Arts & Social Sciences

School of Education

EDST5454
Developing Literacies

Term 2 2020

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: Sally Baker
Office Location: G30 Morven Brown
Email: sally.baker@unsw.edu.au
Availability: By appointment

3. COURSE DETAILS

Course Name	EDST5454 Developing Literacies
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class/online 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:

- This course has been revised according to feedback received from students in Term 2 2019 and Covid-19.

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

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

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

This course works from the principles of the flipped classroom - pre-seminar reading, and weekly interactive seminars built around key themes. This course will also include guided reading, small group discussions, whole group and clarification of key concepts to support the development and application of the skills and understandings outlined above. These have been adapted for the likely event that this course will be taught online. These activities will occur in a classroom climate that is supportive and inclusive of all learners.

The course has been designed for you to 'choose your own adventure' and invites you to choose what you focus on for both interpreting the weekly course themes and the assignments. You can choose from these options; if your particular area of interest is not covered by these choices you can propose a new focus/ set of foci to the course convenor.

Level	• Early childhood • School • Adult learning • Vocational Education and Training • Higher education
Group	• Students with a disability • Indigenous learners • CALD learners
Demographic factors	• Socioeconomic status • Regionality

6. COURSE CONTENT AND STRUCTURE

Module	Topic	Focus of seminar	Readings
Week 1 **2nd June**	**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	*Exploring literacies* Following reading of PPT slides and Perry (2012) Discussion of different approaches/ perspectives on literacy: • What can each offer? • How can we bring them into dialogue? • How can this help our teaching?	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) Snyder, I. (2008). *The literacy wars: why teaching children to read and write is a battleground in Australia.* Sydney: Allen & Unwin (Chapter 1)
Week 2 **9th June**	**Literacy across the ages** Reading and writing concepts from early childhood to adulthood	*Critical literacy* Four Resources Model (Freebody & Luke, 1990)	Sharp, K. (2012). Breaking Down the Barriers: Using Critical Literacy to Improve Educational Outcomes for Students in 21st-century Australian Classrooms, *Literacy Learning: the Middle Years,* 20(1), 9–15. Serafini, F. (2012). Expanding the four resources model: reading visual and multi-modal texts, *Pedagogies: An International Journal,* 7(2), 150–164. Comber, B. (2014). Critical Literacy and Social Justice, *Journal of Adolescent and Adult Literacy,*
Week 3 **16th June**	**Literacy, diversity and power** A socio-cultural orientation to literacy teaching; addressing the interplay between literacy and power Literacy-related barriers for particular groups: Indigenous learners, CALD learners, low SES learners, disaffected boys	*Literacy and social justice* Indigenous literacy education in Australia Literacy development for refugees and migrants in Australia	Bucholtz, M. et al. (2014). Sociolinguistic Justice in the Schools: Student Researchers as Linguistic Experts, *Language and Linguistics Compass,* 8(4), 144–157. Janks, H. (2019). The decolonization of higher education in South Africa: Luke's writing as gift, *Curriculum Inquiry,* 49(2), 230–241.

			Woods, A. (2009). Learning to be literate: Issues of pedagogy for recently arrived refugee youth in Australia, *Critical Inquiry in Language Studies*, 6(1), 81–101.
Week 4 **23rd June**	**Exploring a spectrum of literacies** Development of oracies to written literacies; 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?	*The 'Reading Wars'* Synthetic phonics v. reading in context Phonics testing How does this relate to children's literacy acquisition?	Byrnes, J. & Wasik, B. (2008). *Language and Literacy Development: what educators need to know*. Guilford. Chapters 7 and 8.
Week 4 **30th June**	**Literacy and representation** Literacy and identity Research on issues related to plurilingual students' language and literacy instruction Societal factors related to language, literacy and academic achievement, modes of bilingualism, role of linguistic minorities in society; impact of bilingual policies	*Multicultural representation in children's books* Case study: Adam, H., Barratt-Pugh, C., & Haig, Y. (2017). Book collections in long day care: Do they reflect racial diversity? *Australasian Journal of Early Childhood, 42*(2), 88–96.	Tett, L. (2016). Learning, literacy and identity: 'I don't think I'm a failure any more', *British Journal of Sociology of Education,* 37(3), 427–444. Sharples, R. (2017). Local practice, translocal people: conflicting identities in the multilingual classroom, *Language and Education* García, O. (2017). Translanguaging in Schools: Subiendo y Bajando, Bajando y Subiendo as Afterword, *Journal of Language, Identity & Education*, 16(4), 256–263.
Week 5 **7th July**	**(Dis)engagement with literacy/ies** Formal and informal learning Schooled v. home literacies	*Literacy-related challenges* Evaluating why adolescents struggle to read complex texts in middle and high school (low vocabulary, lack of text-based strategic knowledge, decreased motivation) Challenges faced by international students at English medium universities Literacy for Life project	Manuel, J. & Carter, D. (2015). Current and historical perspectives on Australian teenagers' reading practices and preferences, *Australian Journal of Language and Literacy,* 38(2), 115–128. Manuel, J. (2003). *Effective strategies to address the needs of adolescents 13+ experiencing difficulties with reading*. University of Sydney.

			Boughton, B. (2016). Popular education and mass adult literacy campaigns. Beyond the 'new literacy studies'. In K. Yasukawa & S. Black (Eds.), *Beyond economic interests. Critical perspectives in adult literacy & numeracy in a globalised world* (pp. 149-164). Rotterdam: Sense.
Week 6 **14th July**	**Multiliteracies and multimodality** Key theories and concepts for learning through multiple literacies. How knowledge is transferred across modalities of learning. 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	*Multimedia and Digital Literacies* Online learning versus traditional modes of literacy Advantages and disadvantages of student internet use Traditional modes of literacy versus information literacy The digital divide: how do we teach different levels of technical ability? What is the role of social media in meaning making?	Rowsell, J. and Pahl, K. (2012) *Literacy and Education*. Sage Publications. (Chapter 2) Duckworth, V. & Brzeski, A. (2015). Literacy, learning and identity: challenging the neo-liberal agenda through literacies, everyday practices and empowerment, *Research in Post-Compulsory Education,* 20(1), 1–16.
Week 7 **21st July**	**Literacy demands within content areas** Addressing the language and literacy demands within content subjects	*Towards developing academic literacies* Addressing textual features and conventions of advanced academic literacy practices School to university literacies: textual and social aspects of academic study Vocational v. academic literacies	Mac Mahon, B. (2014). Making the invisible visible: disciplinary literacy in secondary school classrooms, *Irish Educational Studies,* 33(1), 21–36. Fenwick, L. (2010). Initiating and sustaining learning about literacy and language across the curriculum within secondary schools, *Australian Journal of Language and Literacy,* 33(3), 268–283. Lea, M. and Street, B. (1998). Student writing in higher education: An academic literacies approach*, Studies in Higher Education*, 23(2), 157–172.

Week 8 28th July	**Strategies for teaching and engaging** Teaching strategies to address literacy challenges. Research-based instructional approaches for literacy development Four resources model	***Guided exploration for your own chosen level, group, factor***	
Week 9 4th August .	**Assessing literacy** Constructive alignment and the role of literacy Good assessment design	*Developing feedback literacies* Resisting assessment as learning (Torrance, 2007)	Carless, D. & Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback, *Assessment & Evaluation in Higher Education*, Gravett, K. & Winstone, N. (2018). 'Feedback interpreters': the role of learning development professionals in facilitating university students' engagement with feedback, *Teaching in Higher Education*
Week 10 11th August	**Critical literacies and New Literacies** Negotiating a critical literacy curriculum; dealing with social and cultural issues through themes, framing instruction from a critical literacy perspective Integrating social theory and classroom practice	*Future directions: planning a classroom language ethnography project*	Grenfell, M., Bloome, D., Hardy, C., Pahl, K., Roswell, J., & Street, B. (2011) *Language, Ethnography and Education: Bridging New Literacy Studies and Bourdieu*. Routledge

7. RESOURCES

All required readings will be provided on Leganto

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Australian Professional Standards for Teachers Outcomes Assessed	Due Date
Assessment 1: Annotated bibliography: key ideas, debates and application to practice relating to a learner group/ level of education	2000 words	40%	1,2,3,4	1,2,4,5	1.2.2, 1.3.3, 3.1.2	Sunday 5th July by 5pm
Assessment 2: Write a proposal for a targeted literacy support program for the same identified level and/or learner group	3000 words	60%	1,2,3,4	1,2,3,4,5, 6	1.1.2, 1.2.2, 1.3.3, 2.1.2, 2.2.3, 3.1.2	Friday 7th August by 5pm

Submission of assessments

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 regarding literacy development for this learner group? Choose **five** 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. Use the table template provided.
- Add a discussion of the ways in which this research identifies a debate/ practice gap for literacy teaching for this particular group.

Assessment 2: 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:

- The context in which the program will be implemented.
- The specific literacy needs and challenges of your learner group.
- The projected outcomes of your program.
- The theoretical rationale for your program.
- The design and structure of your program.
- The resources and personnel needed for your program.
- 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: Annotated Bibliography and Justification

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.**

UNSW SCHOOL OF EDUCATION
EDST5454: DEVELOPING LITERACIES
FEEDBACK SHEET

Student Name: Student No.:

Assessment Task 2: Proposal for targeted literacy support program

SPECIFIC CRITERIA	(-) ⟶ (+)				
Establishing the need for the targeted literacy program (6/20) • Clear identification of the target group • Relevance of proposed literacy support program to identified students' strengths, interests & learning needs • Identification of your own positionality in the context					
Depth of analysis and/or critique in response to the task (6/20) • Suitability and justification of strategies/ theories/ models used in the proposed support program • Made clear links with your teaching and professional experience.					
Familiarity with relevant professional and/or research literature used to support response (5/20) • Detailed and appropriate (peer-reviewed, timely) references used. • Used APA referencing conventions and formatting. • Used the library databases. • Ensured that a majority of the sources are relevant.to your context. • Provided URLs where possible and feasible. • Referenced wider reading beyond the sources provided within the course.					
Presentation, structure and organisation of response (3/20) • 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.**