of text-based strategic knowledge, decreased motivation)</p> <p>Teaching strategies to address these challenges.</p> <p>Addressing the language and literacy demands within content subjects</p> <p>Addressing the needs of CALD (Culturally and linguistically diverse) adolescent learners)</p>	<p>Gibbons, P. (2009). <i>English Learners, Academic Literacy and Thinking. Learning in the Challenge Zone</i>. H</p> <p>Manuel, J. (2003). <i>Effective strategies to address the needs of adolescents 13+ experiencing difficulties with reading</i>. University of Sydney.</p> <p>Parris, S. &amp; Block, C. (2007) <i>The expertise of adolescent literacy teachers</i>. Journal of Adolescent &amp; Adult Literacy, Vol. 50:7</p>
<p><b>Week 6</b> <b>13 April</b></p>	<p><b>Literacy development for bilingual learners</b></p> <p>Research on issues related to bilingual students language and literacy instruction</p> <p>Sociocultural, psycholinguistic and educational research frameworks</p> <p>Societal factors related to language, literacy and academic achievement, modes of bilingualism, role of linguistic minorities in society; impact of bilingual policies</p> <p>Research-based instructional approaches for bilingual literacy development</p>	<p>Baker, C. (2006). <i>Foundations of Bilingual Education and Bilingualism</i>. Multilingual Matters.</p> <p>Garcia, O. &amp; Kleifgen, J. (2011). <i>Educating Emergent Bilinguals: Policies, Programs and Practices for English Language Learners (Language and Literacy)</i>. Teachers’ College Press.</p>

<p><b>Week 7</b> <b>20 April</b></p>	<p><b>Developing Adult Literacy</b></p> <p>Key issues related to:</p> <p>Indigenous literacy education in Australia</p> <p>Literacy development for refugees and migrants in Australia</p> <p>Literacy development for alliterate Australian adults</p>	<p>Burgoyne, U. &amp; Hull, O. (2007). <i>Teaching learners from highly oral backgrounds: Good practice guide</i>. NCVET, Adelaide.</p> <p>Gunn, M. (2003). Opportunity for Literacy? Pre-literate learners in the AMEP. <i>Prospect</i>. 18, 37-53.</p> <p>Hughes, N. &amp; Schwab, I. (2010). <i>Teaching Adult Literacy: Principles and Practice</i>. Open University Press.</p> <p>Kral, I. &amp; Falk, I. (2004). <i>What is all this learning for? Indigenous adult English literacy practices, training, community, capacity and health</i>. NCVET. Adelaide.</p> <p>McKenna, R. &amp; Fitzpatrick, L. (2005). <i>Integrated approaches to teaching adult literacy in Australia: A snapshot of practice in community services</i> NCVET Adelaide</p>
<p><b>Mon, 25 April</b></p>	<p><b>Assessment A due</b></p>	
<p><b>Week 8</b> <b>27 April</b></p>	<p><b>Developing Academic literacy</b></p> <p>Challenges faced by international students at English medium universities</p> <p>Addressing textual features and conventions of advanced academic literacy practices</p> <p>Text types, genres and disciplines of academic literacy.</p> <p>Textual and social aspects of academic study</p>	<p>Casanave, C.P. (2008). <i>Learning the Literacy Practices of Graduate School</i>. University of Michigan Press.</p> <p>Gilliver-Brown, K. &amp; Johnson, E. (2009) <i>Academic literacy development: A multiperspectives approach to blended learning</i>. Conference paper, Ascilite NZ.</p> <p>Seligmann, J. (2014). <i>Academic Literacy for Education Students</i>. Oxford University Press.</p>
<p><b>Week 9</b> <b>4 May.</b></p>	<p><b>Multimodality in the classroom</b></p> <p>Key theories and concepts for learning through multiple literacies.</p> <p>How knowledge is transferred across modalities of learning.</p> <p>The role of critical literacy in a multimedia learning environment.</p> <p>How can learning benefit from creativity with digital media?</p> <p>What is the role of popular cultures?</p> <p>Enriching the literacy environment for learners</p>	<p>Bowen, T. (2013). <i>Multimodal Literacies and Emerging Genres</i>. University of Pittsburgh.</p> <p>Rowell, J. (2013). <i>Working with Multimodality</i>. Routledge.</p> <p>Stein, P. (2007). <i>Multimodal pedagogies in diverse classrooms: representation, rights and resources</i>. Routledge.</p>



<p><b>Week 10</b></p> <p><b>11 May</b></p>	<p><b>Multimedia and Digital Literacies</b></p> <p>New modes and models of research and learning</p> <p>Online learning versus traditional modes of literacy</p> <p>Advantages and disadvantages of student internet use</p> <p>Traditional modes of literacy versus information literacy</p> <p>The digital divide: how do we teach different levels of technical ability?</p> <p>What is the role of social media in meaning making?</p>	<p><a href="http://www.people.com/people/article/0,,20811288,00.html">http://www.people.com/people/article/0,,20811288,00.html</a>. Mobility and learning afforded by networks.</p> <p><a href="http://elitedaily.com/news/world/this-is-one-of-the-most-vital-messages-gen-y-needs-to-hear-video/">http://elitedaily.com/news/world/this-is-one-of-the-most-vital-messages-gen-y-needs-to-hear-video/</a>.</p> <p>Hockly, N., Dudeney, G. &amp; Pegrum, M. (2013). <i>Digital Literacies: Listening</i>. Pearson Education.</p> <p>Jones, R. &amp; Hafner, C. (2012). <i>Understanding digital literacies: a practical introduction</i>. Routledge.</p>
<p><b>Week 11</b></p> <p><b>18 May</b></p>	<p><b>Critical literacies and New Literacies</b></p> <p>Negotiating a critical literacy curriculum; dealing with social and cultural issues through themes, framing instruction from a critical literacy perspective</p> <p>Integrating social theory and classroom practice</p> <p>A socio-cultural orientation to literacy teaching; addressing the interplay between literacy and power</p> <p>Classroom language ethnography</p>	<p>Agarwal-rangnath, R. (2013). <i>Social Studies, literacy and social justice in the common core classroom: A guide for teachers</i>. Teachers' College Press.</p> <p>Grenfell, M., Bloome, D. , Hardy, C., Pahl, K. , Roswell, J. , Street, B. (2011) <i>Language, Ethnography and Education: Bridging New Literacy Studies and Bourdieu</i>. Routledge</p> <p>Janks, H. , Dixon, K. , Ferreira, A., Granville, S. , Newfield, D. (2013). <i>Doing Critical Literacy: Texts and Activities for Students and Teachers</i>. Routledge.</p> <p>Vasquez, V. (2014). <i>Negotiating critical literacies with young children</i>. Routledge.</p>
<p><b>Week 12</b></p> <p><b>25 May</b></p>	<p><b>Literacy Assessment and evaluation</b></p> <p>The challenges of new literacies for assessment</p> <p>The role of holistic assessment in rapidly changing literacy practices</p> <p>Enhancing learning cycles through assessment</p> <p>The role of feedback as a pedagogical strategy in literacy instruction.</p>	<p>Harp, B. (2005). <i>The handbook of literacy assessment and evaluation</i>. Christopher-Gordon Publishers.</p> <p>Ortlieb, E. &amp; Cheek, E. (2012). <i>Using informative assessments towards effective literacy instruction</i>. Emerald Group Publishing.</p>
<p><b>Monday, 8 June</b></p>	<p><b>Assessment B due</b></p>	

### *Hurdle requirements*

1. Satisfactory attendance at least 80% of university classes. (Any absences should be notified via email to the lecturer or main Office before the class concerned).
2. Participation in classroom-based activities and completion of set reading on each topic.
3. Active membership of an independent study group, which will interact at regular intervals by telephone, email or face to face (at least once a week ) and share readings/tasks.

## **7. RESOURCES**

### *Prescribed reading:*

Byrnes, J. & Wasik, B. (2008). *Language and Literacy Development: what educators need to know*. Guilford

### *Recommended reading:*

Gibbons, P. (2009) *English learners, academic literacy and thinking: Learning in the Challenge Zone*. Heinemann.

*Available from UNSW bookshop: <http://www.bookshop.unsw.edu.au/>  
Limited copies available in UNSW library*

## **8. ASSESSMENT**

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
<b>Assessment A:</b> Bibliography presentation: key ideas and debates (paired assignment)	10 minute multimedia presentation, 500 word summary	40%	1,2	1,2,4,5	25 April 2016 5:00 PM
<b>Assessment B:</b> Write a report analysing the challenges of literacy development, performance and assessment for a target learner group.	3000 words	60%	1,2	1,2,3,4,5, 6	8 June 2016 5:00 PM

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. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

**Assessment A: Bibliography presentation: key ideas and debates (paired assignment)**

Select a learner group to research (i.e. young children, adolescents, adults). What are the current key ideas and debates with regard to literacy development for this learner group? With a partner, choose 5 recent and relevant sources that you have consulted in your research. Prepare a multimedia presentation (this could be a ppt with voiceover, video clip etc.) summarising the key principles you have learned from your sources. Discuss the ways in which your research will inform your practice in the classroom. A two page written summary should accompany your presentation.

**Assessment B: Write a proposal for a targeted literacy support program for an identified learner group**

Identify a core learner group from those researched during this course. Research and design a targeted literacy support program for this learner group. Write up your envisaged program in the form of a program proposal. Your proposal should include the following information :

- a) The context in which the program will be implemented.
- b) The specific literacy needs and challenges of your learner group.
- c) The projected outcomes of your program.
- d) The theoretical rationale for your program.
- e) The design and structure of your program.
- f) The resources and personnel needed for your program.
- g) The ways in which the effectiveness of your program can be measured.

Remember to cite appropriate literature, using APA 6<sup>th</sup> conventions

UNSW SCHOOL OF EDUCATION  
EDST5454: ASSESSMENT A  
FEEDBACK SHEET

Student Name:  
Assessment Task A

Student No.:

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>Appropriateness of the response.</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>Demonstrated a range of thinking strategies (understanding, analysing, evaluation, synthesising).</li> <li>Analysed, evaluated and synthesised the source's value and/or relevance for the topic and student population.</li> <li>Made clear links with your teaching and professional experience.</li> </ul>					
<b>Familiarity with relevant professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>Detailed and appropriate references used.</li> <li>Used APA referencing conventions and formatting.</li> <li>Used the library databases.</li> <li>Ensured that a majority of the sources are Australian.</li> <li>Provided URLs where possible and feasible.</li> <li>Used research-based sources that are the most relevant.</li> <li>Used mostly Australasian sources within the last <u>five</u> years.</li> <li>Referenced wider reading beyond the sources provided within the course.</li> </ul>					
<b>Presentation, structure and organisation of response</b> <ul style="list-style-type: none"> <li>Readability with logical sequencing/flow of ideas.</li> <li>Appropriate academic and linguistic conventions.</li> <li>Clarity of writing (e.g. sentence structure, paragraphing, vocabulary, spelling, punctuation, word length).</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

Lecturer:

Date:

Recommended:

/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.**

UNSW SCHOOL OF EDUCATION  
EDST5454: ASSESSMENT B  
FEEDBACK SHEET

Student Name:

Student No.:

SPECIFIC CRITERIA	(-) ←	→ (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>Appropriateness of the response.</li> </ul>						
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>Demonstrated a range of thinking strategies (understanding, analysing, evaluation, synthesising)..</li> <li>Made clear links with your teaching and professional experience.</li> </ul>						
<b>Familiarity with relevant professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>Detailed and appropriate references used.</li> <li>Used APA referencing conventions and formatting.</li> <li>Used the library databases.</li> <li>Ensured that a majority of the sources are Australian.</li> <li>Provided URLs where possible and feasible.</li> <li>Used research-based sources that are the most relevant.</li> <li>Used mostly Australasian sources within the last <u>five</u> years.</li> <li>Referenced wider reading beyond the sources provided within the course.</li> </ul>						
<b>Presentation, structure and organisation of response</b> <ul style="list-style-type: none"> <li>Readability with logical sequencing/flow of ideas.</li> <li>Appropriate academic and linguistic conventions.</li> <li>Clarity of writing (e.g. sentence structure, paragraphing, vocabulary, spelling, punctuation, word length).</li> </ul>						
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>						

Lecturer:

Date:

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.**