UNSW SYDNEY

Arts & Social Sciences

School of Education

EDST5454
Developing Literacies

Term 2, 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 5454 Developing Literacies (6 units of credit)
Term 2 2019

2. STAFF CONTACT DETAILS

Course Coordinator:	Dr Sally Baker
Office Location:	John Goodsell Building, Room 115
Email:	sally.baker@unsw.edu.au
Phone:	02 9385 8243
Availability:	Please email to arrange an appointment

3. COURSE DETAILS

Course Name	EDST5454 Developing Literacies
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_T2.html

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 alliterate and/or disengaged Australian-born learner and the differences between every day and academic literacies.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

▪ As a result of student feedback from Semester 2, 2018, we have revised the structure of the course and introduced online activities to complement the class discussions.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify, describe and critique the underlying principles applicable to literacy learning and teaching	1,2
2	Research current theoretical and practical issues in literacy teaching methods	1, 2
3	Critically analyse the strengths and weaknesses of different methodological approaches to literacy teaching through applying them to students' own teaching situation	1, 2
4	Evaluate and adapt literacy teaching and learning materials to suit students' own teaching context, based on their understanding of the relevant research literature by drawing up a targeted literacy support proposal for a specific learner group	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

AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

Standard		Assessment/s
1.1.2	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning	2
1.2.2	Structure teaching programs using research and collegial advice about how students learn	1,2
1.3.3	Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds	1,2
2.1.2	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	2
2.2.3	Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.	2
3.1.2	Set explicit, challenging and achievable learning goals for all students.	1,2

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

Guided reading, small group discussions, whole group and clarification of key concepts – these support the development and application of the skills and understandings outlined above.

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

6. COURSE CONTENT AND STRUCTURE

Module	Topic	Readings
Week 1 **4th June 2019** **ONLINE**	**Session 1** **Overview** 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. *Journal of Language and Literacy Education* [Online], 8(1), 50-71. Rowsell, J. and Pahl, K. (2012) *Literacy and Education*. Sage Publications. (Chapter 1)
Week 2 **11th June 2019** **CLASS**	**Session 2** **Reading development and instruction** 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). *Language and Literacy Development: what educators need to know*. Guilford. Chapters 7 and 8.
Week 3 **18th June 2019** **CLASS**	**Session 3** **Writing development and instruction** 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). *Language and Literacy Development: what educators need to know*. Guilford. Chapter 9.

Week 4 **25th June 2019** **ONLINE**	**Session 4** **Developing literacy in young children** Children's development of oral language and literacy skills; parallels and differences Research on development of oral language (communicative intent, phonology, vocabulary, grammar, extended discourse), How does this relate to children's literacy acquisition? Strategies for teaching literacy to young learners	Griffith, P.L, Beach, S.; Ruan, J & Dunn, L. (2008) *Literacy for Young Children. A Guide for Early Childhood Educators*. Corwin Press Inc Vukelich, C., Christie, F. & Enz, B. (2011) *Helping young children learn language and literacy*. Allyn & Bacon.
Week 4 **25th June 2019** **CLASS**	**Session 5** **Developing Adolescent Literacy** Evaluating why adolescents struggle to read complex texts in middle and high school (low vocabulary, lack of text-based strategic knowledge, decreased motivation) Teaching strategies to address these challenges. Addressing the language and literacy demands within content subjects Addressing the needs of CALD (Culturally and linguistically diverse) adolescent learners)	Gibbons, P. (2009). *English Learners, Academic Literacy and Thinking. Learning in the Challenge Zone*. H Manuel, J. (2003). *Effective strategies to address the needs of adolescents 13+ experiencing difficulties with reading*. University of Sydney. Parris, S. & Block, C. (2007) The *expertise of adolescent literacy teachers. Journal of Adolescent & Adult Literacy*, Vol. 50:7
Week 5 **2nd July 2019** **CLASS**	**Session 6** **Literacy development for bilingual learners** Research on issues related to bilingual students' language and literacy instruction Sociocultural, psycholinguistic and educational research frameworks Societal factors related to language, literacy and academic achievement, modes of bilingualism, role of linguistic minorities in society; impact of bilingual policies Research-based instructional approaches for bilingual literacy development	Baker, C. (2006). *Foundations of Bilingual Education and Bilingualism*. Multilingual Matters. Garcia, O. & Kleifgen, J. (2011). *Educating Emergent Bilinguals: Policies, Programs and Practices for English Language Learners* (Language and Literacy). Teachers' College Press.
Week 6 **9th July 2019**	**Session 7** **Developing Adult Literacy** Key issues related to:	Burgoyne, U. & Hull, O. (2007). *Teaching learners from highly oral backgrounds: Good practice guide*. NCVER, Adelaide.

CLASS	Indigenous literacy education in Australia	Gunn, M. (2003). Opportunity for Literacy? Pre-literate learners in the AMEP. *Prospect*. 18, 37-53.
	Literacy development for refugees and migrants in Australia	Hughes, N. & Schwab, I. (2010). *Teaching Adult Litearcy: Principles and Practice*. Open University Press.
	Literacy development for alliterate Australian adults	Kral, I. & Falk, I. (2004). *What is all this learning for? Indigenous adult English literacy practices, training, community, capacity and health*. NCVER. Adelaide.
		McKenna, R. & Fitzpatrick, L. (2005). *Integrated approaches to teaching adult literacy in Australia: A snapshot of practice in community services* NCVER Adelaide
		Baker, S. (Ed.) 2019. People from refugee and asylum seeking backgrounds: An open access annotated bibliography. Online: https://apo.org.au/node/214811
Week 7	**Session 8**	
16th July 2019	**Developing Academic literacy**	Casanave, C.P. (2008). *Learning the Literacy Practices of Graduate School*. University of Michigan Press.
	Challenges faced by international students at English medium universities	Gilliver-Brown, K. & Johnson, E. (2009) *Academic literacy development: A multiperspectives approach to blended learning*.Conference paper, Ascilite NZ.
CLASS	Addressing textual features and conventions of advanced academic literacy practices	
	Text types, genres and disciplines of academic literacy.	Seligmann, J. (2014). *Academic Literacy for Education Students*. Oxford University Press.
	Textual and social aspects of academic study	
Week 8	**Session 9**	
23rd July 2019	**Multimodality in the classroom**	Bowen, T. (2013). *Multimodal Literacies and Emerging Genres*. University of Pittsburgh.
	Key theories and concepts for learning through multiple literacies.	Rowsell, J. (2013). *Working with Multimodality*. Routledge.
CLASS	How knowledge is transferred across modalities of learning.	Stein, P. (2007). *Multimodal pedagogies in diverse classrooms: representation, rights and resources*. Routledge.
	The role of critical literacy in a multimedia learning environment.	
	How can learning benefit from creativity with digital media?	
	What is the role of popular cultures?	
	Enriching the literacy environment for learners	

Week 9	Session 10	
30th July 2019	**Multimedia and Digital Literacies**	http://www.people.com/people/article/0,,20811288,00.html. Mobility and learning afforded by networks.
ONLINE	New modes and models of research and learning	http://elitedaily.com/news/world/this-is-one-of-the-most-vital-messages-gen-y-needs-to-hear-video/.
	Online learning versus traditional modes of literacy	
	Advantages and disadvantages of student internet use	Hockly, N., Dudeney, G. & Pegrum, M. (2013). *Digital Literacies: Listening*. Pearson Education.
	Traditional modes of literacy versus information literacy	Jones, R. & Hafner, C. (2012). *Understanding digital literacies: a practical introduction*. Routledge.
	The digital divide: how do we teach different levels of technical ability?	
	What is the role of social media in meaning making?	
Week 9	Session 11	
30th July 2019	**Critical literacies and New Literacies**	Agarwal-rangnath, R. (2013). *Social Studies, literacy and social justice in the common core classroom: A guide for teachers*. Teachers' College Press.
CLASS	Negotiating a critical literacy curriculum; dealing with social and cultural issues through themes, framing instruction from a critical literacy perspective	Grenfell, M., Bloome, D. ., Hardy, C., Pahl, K. , Roswell, J. , Street, B. (2011) *Language, Ethnography and Education: Bridging New Literacy Studies and Bourdieu*. Routledge
	Integrating social theory and classroom practice	Janks, H. , Dixon, K. , Ferreira, A., Granville, S. , Newfield, D. (2013). *Doing Critical Literacy: Texts and Activities for Students and Teachers*. Routledge.
	A socio-cultural orientation to literacy teaching; addressing the interplay between literacy and power	Vasquez, V. (2014). *Negotiating critical literacies with young children*. Routledge.
	Classroom language ethnography	
Week 10	Session 12	
6th August 2019	**Literacy Assessment and evaluation**	Harp, B. (2005). *The handbook of literacy assessment and evaluation*. Christopher-Gordon Publishers.
CLASS	The challenges of new literacies for assessment	Ortlieb, E. & Cheek, E. (2012). *Using informative assessments towards effective literacy instruction*. Emerald Group Publishing.
	The role of holistic assessment in rapidly changing literacy practices	
	Enhancing learning cycles through assessment	
	The role of feedback as a pedagogical strategy in literacy instruction.	

7. RESOURCES

Recommended readings:

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

Rowsell, J. and Pahl, K. (2012) *Literacy and Education.* Los Angeles. Sage Publications.

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

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Assessment 1: Annotated bibliography: key ideas, debates and application to practice	2000 words	40%	1,2,3,4	1,2,4,5	Friday 05/07/19 5:00 PM
Assessment 2: Write a proposal for a targeted literacy support program for an identified learner group	3000 words	60%	1,2,3,4	1,2,3,4,5, 6	Friday 09/08/19 5:00 PM

<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

Assessment 1: Annotated Bibliography: key ideas, debates and application to practice

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? Choose 5 recent and relevant sources that you have consulted in your research. Critically analyse each source, summarising the key principles you have learned from each one. Discuss the ways in which your research will inform your practice in the classroom.

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 6th conventions

Student Name: Student No.:

Assessment Task 1: **Bibliography Presentation**

SPECIFIC CRITERIA	(-) ———————➤ (+)				
Understanding of the question or issue and the key concepts involved • Appropriateness of the response. .					
Depth of analysis and/or critique in response to the task • Demonstrated a range of thinking strategies (understanding, analysing, evaluation, synthesising). • Analysed, evaluated and synthesised the source's value and/or relevance for the topic and student population. • Made clear links with your teaching and professional experience.					
Familiarity with relevant professional and/or research literature used to support response • Detailed and appropriate references used. • Used APA referencing conventions and formatting. • Used the library databases. • Ensured that a majority of the sources are Australian. • Provided URLs where possible and feasible. • Used research-based sources that are the most relevant. • Referenced wider reading beyond the sources provided within the course.					
Presentation, structure and organisation of response • Readability with logical sequencing/flow of ideas. • Appropriate academic and linguistic conventions. • Clarity of writing (e.g. sentence structure, paragraphing, vocabulary, spelling, punctuation, 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: **Proposal**

SPECIFIC CRITERIA	(-) ———————————➤ (+)				
Understanding of the question or issue and the key concepts involved • Adequacy of the response to all component parts of the question or issue • Relevance of proposed literacy support program to identified students' strengths, interests & learning needs					
Depth of analysis and/or critique in response to the task • ☐Suitability and justification of techniques/strategies/theories/models used in the proposed support program • ☐Depth and clarity of analysis of proposed interventions • Demonstrated a range of thinking strategies (understanding, analysing, evaluation, synthesising) • Made clear links with your teaching and professional experience.					
Familiarity with relevant professional and/or research literature used to support response • Detailed and appropriate references used. • Used APA referencing conventions and formatting. • Used the library databases. • Ensured that a majority of the sources are Australian. • Provided URLs where possible and feasible. • Used research-based sources that are the most relevant. • Referenced wider reading beyond the sources provided within the course.					
Presentation, structure and organisation of response • Readability with logical sequencing/flow of ideas. • Appropriate academic and linguistic conventions. • Clarity of writing (e.g. sentence structure, paragraphing, vocabulary, spelling, punctuation, 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.**