School of Education

EDST6723
English Extension Method 1

Term 1 2021

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IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST 6723 English Extension Method 1 (6 units of credit)
Term 1 2021

2. STAFF CONTACT DETAILS

Course Coordinator:	Andrea Fernandez
Email:	andrea.fernandez@unsw.edu.au
Availability:	Please email to arrange an appointment

3. COURSE DETAILS

Course Name	English Extension Method 1
Credit Points	6 units of credit (uoc)
Workload	150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T1.html#EDST6723T1

SUMMARY OF COURSE

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

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

- Allowing students to use their content knowledge more explicitly in class and more detailed information about the learning intentions in tutorials and the course as a whole will be included.

STUDENT LEARNING OUTCOMES

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

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds	1,2
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	1,2
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	2
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	2
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages	2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	1
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	1,2
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	2

NATIONAL PRIORITY AREA ELABORATIONS

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

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach. The lectures and tutorials are designed to be supportive and friendly, as we believe that students are more engaged and learn better if they can have fun whilst learning.

5. TEACHING STRATEGIES

Teaching strategies used during the course will include:

- Small group cooperative learning, such as Jigsaw, to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals
- Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning
- Structured occasions for reflection on learning, such as the use of learning journals, to allow students to reflect critically on and improve teaching practice and strategies
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Online learning from readings on the Moodle website
- Specific literacy strategies such as Dictogloss, Cloze and Multi-Level Comprehension, to model the importance of these teaching strategies in the secondary classroom
- Analysis of student work samples in order to develop skills in marking according to criteria.

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

6. COURSE CONTENT AND STRUCTURE

Module	Lecture	Tutorial
1	**Introduction: Scope and importance of literacy** • K-12 Literacy continuum • Recursive learning • Literacy myths **Aspect of literacy – Teaching reading** • Phonics, fluency, decoding for meaning, repairing errors • learning to read v Reading to Learn	**Selecting reading materials** • Assessing reading level and identifying difficulties • matching text difficulty to reading level • texts to engage low-level readers • the problem of literacy • comprehension strategies
2	**Aspect of literacy – Spelling** • Stages of development • strategies good spellers use • spelling unfamiliar words • the role of etymology • explicit teaching • proofreading • assessment of spelling competence	**Teaching Literacy in Year 7 – Reading and spelling** • Links between Reading and Spelling • encouraging vocabulary development through spelling • designing a spelling program
3	**Aspect of literacy – Written and aural comprehension** • Ways of reading/listening • Strategies for improving comprehension • extending vocabulary • role of working memory	**Improving comprehension** • Using formative assessment strategies • graphic organisers and responding to text • Dictogloss and jigsaw texts for listening tasks
4	**Aspect of literacy – Grammar** • Use of metalanguage (functional/traditional) • Teaching grammar in context • recursive learning • Levels of grammar – text, sentence, word • Knowing when to break the rules • Making and interpreting grammatical choices to improve communication	**Teaching Literacy in Year 7 – Writing and grammar** • Links between writing and grammar • Identifying lexical chains in a written text • Different forms of cloze to target grammar **Microteaching**
5	**Teaching Literacy in a mixed ability English classroom** • High-challenge High-support classroom model • adjusting outcomes • modes of language • differentiation through group work (guided v independent)	• Adjusting assessments for EALD/low levels of literacy • multi-level explicit teaching • Accessing literary texts **Microteaching**
6	**Literacy assessment** Integrating assessment to move learning forward Giving explicit feedback - to grade or not to grade? NAPLAN and the English teacher	**Teaching Literacy in Year 7 – Reading for Writing** • Importance of vocabulary teaching and learning • Importance of wide reading in the learning continuum.

7	**Aspect of Literacy – Writing** • Model what you teach • Writing essentials - Purpose and audience • Grammar, spelling and punctuation in context –cognitive load and application of knowledge • Assessment and feedback - stars and wishes	**Understanding and applying NAPLAN writing marking criteria** • Differences between class marking and NAPLAN marking for Writing • Strategies for marking student writing
	Week 8	**Method Break**
9 (async)	**Aspect of Literacy – Writing** • Understanding task (model text, annotation, graphic organiser) • Planning (text type, generating and organising ideas) • Peer and self assessment	**Teaching Literacy in Year 7 – Planning for Writing** Strategy of continuous speed writing Writing tools - paper/pencil or computer? Adapting rubrics (for writing tasks)
10	**Negotiating the world: accumulating literacy** • Literacy matters – control of language; current and future learning; • Providing opportunities for continual improvement; • Environmental literacy; digital reading; making connections; • Life skills: proliferation and diversity of literacy needs; • What counts as “proper” literacy?	**Teaching Literacy in Year 7 – Proofreading and editing skills** • Differences between editing and proofreading • Strategies for editing and proofreading • Importance of reflective writing
11	**Aspect of Literacy – Punctuation** • The role of punctuation in reading and writing • Teaching punctuation for direct speech • Sentence level v. text level punctuation • simple v. complex punctuation	**Role of ICT in Literacies** • Multimodal texts • collaborative texts Class presentation for Assessment 2 **Becoming a reflective teacher** • course reflections and MyExperience on-line evaluation
Professional Experience		

7. RESOURCES

Readings

Barton, G. & Woolley, G. (2017). *Developing Literacy in the Secondary Classroom.* London: Sage.

Dean, G. (2004). *Improving Learning in Secondary English.* Oxon: Routledge.

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

Fisher, D., Frey, N. and Hattie, J. (2016*). Visible Learning for Literacy: Implementing the Practices that Work Best to Accelerate Student Learning*. Thousand Oaks, CA: Corwin Literacy.

Readings will be posted on Moodle in the week prior to each class.

Further Readings

Adoniou, M. (2016). *Spelling it Out: How words work and how to teach them.* Cambridge: CUP/.

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

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

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

Harrison, N & Sellwood (2016), *Learning and Teaching in Aboriginal and Torres Strait Islander Education.* Oxford, Sydney.

Hayes, D., Hattam, R., Comber, B., Kerkham, L., Lupton, R. & Thomson, P. (2017*). Literacy, Leading and Learning: Beyond Pedagogies of Poverty.* Oxon: Routledge.

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

Professional websites for English teachers

http://www.boardofstudies.nsw.edu.au/7-10-literacy-numeracy/literacy-strategy.html (BOSTES)
http://www.australiancurriculum.edu.au/english/curriculum/f-10?layout=1 (English K-10)
http://www.curriculumsupport.education.nsw.gov.au/literacy/ (Lit Continuum)
https://www.det.nsw.edu.au/policies/curriculum/schools/literacy/PD20050288.shtml (Lit Pol)
http://www.naplan.edu.au/ (ACARA)
http://www.englishteacher.com.au/index.php- The English Teachers Association site.
http://www.aitsl.edu.au (Search for “Teach Literacy”)

Professional Associations

English Teachers' Association (ETANSW)
Tel: 95726900 Email admin@englishteacher.com.au www.etansw.asn.au

Australian Literacy Educators Association (ALEA)
Tel: 1800248 379 Email office@alea.edu.au www.alea.edu.au

Primary English Teachers' Association Australia (PETAA)
Tel: 9565 1277 Email office@alea.edu.au www.alea.edu.au/

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment 1 Texts for explicit literacy teaching	c. 2500 words	50%	1-3	1.3, 1.5, 2.5, 2.6, 3.6	ATSIE A.5, 6 CM B.4, 5 ICT C.4 L&N D.4, 8, 18 NESB F.3, 4, 7	Friday March 26th, 2021 by 5pm
Assessment 2 Formative assessment practices for literacy	c. 3000 words equivalent	50%	2-4	1.3, 1.5, 2.1, 2.3, 2.4, 3.6, 5.1	ATSIE A.5 ICT C.7 L&N D.18 SE E.6 NESB F.5	Wednesday April 28th, 2021 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 – Texts for explicit literacy teaching (50%)

1. Select a short, written text (Text 1) suitable for Stage 4 students. Your text should be no more than 400 words. It should focus on a contemporary issue (e.g. technology, sustainability, friendship, bullying, gender inclusivity, refugee experiences etc) that will engage this age group.
   a. Outline the issue and why you selected it for students in Years 7 or 8.
   b. What literacy challenges does this text present for students with low levels of literacy? Consider (1) length (text, paragraphs, sentences); (2) grammatical features; (3) vocabulary (including lexical chains) and spelling.
   c. How would you support low-level literacy students so that they can access the language and meaning effectively? What explicit literacy teaching is required? Provide a brief outline of one strategy you can apply to provide appropriate and explicit scaffolding for literacy.
   d. Design three activities (not necessarily worksheets) to explore the contemporary issue raised and support/develop the language used in the Text 1. One activity should link to the explicit scaffolding outlined in (c); one should be for group/partner work; and one is your own choice. The activities need to focus on different aspects of literacy. State the learning intention(s) for each activity and how you will evaluate the success of student learning.

2. Select a visual text (Text 2) to extend the issue raised in Text 1. Your text could be a photograph, artwork, cartoon, still image from a film, an extract from a picture book or from a multimodal text. (Text 2 can include a combination of written and visual features).

a. Explain your reasons for selecting this text and how it relates to Text 1. How does it reinforce visual literacy and language for your students?
b. Explain how Text 2 would consolidate student literacy skills developed in Text 1. In your response refer to one explicit literacy strategy you would use.

c. Design a brief formative assessment task so students can demonstrate their understanding of Text 2. The task should allow some creativity as well as enable formative assessment of how well students can demonstrate the targeted aspects identified in Part 1.

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

Prepare and deliver a 15-minute presentation that demonstrates your capacity to design five, short, thematically connected **formative** assessment tasks. Each task must focus on a different literacy skill (see below). Consider the modes of assessment and how students will respond, with at least one task differentiated to allow access for different levels of skill.

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

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

Your written submission will introduce each assessment task and provide more detail about the above points. You need to explain and justify any options provided and also how one or more tasks allow for differentiation.

For your set of assessment tasks, make sure you include brief written information about:
a. the target student(s)
b. the sequence in which the tasks will be used
c. how feedback will be given.

One assessment task MUST include an alternative form showing the adjustments you have made to cater for students with EITHER low reading levels in literacy OR EAL/D students.

You need to provide a paper copy of each task (and marking rubric where required) for your lecturer to annotate during your presentation. Other material should be displayed electronically.

Assessment Task 2 is due following your presentation. This will allow you to reflect on peer and teacher feedback as well as adjust your own content if required as a result of the presentation.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6723 ENGLISH EXTENSION METHOD 1

Student Name: Student No.:

Assessment Task 1: **Texts for explicit literacy teaching**

SPECIFIC CRITERIA	(-) ➤ (+)				
Understanding of the question or issue and the key concepts involved • Understanding of the task and its relationship to relevant areas of theory, research and practice • Clarity and accuracy in use of key terms and concepts					
Depth of analysis and/or critique in response to the task • Ability to reflect deeply on the literacy challenges evident in Text 1, the needs of low-level literacy students and on adjustments required to meet these needs • Provision of appropriate scaffolding					
Familiarity with and relevance of professional skills used to design response • Demonstrated understanding on the need to differentiate curriculum to cater for diverse learners • Deep understanding of the diverse learning needs of students in Australian schools					
Structure and organisation or response • Ability to write an original text with features for specific learning intentions					
Presentation of response according to appropriate academic and linguistic conventions • Use of appropriate academic English • Instructions suitable for low-literacy learners					
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.**

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6723 ENGLISH EXTENSION METHOD 1

Student Name: Student No.:

Assessment Task 2: **Formative assessment practices for literacy**

SPECIFIC CRITERIA	(-) ➤ (+)				
Understanding of the question or issue and the key concepts involved • demonstrate knowledge of effective assessment practices, especially backward mapping so that there are clear links between the learning intentions, success criteria and assessment tasks • design a range of five effective assessment tasks • demonstrate a deep understanding of different ways to offer student feedback					
Depth of analysis and/or critique in response to the task • demonstrate understanding of academic and cultural diversity when assessing students • design appropriate tasks focused on specific needs of the student(s)					
Familiarity with and relevance of professional and/or research literature used to support response • demonstrate understanding of the need to differentiate assessment to cater for diverse learners • understanding of effective assessment practices that suit different purposes					
Structure and organisation or response • ability to deliver an engaging presentation that meets the specified criteria, including 15-minute time allocation					
Presentation of response according to appropriate academic and linguistic conventions • ability to use clear and appropriate English					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer **Date:**

Recommended: /20 (FL PS CR DN HD) **Weighting: 50%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**