School of Education

EDST6723
ENGLISH EXTENSION METHOD 1

Semester 1, 2014
# Contents

1. **LOCATION** ..................................................................................................................................................................................... 1  
2. **STAFF CONTACT DETAILS** .......................................................................................................................................................... 1  
3. **COURSE DETAILS** ................................................................................................................................................................... 2  
   - Aims of the Course..................................................................................................................................................................... 2  
   - Student Learning Outcomes.................................................................................................................................................. 2  
   - Graduate Attributes (AITSL Professional Graduate Teaching Standards) ................................................................. 2  
4. **RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH** ............................................................. 3  
5. **TEACHING STRATEGIES** .................................................................................................................................................... 3  
6. **COURSE CONTENT AND STRUCTURE** ............................................................................................................................. 3  
7. **ASSESSMENT** ............................................................................................................................................................................. 4  
   - Assessment Details.................................................................................................................................................................... 5  
8. **RESOURCES** ................................................................................................................................................................................ 9  
   - Required Readings..................................................................................................................................................................... 9  
9. **ACADEMIC HONESTY AND PLAGIARISM** ....................................................................................................................... 11  
10. **COURSE EVALUATION AND DEVELOPMENT** ................................................................................................................... 12  
11. **OTHER INFORMATION** ....................................................................................................................................................... 12  
   - Policies ........................................................................................................................................................................................... 12  
   - Attendance ................................................................................................................................................................................... 13  
   - Special Consideration ............................................................................................................................................................ 13  
   - School of Education Grade Descriptors ................................................................................................................................. 13  
   - University Counselling Service ............................................................................................................................................. 14  
   - Equity and Diversity ................................................................................................................................................................ 14
1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6723 English Extension 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: Wednesday 4:00-4:30pm

Other Teaching Staff: Paul McDonald
Office Location: John Goodsell 132
Email:
Phone: 9385 1914
Availability: Wednesday 4.00 – 4:30pm
3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>English Extension 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>
</table>

**Schedule**

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Wednesday (4 - 7pm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule</td>
<td>Weeks 1 - 4, 8 - 12</td>
</tr>
</tbody>
</table>

**Summary of Course**

This course is designed to allow students to experience in-depth enquiry into pedagogy and content knowledge for the English classroom. Students will explore in greater depth pedagogical models and assessment approaches. Students will also 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 English syllabuses used in NSW.

**Aims of the Course**

This course aims:

- To critique research into effective pedagogy for the English classroom.
- To analyse how these research findings can be successfully implemented in the English classroom.

**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1, 2</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>1, 2</td>
</tr>
<tr>
<td>4</td>
<td>1, 2</td>
</tr>
</tbody>
</table>

**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>2</td>
</tr>
<tr>
<td>1.3</td>
<td>2</td>
</tr>
<tr>
<td>2.1</td>
<td>1, 2</td>
</tr>
<tr>
<td>2.6</td>
<td>2</td>
</tr>
<tr>
<td>3.3</td>
<td>2</td>
</tr>
<tr>
<td>3.4</td>
<td>2</td>
</tr>
</tbody>
</table>

EDST6723 English Extension Method 1, UNSW 2013
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student a deeper understanding of the requirements the English curriculum. During the course students will develop their knowledge of English syllabus documents for Stages 4, 5 and 6. They will also develop understanding of theoretical underpinnings that inform the syllabus documents. Students will also gain an understanding of current research into effective teaching strategies for subject English.

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.

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
- Structured occasions for reflection on learning to allow students to reflect critically on and improve 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 method content.
- 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</th>
<th>Beginning</th>
<th>Workshop Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5th March</td>
<td>English and its evolution. Expectations of the course, resources, networks, National Professional Standards for Teachers. <strong>Gillian Lovell</strong></td>
</tr>
<tr>
<td>2</td>
<td>12th March</td>
<td>The NSW Stage 4/5 syllabus and the impact of the Australian Curriculum <strong>Gillian Lovell</strong></td>
</tr>
<tr>
<td>3</td>
<td>19th March</td>
<td>Language analysis in texts for young adult readers <strong>Gillian Lovell</strong></td>
</tr>
</tbody>
</table>
4 26th March  | The age of multi-literacies: developing student literacies
Paul McDonald

5 2nd April  | The pedagogy of poverty
Critiquing what happens in non-inclusive classrooms
Sue Cass

6 9th April  | Understanding the content and theoretical principles underpinning the NSW
Stage 6 syllabus.
Julie McFarland

21st – 25th April | MID-SEMESTER BREAK

7 30th April | HSC assessment
Gillian Lovell

8 7th May | Close engagement with texts
Paul McDonald

9 14th May | Into the picture: analysing the demands of visual literacy
Paul McDonald

10 21st May | Presentation of research assignment
Gillian Lovell and Paul Macdonald

PROFESSIONAL EXPERIENCE IN SCHOOLS

11 25th June | Effective ICT Pedagogy
In lieu of this workshop – an excursion on a date to be arranged
(off campus)
Sue Cass and Mary Wren with students from Randwick Girls High School

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>Assessment 1 Language Analysis of Three Passages</td>
<td>3000 Words</td>
<td>50%</td>
<td>1,3,4</td>
<td>1.3, 2.1, 3.3, 3.4</td>
<td>Week 6 9th April</td>
</tr>
</tbody>
</table>
Assessment Details

Assessment 1 – Language Analysis of Three Passages

You will be given three passages from different genres, one of which will be from a digital medium. One passage is to be used in Stage 4, one in Stage 5, and the third in Stage 6. Detail the strategies you would use to analyse the language of these texts, taking into consideration the age of the students, their socio-cultural and linguistic backgrounds, and the outcomes they are expected to achieve.

Include questions you would ask the class, class activities for engaging the students with the texts, and the assessment tasks you would give to evaluate the students' achievement of the learning goals.

You should support the approach you would take by referring specifically to material, research and ideas presented in English method lectures and workshops, suggested readings and other sources.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST723 ENGLISH EXTENSION METHOD 1

Student Name: Student No.: 
Assessment Task: Assessment 1– Language Analysis of Three Passages

<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>• Understand the importance of being able to analyse a language text with sophistication, using the meta-language of subject English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depth of analysis and/or critique in response to the task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ability to closely analyse a language text</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Familiarity with and relevance of professional and/or research literature used to support response
- Ability to use what we know is effective pedagogy to use this language analysis in an engaging lesson

Structure and organisation of response
- Demonstrate a good command of grammar, spelling, text construction and appropriate referencing (APA)

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

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: Research Review and Lesson Presentation

In a 20 minute presentation to the tutorial group you are to discuss the implications for English teachers of research in one of the following areas:

- Teaching poetry
- Effective pedagogy for developing reading skills
- Teaching Shakespeare,
- Effective pedagogy for developing writing skills
- Effective teaching of spelling, grammar and punctuation.

(If there is a topic different from those detailed above that you would like to research, please discuss this with your tutor by week 3)

In week 10, you will present to the tutorial group a brief overview of the research you have done into one of the areas above. You must also include at least one detailed lesson plan incorporating an activity for the classroom based on that research. Your lesson plan must be on the template given to you in week 2. It must be printed and photocopied for each student in this course.

You should begin your presentation with the lesson activity and involve the other members of the group. You should then discuss the research that inspired the lesson. You must also discuss what assessment strategies (formative or summative) you would use to evaluate what the students have learned.

Remember, all lessons must cater for students with different learning needs.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6723 ENGLISH EXTENSION METHOD 1

Student Name:              Student No.:
Assessment 1 – Essay and Presentation of Essay Precis

SPECIFIC CRITERIA

Understanding of the question or issue and the key concepts involved
  - Demonstrate understanding of the implications of relevant research for the classroom teaching of English

Depth of analysis and/or critique in response to the task
  - Present a succinct analysis and critique of research on the topic selected

Familiarity with and relevance of professional and/or research literature used to support response
  - Demonstrated understanding of valid and relevant research evidence from at least two sources

Structure and organisation of response
  - Develop a detailed lesson plan using the appropriate template
Presentation of response according to appropriate academic and linguistic conventions

- Present this information in an engaging and informative manner
- Discuss an effective English lesson activity based on the research findings
- Articulate clearly the research findings

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.
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 Blackboard 9. 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 10% per day (24 hours) applies to work submitted after the due date without an approved extension. Extension forms are available from the School of Education office and must be approved by the appropriate course coordinator 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 and students must consider the merits of both options available. Please note that computer malfunctions will not be considered as sufficient grounds for extension.

8. RESOURCES

Required Readings
All students must buy copies of the English syllabuses: NSW Board of Studies, English 7-10 Syllabus, October 2002

NSW Board of Studies, Stage 6 Syllabus, English, Preliminary and HSC Courses, June 1999

Alternatively, it is possible to download these syllabuses from the Board of Studies website www.boardofstudies.nsw.edu.au

Or you can buy a hardcopies for from the UNSW Bookshop on lower campus.


Readings on the UNSW Blackboard 9 website

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

Professional websites for English teachers:

http://www.boardofstudies.nsw.edu.au
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 NSW Board of Studies website or you can buy a hardcopies for $12.15 from the UNSW Bookshop on lower campus.

http://www.det.nsw.edu.au
The Department of Education and Training. The DET has the responsibility for administering and staffing government schools and producing support material which can be found at:


http://www.hsc.csu.edu.au
HSC online (DET and Charles Sturt Uni site) - material for students and teachers.

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

The Association of Independent Schools

www.cecnsw.catholic.edu.au
The Catholic Education Commission

A part of the Curriculum Corporation of Victoria website - this is a tutorial which is useful if you are uncertain of how to use the internet and/or want ideas for using the internet in the classroom, teaching students how to explore English sites etc. Well worth a browse.

*Professional Associations*

English Teachers’ Association (ETANSW), PO Box 299 Leichhardt, NSW 2040.
Tel: 95726900 Fax: 95729534 Email: [www.etansw.asn.au](http://www.etansw.asn.au)
9. ACADEMIC HONESTY AND PLAGIARISM

Plagiarism is the presentation of thoughts or work of another as one’s own. Examples include:

- Direct duplication of the thoughts or work of another, including by copying material, idea 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 without appropriate acknowledgement
- Paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original
- Piecing together section 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 a tutor
- Claiming credit for a proportion of a work contributed to a group assessment item that is greater than that actually contributed
- Knowingly permitting your work to be copied by another student may also be considered plagiarism
- Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism
- Note that an assessment item produced in oral, not written, form or involving live presentations, may similarly contain plagiarised material

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: www.lc.unsw.edu.au/plagiarism.

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://my.unsw.edu.au/student/academiclife/assessment/StudentConductPolicy.html.

In the interests of maintaining high standards in scholarship and research, the University remind 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://my.unsw.edu.au/student/academiclife/assessment/StudentConductPolicy.html

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

Policies
School of Education 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 should be 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.

For more information regarding the UNSW assessment policy please visit: http://www.gs.unsw.edu.au/policy/assessmentpolicy.html

Attendance
Unless specific and formal permission 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 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.

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 adverse 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

School of Education Grade Descriptors
NB: distributed to all students via BB9

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<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</td>
<td>The assignment is of adequate quality. It demonstrates a clear understanding of</td>
</tr>
</tbody>
</table>
(50-64%)  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.

Fail (less than 50%)  The assignment is not adequate in quality or content. The writer fails to demonstrate a clear understanding of the question or issue under consideration. Little or no mention is made of the research literature relating to the issues presented. The assignment is poorly structured and meaning is at times unclear.

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: [http://www.counselling.unsw.edu.au](http://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 [http://www.studentequity.unsw.edu.au](http://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.