UNSW SYDNEY **Arts & Social Sciences**

School of Education

EDST6781 English 1

Term 1, 2019

Contents

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 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 6781 English 1 (6 units of credit) – Meets off-campus at Matraville Sports High School Annex

2.   STAFF CONTACT DETAILS

Course Coordinator: Rachel Borthwick
Email: r.borthwick@unsw.edu.au

3.   COURSE DETAILS

Course Name	Primary English Method 1
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T1.html
Lecture/ Tutorial	Tuesdays 330-5pm (Face-to-face x 10 weeks) Matraville Sports HS Annex Online (Weekly activity requirements)

SUMMARY OF COURSE

This course draws on sociocultural theories to introduce the continuum of English learning K-6, with special emphasis on the transitions prior to school to Early Stage 1 and in Stage 1. There will be a focus on literacy concepts students bring to school, as well as the range of developmental understanding and student ability within most classes. The emphasis will be on pedagogical approaches and teaching strategies suitable for

a)   developmental stages
b)   progress in literacy
c)   understanding and application of concepts across modes
d)   formative assessment.

Aims of the Course
The course enables students to explore and gain understanding of the role and value of fostering a love of English, language and literature; the power of language to express and evaluate ideas; the importance of effective communication across a range of modes; the role of language in positive interactions with others and the history and diversity of English and other languages. Students will enhance their knowledge, skills and understanding of the importance of English as a key to learning and learn how to apply the literacy continuum across all modes in Early Stage 1 and Stage 1 to assess effectively and formatively and to enhance development of early literacy skills.

The main ways in which the course has changed since last time as a result of student feedback:
While the assessment tasks and learning outcomes remain the same, the following adjustments to the assessments have been made:
- The lesson plan assessment has been moved to earlier in the course (now Assessment 1). This is a supportive adjustment to help prepare students who will be required to give a micro-teaching lesson, complete with lesson plan, during one of their core courses during Term 1.
- In the first run of this course, there were three assessments (in addition to two hurdle requirements). Given the time constraints of a 10-week course, two of the assessments have been combined. Students will now be required to submit two assessments as opposed to three. The weightings of the assessments have been adjusted accordingly.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Demonstrate understanding of the range of home and community literacy experiences, including the impact of parental/carer attitudes and different cultural systems including Australian Indigenous communities	2
2	Demonstrate understanding of ways to support EAL/D learners at different stages of English learning by explicitly addressing their language needs	1, 2
3	Demonstrate understanding of theories and research-based pedagogical practices that underpin language acquisition and development	1, 2
4	Demonstrate understanding of effective formative assessment practices and analysis of qualitative data to enhance development of early literacy skills	1, 2
5	Demonstrate understanding of planning and pedagogically appropriate and effective sequences for teaching language and literature and how literacy development supports development in both areas	2
6	Demonstrate knowledge, understanding and skills in relation to planning, teaching and assessing listening, reading, viewing, speaking, writing and creating across a range of print, audio, visual and digital texts	2
7	Apply technical knowledge, skills & understanding to design and create appropriate resources to expand identified literacy needs	2
8	Develop, apply and critique personal literacy skills for professional purposes	1, 2

AITSL PROFESSIONAL GRADUATE TEACHING STANDARDS

Standard		Assessment/s
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	2
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	2
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	2
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	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	2
1.6	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	2

2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1, 2
2.2	Organise content into an effective learning and teaching sequence	1, 2
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	1, 2
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1, 2
3.1	Set learning goals that provide achievable challenges for students of varying characteristics	2
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	2
5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	1, 2

NATIONAL PRIORITY AREA ELABORATIONS

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

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Students need to understand the scope and sequence of the NSW Board of Studies (2015) English K-10 syllabus and use it appropriately to track typical stages of development within and across skill areas. The course has a strong focus on literacy development and the diverse influences and aspects of literacy. Understanding the recursive nature of literacy development is critical. The Literacy Continuum will be used to analyse both concurrent development of aspects of literacy and the cumulative nature of skills across literacy strands.

5. TEACHING STRATEGIES

The course will integrate classroom observations, pedagogical theory for literacy learning and practical development of teaching resources. Students will also teach groups of students in Stages 1-3 to deepen understanding of how literacy develops. A range of teaching strategies will be explored and critically evaluated for their appropriateness and effectiveness for different contexts and for diverse student needs.

6. COURSE CONTENT AND STRUCTURE

Lecture Dates	Lecture Topics and Content	Tasks/Reminders
Module 1 26 Feb	**Introduction to the NSW K-6 English syllabus**, focusing on Prior-to-school learning, Early Stage 1 and Stage 1. Evaluation of stage outcomes, stage statements and organisation of objectives by modes. Required text types for each year and considerations for selecting texts, especially opportunities to engage with texts that provide opportunities to explore beliefs and value systems of Aboriginal and Torres strait Islander people, their history and culture. Links to Asia and sustainability when selecting texts.	***Pre-assessment hurdle Due Friday 22 Feb*** Online component Due Monday 4 March
Module 2 5 March	**The Literacy Progressions**: aspects of literacy, developmental progression and cumulative learning. Mandated teaching of phonics for reading and spelling. 1:1 early literacy assessments, including phonemic awareness, alphabet knowledge, word concepts and reading readiness. Organisation of reading groups and evaluation of popular commercial reading programs.	Online component Due Monday 11 March
Module 3 12 March	**Creating a literacy-rich classroom**: selections for class library, reading nooks; text abundance (labels, signs, annotations, student texts etc). Shared reading, guided/modeled reading and reading aloud to students. Use of Big Books and teacher-created text to accompany student illustrations. Issues for selecting appropriate texts: themes, level of difficulty, language focus, rich illustrations, opportunities for class discussion.	Online component Due Monday 18 March ***Assessment 1 Due Monday 18 March***
Module 4 19 March	**Theories of literacy development**: bottom-up v top-down approaches. Whole language approach. Reader-response model and intertextuality. Critical literacy. Halliday's framework: learning language, learning about language, learning through language. Luke and Freebody's four-resource model.	Online component Due Monday 25 March

Module 5 26 March	**Emergent literacy**: receptive and productive modes. Phonemic awareness and inks between oral language and emergent reading and writing. Using drama, puppets and drawings to retell stories. Concepts about Print (CAP) assessment tool. Importance of environmental print.	Online component Due Monday 1 April
Module 6 2 April	**Teaching reading**: 3 stages for beginning readers (experimental, early, transitional). Importance of phonics for rhyming, segmenting and blending sounds, onset and rime families, sorting as visual/sound discrimination. Sounding out words v sight words. Reading for meaning, strategies to repair meaning making inferences and predictions. Reading aloud (expression, fluency and comprehension). Responding to text and understanding text purpose and audience. Role of literature.	Online component Due Monday 8 April ***Assessment 2*** ***Due Monday 8 April***
Module 7 9 April	**Teaching spelling**: 5 stages for spelling (pre-phonetic, early phonetic, phonetic, transitional, conventional). Single, blended, digraph (consonant and vowel) and trigraph (consonant) sounds. Segmentation v sight words. Influence of spelling on reading and writing. Transferring spelling knowledge to writing. Strategies to learn words: LCWC and SLLURP. Spelling assessment and role of proof-reading.	Online component Due Monday 29 April

16 April – No lecture

23 April – No lecture

Module 8 30 April	**Teaching writing**: writing for a purpose, choosing appropriate structure and form (including poetry). Importance of modeled, guided and independent writing. Writing conferences. Grammar and role of metalanguage for writing, including punctuation. Role of proofreading and editing. Teaching handwriting.	Online component Due Monday 6 May
Module 9 7 May	**Teaching oracy and visual literacy**: diversity of oral language (LOTE and codeswitching, register and dialect). Language as a resource, not a deficit. Importance of listening (comprehensible input) and speaking (comprehensible output). Pragmatic conventions for oral language. Games for listening, speaking and playing with words/sounds. Talking about literature, text and image (including picture books).	Online component Due Monday 13 May
Module 10 14 May	**Technology and literacy development**: digital natives and concepts of screen. Review of software to support early literacy. Using software to extend individuals and support learners with special education needs.	Reflection and On-line course evaluation

7. RESOURCES

Required Readings

NSW English K-10 syllabus (2012) , http://syllabus.bostes.nsw.edu.au/english/english-k10

Flint, A., Kitson, L., Lowe, K., Shaw, K. (2013) *Literacy In Australia Pedagogies For Engagement* + Study Version1. Wiley: Queensland

Quality Teaching in NSW Public Schools, Sydney, NSW.

Further Readings

Callow, J. (2013). *The shape of text to come: How image and text work.* Sydney: PETAA.
Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom.* Portsmouth: Heinemann.
Harrison, N. & Sellwood, J. (2016). *Learning and Teaching in Aboriginal and Torres Strait Islander Education* (3rd ed). Melbourne: Oxford.
Kelly, M., and Topfer, C. (2011). Reading Comprehension: Taking the learning deeper. Sydney: PETAA.
Ljungdahl L. & March, P. (2009). *Handwriting for New South Wales 2*, Australia: Oxford University Press.
Oakley, G. and Fellowes, J. (2016). *A Closer Look at Spelling in the Primary Classroom.* Sydney: PETAA.
Rowe, K. (2005). *National inquiry into the teaching of literacy (Australia): Teaching reading.* Melbourne: Australian Council for Educational Research.
Simpson, A., White, S., Freebody, P. and Comber, B. (2012). *Language, literacy and literature.* Melbourne: Oxford University Press.
Winch, G., Johnston R. R., March P., Ljungdahl, L. & Holliday, M. (2014). *Literacy: Reading, writing and children's literature* (5th ed.). South Melbourne: Oxford University Press. [e-book]

Professional organisations

PETAA Primary English Teaching Association Australia **www.petaa.edu.au/home**
Australian Literacy Educators' Association http://www.alea.edu.au

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	National Elaborations Assessed	Due Date
Pre-assessment: Early primary literacy teaching history and philosophy	~500 words	Hurdle				Fri 22 Feb @5pm
Assessment 1 Lesson plan: Early Literacy and Differentiation	1800 words	40%	2, 3, 4, 8	2.5, 5.1, 5.2, 5.4	A4; B2,4,10; D1-16; E4,6-7; F1-10	Mon 1 Mar @5pm
Assessment 2 Portfolio: English Resources with Assessment Case Study	4000 words (equiv)	60%	1, 2, 3, 4, 5, 6, 7, 8	1.1, 1.2, 1.3, 1.4, 1.5 1.6, 2.5, 3.1, 5.2, 5.4	A4; B1-2; C3-7; D1-18; D9-19; E1-3; E1-8; F1-9; F2-4, 6-7	Mon 8 Apr @5pm
Reflection: Student impact, knowledge extension or gaps	~500 words	Hurdle	3, 4, 5	5.1		Tues 14 May @5pm

<u>Submission of assessments</u>

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. 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 Details

Pre-assessment: Read and reflect on some of the key debates in the media about teaching early literacy, in particular in relation to phonics and whole language. As a teacher, how will you respond to these debates in your choice of classroom strategies? Upload your 500-word response to Moodle before the beginning of the course.

Assessment 1: Lesson Plan. Develop a lesson plan which deals with teaching an early literacy topic, using the lesson plan provided (see PE Handbook). Consider how you need to differentiate a range of student needs and the typical diversity of backgrounds, including EAL/D, Indigenous students and those with some delays in critical aspects of language acquisition and processing. Include a rationale explaining how you address such diversity, including how you assess and respond to delays/differences in language and literacy development in the one class.

Assessment 2: Portfolio of English Resources with Assessment Case Study

- **Part One- Resources (2000 words equiv)** – a recording of oral reading **to** a child (with questions and answers about the text) of an original literary text with illustrations. Other requirements include an original resource to assess prior-to-school literacy, a spelling resource to teach blended sounds, and a selection of annotated student texts showing the writer's current level of development in terms of writing, grammar, spelling and punctuation.

- **Part Two- Assessing Skills in Reading – A Case Study (2000 words)**. Evaluate the reading competency of a student in Stage 1 (not Early Stage 1). Consider the relative performance when the text is supported by illustrations and when it is text only. Evaluate the student's ability to read real words compared to made up words. What letter patterns or types of words are most challenging? How would you assess levels of comprehension? What interventions would you recommend? Provide a rationale for your recommendations as well as evidence supporting your diagnostic assessment. Work out what you would say to the student?

Reflection: Student impact, knowledge extensions or gaps
Describe three ways in which you would assess the impact of your teaching in this KLA on your future students. If you have a specialisation in this KLA (e.g., a major in your undergraduate degree), describe how you could build on your advanced knowledge/skills to make improvements in student achievement in this KLA in your current school. If you do not have a specialisation in this KLA, identify three areas of your disciplinary knowledge /skills that require further development, and what strategies you will use to achieve that. Upload your 500-word response to Moodle before the end of the course.

Student Name: Student No.:
Assessment: 1

SPECIFIC CRITERIA	(-) —————➤ (+)				
Understanding of the question or issue and the key concepts involved ☐　Develop a lesson plan which deals with teaching an early literacy topic, using the lesson plan provided (see PE Handbook).					
Depth of analysis and/or critique in response to the task ☐　Consider how you need to differentiate a range of student needs and the typical diversity of backgrounds, including EAL/D, Indigenous students and those with some delays in critical aspects of language acquisition and processing ☐　Include a rationale explaining how you address such diversity, including how you assess and respond to delays/differences in language and literacy development in the one class					
Familiarity with and relevance of professional and/or research literature used to support response ☐　Appropriate research references to support responses ☐　Sound range of research references					
Structure and organisation of response ☐　Appropriate nature of structural organisation ☐　Logical and coherent structure ☐　Clear presentation of ideas to enhance readability					
Presentation of response according to appropriate academic and linguistic conventions ☐　Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style) ☐　Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length					

GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

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.**

Student Name: Student No.:

Assessment Task: 2

SPECIFIC CRITERIA	(-) ———————➤ (+)				
Understanding of the question or issue and the key concepts involved **PART ONE:** • include recording of oral reading to a child (with questions and answers about the text) of an original literary text with illustrations • include an original resource to assess prior-to-school literacy • include a spelling resource to teach blended sounds **PART TWO** ☐ Evaluate the reading competency of a student in Stage 1 (not Early Stage 1). ☐ Provide a rationale for your recommendations as well as evidence supporting your diagnostic assessment					
Depth of analysis and/or critique in response to the task **PART ONE** • a selection of annotated student texts showing the writer's current level of development in terms of writing, grammar, spelling and punctuation **PART TWO** ☐ Consider the relative performance when the text is supported by illustrations and when it is text only ☐ Evaluate the student's ability to read real words compared to made up words ☐ Work out what you would say to the student? What letter patterns or types of words are most challenging? How would you assess levels of comprehension? What interventions would you recommend?					
Familiarity with and relevance of professional and/or research literature used to support response ☐ Appropriate research references to support responses ☐ Sound range of research references					
Structure and organisation of response ☐ Appropriate nature of structural organisation ☐ Logical and coherent structure ☐ Clear presentation of ideas to enhance readability					
Presentation of response according to appropriate academic and linguistic conventions ☐ Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA) ☐ Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length					

GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

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.**