



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST6723
English Extension Method 1

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
EDST 6723 English Extension Method 1 (6 units of credit)
Semester 1 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Helen Pearson
Office Location: John Goodsell 130
Email: h.pearson@unsw.edu.au
Availability: Tuesday 1-2pm or email for an appointment

3. COURSE DETAILS

Course Name	English Extension Method 1		
Credit Points	6 units of credit (uoc)		
Workload	150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.		
Schedule			
Lecture	Wednesday 16:00-17:00 Morven Brown G5	Weeks	1-7, 8-10, N4
Tutorial/s	Wednesday 17:00-19:00 John Goodsell LG19	Weeks	1-7, 8-10, N4

Summary of Course

The focus of this course is the in-depth enquiry into pedagogy and content knowledge for teaching literacy in the context of the English classroom. Students will critique research into the teaching of English and discuss how this research can be implemented to deliver the most effective classroom practice for addressing the requirements and philosophy of the NSW English syllabuses.

Important Information

Ways the course has been changed as a result of feedback: *The course was rated highly by students in 2016. Explanation of assessment requirements will be simplified to increase confidence.*

Assessment: Students must pass ALL assignments in order to pass the course. Only by passing all assignments can the Program Learning outcomes (AITSL Professional Graduate Teaching Standards) be achieved.

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	Demonstrate a deep understanding of the literacy needs of diverse students and of how to meet these needs	1,2
2	Develop appropriate planning, teaching and assessment practices for the English classroom that respect the social, ethnic and religious backgrounds of students	2
3	Demonstrate the essential link between outcomes, assessment, teaching strategies and lesson planning	2
4	Analyse specific teaching and assessment strategies to meet the literacy needs of all students	1,2

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
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	1, 2
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	2
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	2
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages	
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	1
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	1, 2
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	2
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning	2
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	2

National Priority Area Elaborations

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	1, 2
B. Classroom Management	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1
C. Information and Communication Technologies	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	1, 2
D. Literacy and Numeracy	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	1, 2
E. Students with Special Educational Needs	1, 2, 3, 4, 5, 6, 7, 8, 9	2
F. Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Student-centred 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. The lectures and tutorials are designed to be supportive and friendly, as we believe that students are more engaged and learn better if they can have fun whilst learning.

5. TEACHING STRATEGIES

Teaching strategies used during the course will include:

- Small group cooperative learning, such as Jigsaw, 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
- 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
- Structured occasions for reflection on learning, such as the use of learning journals, to allow students to reflect critically on and improve teaching practice and strategies
- 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 on the Moodle website
- Specific literacy strategies, such as Floor Storming, Dictogloss, Cloze and Three Level Comprehension, to demonstrate the importance of these teaching strategies in the secondary classroom

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

6. COURSE CONTENT AND STRUCTURE

Week	Wednesday Topics
1 1 March	<p>Introduction: Scope and importance of literacy K-12 Literacy continuum; recursive learning; Literacy myths</p> <p>Aspect of literacy – Teaching reading Phonics, fluency, decoding for meaning; repairing errors; Learning to read v Reading to Learn</p> <p>Selecting reading materials Assessing reading level and identifying difficulties; Matching text difficulty to reading level; Texts to engage low-level readers; The problem of aliteracy Comprehension strategies (intro)</p> <p>ATSIE A.5-8 CM B.1 ICT C.3, 4 L&L D. 1-5, 7-10 SE E.3, 4 NESB F. 3-4</p>
2 8 March	<p>Aspect of literacy – Spelling Stages of development; strategies good spellers use; Strategies to spell unfamiliar words; the role of etymology; Explicit teaching; proofreading; Assessment of spelling competence</p> <p>ATSI 2.8 CM B.2, 5 ICT C.4, 11 L&L D.1, 2, 4, 5, 7, 9, 11, 13 SE E.1, 2 NESB F.3, 7</p>
3 15 March	<p>Aspect of literacy – Written and aural comprehension Ways of reading/listening; Strategies for improving comprehension; Extending vocabulary; Working memory, graphic organisers and responding to text; Formative assessment</p> <p>ATSIE A.1-3 CM B.4, 5 ICT C.11 L&L D.1- 5, 7-11 SE E.1, 2, 4 NESB F.3</p>
4 22 March	<p>Aspect of literacy – Grammar Use of metalanguage (functional/traditional); Teaching grammar in context; recursive learning; Levels of grammar – text, sentence, word; Knowing when to break the rules; Making and interpreting grammatical choices to improve communication</p> <p>ATSIE A.2, 8 CM B.1 ICT C.12 L&L D.4, 10-12, 15 NESB F.7</p>
5 29 March	<p>Teaching Literacy in a mixed ability English classroom Gibbons' High-challenge High-support classroom model; Adjusting outcomes; modes of language; Group work (guided v independent); Adjusting assessments for EALD/low levels of literacy; Multi-level explicit teaching</p> <p>ATSIE A.5 CM B.1, 4 ICT C.3, 4 L&N D.1, 3, 4, 8-10, 15, 17, 19 SE E.6 NESB F. 3-5, 7</p>

6 5 April	<p>Literacy assessment Assessment types and purposes; Integrating assessment to move learning forward; Self and peer assessment for literacy; Giving explicit feedback; to grade or not to grade? NAPLAN and the English teacher</p> <p>ICT C.7 L&L D.9, 13, 14, 18 SP E.6 NESB F.5</p>
7 12 April	<p>Aspect of Literacy – Writing Model what you teach; Writing essentials - Purpose and audience; Key Stages: <i>understanding task</i> (model text, annotation, graphic organiser), <i>planning</i> (text type, generating and organising ideas), <i>writing</i> and <i>revising</i> (editing/proofreading); Grammar, spelling and punctuation in context; Assessment and feedback: stars and wishes; self and peer feedback</p>
Mid-semester break	
8 26 April	<p>Negotiating the world: accumulating literacy Literacy matters – control of language; current and future learning; Providing opportunities for continual improvement; Environmental literacy; digital reading; making connections; Life skills: proliferation and diversity of literacy needs; What counts as “proper” literacy?</p>
9 3 May	<p>Presentation of assessment 2 and peer feedback</p>
10 10 May	<p>Aspect of Literacy – Punctuation The role of punctuation in reading and writing; Teaching levels of punctuation: Sentence level; simple punctuation; complex punctuation</p> <p>Role of ICT in Literacies Reading and Writing Multimodal texts; word processing; Proofreading (again); collaborative texts; blogs and eJournals;</p> <p>Course reflections and on-line evaluation</p>
Professional Experience	
N4 21 June	<p>Reflection on PE1 – Effective teaching for literacies Highs and lows; areas in which you developed confidence; areas you still need to work on; useful strategies; inspiring use of ICT and other resources for teaching literacies.</p> <p>Teaching with Heart: Teachers as Readers, Writers and Viewers; Supporting all teachers as teachers of literacies Plans for on-going professional reading and development in literacies</p>

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Date
<u>Assessment 1</u> Texts for explicit literacy teaching	2,000 words equivalent	50%	1, 2	1.3, 1.5, 2.5, 2.6, 3.6	ATSIE A.5, 6 CM B.4, 5 ICT C.4 L&N D.4, 8, 18 NESB F.3, 4, 7	Friday 31 March 5pm
<u>Assessment 2</u> Formative assessment practices for literacy	3,000 words equivalent	50%	2, 3, 4	1.3, 1.5, 2.1, 2.3, 3.6, 4.2, 5.1, 5.3, 5.4	ATSIE A.5 ICT C.7 L&N D.18 SE E.6 NESB F.5	Thursday 4 May 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.

Assessment 1 – Texts for explicit literacy teaching (50%)

1. Select a short, written text (Text 1) suitable for Stage 4 students. Your text should focus on a contemporary issue (eg global warming, friendship, bullying, same-sex marriage) that will engage this age group.
 - a. Outline the issue and why you selected it for students in Years 7 or 8.
 - b. What literacy challenges does this text present for students with low levels of literacy? Consider (1) length of text; (2) textual and sentence level grammar; (3) vocabulary and spelling.
 - c. How would you support low-level literacy students so that they can access the language and meaning effectively? What explicit literacy teaching is required? For each aspect of literacy provide a brief outline of how you could provide appropriate scaffolding.
 - d. Design three activities (not necessarily worksheets) to explore the contemporary issue raised and support/develop the language modelled in the Text 1. One activity should link to the explicit scaffolding outlined in (c); one should be for group/partner work and one is your own choice. The activities need to focus on different aspects of literacy. State the learning intentions for each activity and how you will evaluate the success of student learning.

2. Write a second, **original** text (Text 2) to extend the issue raised in Text 1.
 - a. Annotate Text 2 to show the links to the scaffolding and explicit teaching provided for Text 1.
 - b. Explain how Text 2 links to Text 1. How does it extend and reinforce the aspects of literacy you selected as the focus for Text 1?
 - c. Design an assessment task to allow students to demonstrate their understanding of Text 2. The task should allow some creativity as well as provide formative assessment of how well the aspects of literacy can be put into practice.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6723 ENGLISH EXTENSION METHOD 1

Student Name:

Student No.:

Assessment Task 1: Texts for explicit literacy teaching

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • 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 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Ability to reflect deeply on the observations made of the diverse learning needs of students and of adjustments required to meet these needs 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Demonstrated understanding on the need to differentiate curriculum to cater for diverse learners • Deep understanding of the diverse learning needs of students in Australian schools 					
Structure and organisation or response <ul style="list-style-type: none"> • Ability to write a well-researched academic essay 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Use of appropriate academic English 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

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.**

Assessment 2 – Formative Assessment Practices for Literacy: 3,000 words (equivalent) (50%)

Prepare and deliver a 20- to 25-minute presentation that demonstrates your capacity to design five short, thematically connected **formative** assessment tasks. Each task must focus on a different literacy skill (see below). Consider the mode of presentation and how students will respond, so that at least one task is differentiated to allow access for different levels of skill.

The five tasks will target: Reading, Writing, Listening, Spelling, Grammar.

In your oral presentation you should briefly discuss the context for the set of assessments (stage, learning intentions and success criteria) and how they can be used to evaluate current learning as well as provide feedback to move learning forward. Provide a rationale for the choices you have made. You should briefly discuss the advantages and disadvantages of each type of assessment (short answer, extended response, cloze, multiple choice questions etc) in terms of purpose, setting, administration and feedback. Also indicate whether you feel the task is suitable for teacher, self or peer assessment.

Your written submission will provide more detail about the above points and include relevant professional/research literature on literacy teaching and assessment. You need to explain and justify any options provided or how the task will allow for differentiation.

For each assessment task, make sure you include written information about:

- a. the target student(s) for the tasks
- b. at what stage in learning and teaching the tasks will be used
- c. the learning intention(s)
- d. success criteria
- e. how feedback will be given.

One assessment task **MUST** include an alternative form showing the adjustments you have made to cater for students with either low reading levels in literacy or EALD students.

You will need to provide a paper copy of each task (and a marking rubric where required) for your lecturer. To allow members of the class to offer peer assessment, other material can be displayed electronically.

Assessment Task 2 needs to be submitted through Turnitin by 5pm the day after the presentations. This will allow you to reflect on peer and teacher feedback as well as adjust your own content if required as a result of the presentation.

8. RESOURCES

Required Readings

http://www.boardofstudies.nsw.edu.au/syllabus_sc/english.html

Fisher, D., Frey, N. and Lapp, D. (2016). *Text Complexity: Stretching Readers With Texts and Tasks* 2nd Edition. Thousand Oaks, CA: Corwin Literacy
Weekly readings on the UNSW Moodle website

Further Readings

Anstey, M. & Bull, G. (2006) *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.

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

Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006) *Transforming Learning with ICT Making IT Happen*. Pearson Australia

Gibbons, P (2002) *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.

Harrison, N (2008), *Teaching and learning in Indigenous education*. Oxford, Sydney.

Henderson, R. (2012) *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia

Hyde, M., Carpenter, L. & Conway, R. (2010) *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia

Martin, K. (2008) The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes*. Pp 59-81. Oxford University Press, Melbourne.

Professional websites for English teachers

<http://www.boardofstudies.nsw.edu.au/7-10-literacy-numeracy/literacy-strategy.html> (BOSTES)

<http://www.australiancurriculum.edu.au/english/curriculum/f-10?layout=1> (English K-10)

<http://www.curriculumsupport.education.nsw.gov.au/literacy/> (Lit Continuum)

<https://www.det.nsw.edu.au/policies/curriculum/schools/literacy/PD20050288.shtml> (Lit Pol)

<http://www.naplan.edu.au/> (ACARA)

<http://www.englishteacher.com.au/index.php>- The English Teachers Association site.

<http://www.aitsl.edu.au> (Search for "Teach Literacy")

Professional Associations

English Teachers' Association (ETANSW)

Tel: 95726900

Email admin@englishteacher.com.au www.etansw.asn.au

Australian Literacy Educators Association (ALEA)

Tel: 1800248 379

Email office@alea.edu.au www.alea.edu.au

Primary English Teachers' Association Australia (PETAA)

Tel: 9565 1277

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