

EDST2003

Learning and Teaching: Language, Literacy and Numeracy

Term 1, 2022



Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Andy Gao	xuesong.gao@unsw.edu.au	2-4pm Thursdays and by email appointment	G22 Morven Brown Building	02 9065 2678

School Contact Information

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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

This course will engage in substantive exploration of key concepts, issues, and debates in language, literacy, and numeracy education, with particular reference to the language, literacy, and numeracy demands of the secondary curriculum and pedagogy. It draws on current research to identify likely areas of difficulty in language, literacy, and numeracy learning and discusses effective teaching strategies for learners, including English as an additional language/dialect learners.

Course Learning Outcomes

1. Analyze the English language, literacy and numeracy demands of schooling and identify equity implications and issues for diverse students' access to and achievement in the academic curriculum
2. Apply this knowledge to designing a range of language, literacy, and numeracy-developing tasks as well as develop effective teaching strategies with EAL/D students in the mainstream.
3. Identify the constraints and opportunities shaping language, literacy and numeracy teaching and learning in classrooms
4. Integrate theoretical perspectives about language, literacy and numeracy with subject area knowledge and teaching practice and apply these understandings to reflect on and improve teaching practice

Australian Professional Standards for Teachers

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning.	1
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1, 2
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious, and socioeconomic backgrounds.	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.	2
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	2
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics.	2
3.2.1	Plan lesson sequences using knowledge of student learning, content,	2

	and effective teaching strategies.	
3.3.1	Include a range of teaching strategies.	2
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	2
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	2
7.3.1	Understand strategies for working effectively, sensitively, and confidentially with parents/carers.	2

National Priority Area Elaborations

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education	1, 4, 5, 7	1
B	Classroom Management	1, 4, 5, 9	2
C	Information and Communication Technologies	1, 3-8, 11-12	1, 2
D	Literacy and Numeracy	1-19	1, 2
E	Students with Special Educational Needs	1-4, 7-9	2
F	Teaching Students from Non-English-Speaking Backgrounds	1-11	2

Teaching Strategies

Rationale

Language, literacy and numeracy underpins students' learning and achievement in all curriculum areas. The cultural and linguistic diversity of the NSW population means that in many schools learning English as an additional language is a mainstream endeavour. Teachers therefore need to be equipped with theoretical and practical knowledge about language, literacy and numeracy issues in order to be able to develop an appropriate pedagogy for an inclusive curriculum. Course content and processes reflect and model a sociocultural approach to language, literacy, and numeracy education.

Teaching Strategies

Teaching strategies used during the course will include:

- Small group learning to model 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 to allow students to reflect critically on teaching practice;
- 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 on the course Moodle website and associated myUNSW resources.

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

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Reflection	40%	18/03/2022 05:00 PM	1, 3
2. Lesson Activities and Analytical Paper	60%	29/04/2022 05:00 PM	2, 4

Assessment 1: Reflection

Due date: 18/03/2022 05:00 PM

Details: 1,500 words

Consider your language, literacy, and numeracy experiences as a student. Use the questions provided by the course convenor to guide your reflection

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Additional details

Consider your language, literacy, and numeracy experiences as a student. Use the following questions to guide your reflection:

1. To what extent were your language, literacy, and numeracy experiences different from those of your peers? To what extent are they similar?
2. To what extent were your language, literacy, and numeracy experiences different from what your teachers expected? To what extent were they similar?
3. What did you do in response to any language, literacy, and numeracy issues that came up?
4. Would you behave similarly or differently with your students than your teachers did with you? Why?
5. In what ways could your own language, literacy, and numeracy experiences impact your teaching and students' learning?

Draw on at least four readings cited in the course's reading list.

Word count is 1,500 words, not including reference list (+-10%, 1,400-1,700).

You may choose three questions to guide your reflection. Choose the first question from the first two questions (Questions 1 and 2) (say 400 words) and the second question from Questions 3 and 4 (say 500 words). Question 5 must be included (say 600 words).

Please refer to the feedback sheet. This includes additional details about what is expected. The teaching team uses the feedback as a guide to evaluate the quality of your work.

APA Resources

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://www.cite.auckland.ac.nz/index.php?p=quickcite>

<http://www.lib.latrobe.edu.au/referencing-tool/apa-6>

The updated assessment guidelines at the School of Education can be found [here](#).

Assessment 2: Lesson Activities and Analytical Paper

Due date: 29/04/2022 05:00 PM

Details: 3000 words equivalent

Plan a literacy and a numeracy activity, with original supporting teaching materials, preferably in one of your two method areas and write an analytic paper in which you identify and describe the strengths and limitations of your activities in relation to different lecture topics from the course.

Please refer to the feedback sheet. The feedback sheet includes additional detail about what is expected. The teaching team use the feedback sheet as a guide to evaluate the quality of your work.

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Additional details

Plan one literacy-related and one numeracy-related activity, preferably in one of your two method areas and write an analytical paper in which you identify and describe strengths of your planned activities in relation to different lecture topics from the course.

Part I Considering the topics we have studied in this course, plan one literacy-related and one numeracy-related activity with supporting teaching materials in one of your two proposed method areas. You should consult sample lesson plans, e.g., <http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/learning-through-reading-and-writing> as well as the UNSW Professional Experience handbook, <https://www.unsw.edu.au/content/dam/pdfs/unsw-adobe-websites/arts-design-architecture/education/professional-experience/2021-05-wil002lesson-plan-template.pdf> before you develop your activity. Each activity is limited to two A4 pages in Times New Roman 12pt font. You may submit a maximum of two pages of supporting materials such as worksheets or handouts. This part counts as 1,000 words equivalent.

Part II Write an analytic paper in which you identify and describe at least three strengths and two potential limitations each of your activities, as they relate to different topics covered in the course. Draw on at least eight readings from the course's reading list.

The analytic paper should be 2,000 words (+/-10%) not including reference list.

Please refer to the feedback sheet. This includes additional details about what is expected. The teaching team uses the feedback as a guide to evaluate the quality of your work.

RUBRIC/FEEDBACK SHEET
EDST2003 LEARNING AND TEACHING: LANGUAGE, LITERACY AND
NUMERACY
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Reflection

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Accurately identifies and justifies areas of strength and development • Considers needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds • Considers what language, literacy, and numeracy factors are associated with differences in student achievement 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Depth of understanding of the complex nature of literacy, language, and numeracy • Clarity and depth of analysis of specific language, literacy, and numeracy features 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Relevance and use of at least four readings (not viewings) from the course’s reading list to support arguments • Cited readings are clearly understood • Cited readings support the argument • The connections between the evidence from readings and arguments are explicitly presented 					
<p>Structure and organisation of response</p>					

Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> • Logical sequencing of ideas • Appropriate transitions • Includes an introduction and a conclusion • Clarity and coherence of organisation, including use of numbering and referencing 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Reflection paper is 1,500 words, not including reference list (+-10%, 1,400-1,700) • Writing adheres to standard conventions including (1) grammar, (2) punctuation, (3) spelling, and (4) capitalisation • Writing is precise, clear, and persuasive including (1) correct sentence structure and (2) appropriate paragraph structure • If used, tables and graphs, etc. are clear • Clarity, consistency and appropriateness of all APA conventions, including but not limited to quoting, paraphrasing, attributing sources of information, and listing references 					
<p>General comments/recommendations for next time:</p>					

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 contextualise 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.

RUBRIC/FEEDBACK SHEET
EDST2003 LEARNING AND TEACHING: LANGUAGE, LITERACY AND
NUMERACY
UNSW SCHOOL OF EDUCATION

Assessment Task 2: Lesson Activities and Analytical Paper

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Analytic paper identifies and describes at least three strengths and two potential limitations of each activity, as they relate to different lecture topics from the course 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Demonstrates depth of understanding of the complex nature of topics addressed in paper • Analytic paper has a clear audience and the purpose for writing is clear • Analytic paper has a clear argument to support point-of-view • Appropriately and substantially incorporated learning from course content in analytic paper and lesson plan 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Relevance and use of at least eight readings (not viewings) from the course’s reading list • Readings cited are clearly understood • The cited readings support the argument • The connections between the evidence from readings and arguments are explicitly presented 					
<p>Structure and organisation of response</p>					

Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> • Logical sequencing of ideas • Appropriate transitions • Includes an introduction and a conclusion • Clarity and coherence of organisation, including use of numbering and referencing 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Analytic paper is 2,000 words, not including reference list (+-10%, 1,800-2,200) • Writing adheres to standard conventions including (1) grammar, (2) punctuation, (3) spelling, and (4) capitalisation • Writing is precise, clear, and persuasive including (1) correct sentence structure and (2) appropriate paragraph structure • If used, tables and graphs, etc. are clear • Clarity, consistency and appropriateness of all APA conventions, including but not limited to quoting, paraphrasing, attributing sources of information, and listing references 					
<p>General comments/recommendations for next time:</p>					

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 contextualise 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.

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.e. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when courses are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face-to-face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found [here](#).

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 14 February - 18 February	Topic	<p>Introduction: Understanding the roles of language, literacy and numeracy (LLN) across the secondary school curriculum</p> <p>Learner diversity: EAL/D students in Australia (including Aboriginal and Torres Strait islanders) and EAL/D students with limited schooling; low literacy learners</p> <p>The role of language, literacy and numeracy in schooling</p> <p>Tutorial (Tutorials start in week 1):</p> <p>Meeting and greeting. Reflection on prior learning experiences and exploring students' language, literacy and numeracy challenges</p> <p>Activities for the Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE)</p> <p>Required Reading:</p> <p>Chapters 1, 3 in Gibbons (2009)</p> <p>*Hammond (2012); Unsworth (1999)</p> <p>https://teacheredtest.acer.edu.au/prepare/practice-material</p> <p>https://www.unsw.edu.au/arts-design-architecture/our-schools/education/student-life/resources-</p>

		support/national-literacy-numeracy-test-lantite *Supplementary reading material
Week 2: 21 February - 25 February	Topic	Planning for numeracy across the curriculum Demands and opportunities Tutorial: Unpacking demands and opportunities for numeracy instruction LANTITE preparation Required Reading: NSW Department of Education: Numeracy https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/numeracy *Goos, Geiger, & Dole. (2012a &b); Sellars, 2018a; Thornton & Hogan (2005) https://www.openlearning.com/courses/lantitenumeracy *Supplementary reading material
Week 3: 28 February - 4 March	Topic	Principles and strategies for teaching numeracy Principles for effective teaching. Designing good tasks. Scaffolding students with different readiness for learning Tutorial: Apply pedagogical principles for numeracy, design effective numeracy lessons LANTITE Preparation Required Reading: *Muir (2008, 2016); Parkin & Hayes (2006), Sellars, 2018b; Sullivan (2011) *Supplementary reading material
Week 4: 7 March - 11	Topic	Planning for language and literacy across the

<p>March</p>		<p>curriculum</p> <p>Demands and opportunities. Principles for effective teaching. Designing good tasks. Multiliteracies pedagogy; The four resources model; Differentiation and scaffolding. The importance of oral language development.</p> <p>Tutorial:</p> <p>Applying the four resource models and scaffolding</p> <p>Additional online activities for LANTITE preparation</p> <p>Required Reading:</p> <p>Chapters 2 & 3 in Henderson (2019), Chapter 1 in Gibbons (2002)</p> <p>*Michell & Sharpe (2005), Gleeson & Davison (2019)</p> <p>https://mcq.nesa.nsw.edu.au/course/school-certificate/english-literacy/ (some of the math-and literacy-related subject quizzes resemble LANTITE test items)</p> <p>*Supplementary reading material</p>
<p>Week 5: 14 March - 18 March</p>	<p>Topic</p>	<p>Language and academic literacy: Vocabulary and grammar</p> <p>Everyday vocabulary vs. subject-specific vocabulary. Language choice to convey technical/abstract meanings. Teaching strategies. The role of oral language</p> <p>Tutorial:</p> <p>Vocabulary and grammar related activities</p> <p>Online activities for LANTITE preparation</p> <p>Required Reading:</p> <p>Chapter 5 in Henderson (2019)</p> <p>*Hauser (2007); Stahl & Bravo (2010); Townsend (2015); Nisbet 2010).</p>

		<p>https://www.nap.edu.au/naplan/the-tests</p> <p>*Supplementary reading material</p> <p>1st assignment due by 5pm March 18th 2022</p>
Week 6: 21 March - 25 March	Topic	<p>Flexible learning week (online learning activities)</p> <p>No lecture and tutorial</p> <p>Consultation available</p> <p>No tutorial, but you can explore the following topics:</p> <p>Working with the student's writing sample</p> <p>Issues to multimodality, literacy and numeracy</p> <p>Promoting multimodal literacy and Numeracy for critical text participation and use</p> <p>Related Reading:</p> <p>Chapters 8 & 16 in Henderson (2019)</p> <p>*Chun (2009), Unsworth (2002)</p> <p>*Supplementary reading material</p>
Week 7: 28 March - 1 April	Topic	<p>Language and academic literacy: Reading</p> <p>Principles for engaging with academic literacy</p> <p>Activities for engaging with academic literacy</p> <p>Supporting academic reading with strategies. The role of oral language.</p> <p>Tutorial:</p> <p>Activities to promote reading engagement and strategic reading</p> <p>LANTITE preparation</p> <p>Required Reading:</p> <p>Chapters 4 and 5 in Gibbons (2009)</p> <p>Chapter 5 in Henderson (2015)</p>

Week 8: 4 April - 8 April	Topic	<p>Language and academic literacy: Writing</p> <p>Focus on genre</p> <p>Scaffolding genres in the classroom</p> <p>The teaching and learning cycle</p> <p>The role of oral language.</p> <p>Feedback on writing</p> <p>Tutorial:</p> <p>Activities to promote writing; effective feedback practices</p> <p>LANTITE Preparation</p> <p>Required Reading:</p> <p>Chapter 13 in Henderson (2019); Chapter 6 in Gibbons (2009); *Luttrell & Parker (2001)</p> <p>NSW Department of Education: Writing https://education.nsw.gov.au/teaching-and-learning/student-assessment/smart-teaching-strategies/literacy/writing</p> <p>*Supplementary reading material</p>
Week 9: 11 April - 15 April	Topic	<p>Literacy, Numeracy and Diversity</p> <p>Bourdieu's forms of capital</p> <p>Literacy learning in rural communities</p> <p>Home and school literacies/numeracy;</p> <p>Deficit discourses</p> <p>Equity and 'invisible' diversity</p> <p>Tutorial:</p> <p>Case studies of rural school students and students of different cultural backgrounds.</p> <p>LANTITE Preparation</p> <p>Required Reading:</p>

		<p>Chapters 11 & 12 in Henderson (2019)</p> <p>*Austin, 2018; Faulkner (2005) https://www.arts.unsw.edu.au/education/study-us/resources-support/national-literacy-numeracy-test-lantite</p> <p>*Supplementary reading material</p>
<p>Week 10: 18 April - 22 April</p>	<p>Topic</p>	<p>Assessing and supporting language, literacy and numeracy development</p> <p>Assessment strategies; Communicating with parents and caregivers in languages other than English; working with language, literacy and numeracy support staff; programming within a whole-school environment</p> <p>Tutorial:</p> <p>Developing assessment strategies for a whole school approach that promotes language, literacy and numeracy. Review of course</p> <p>Required Reading:</p> <p>Chapter 13 in Henderson (2019)</p> <p>*Harris et al. 2013; Humphrey & Robinson 2012; Lucas et al. 2008</p> <p>Tools for Enhancing Assessment Literacy of Teachers of English as an Additional Language, http://teal.global2.vic.edu.au/</p> <p>*Supplementary reading material</p> <p>2nd Assignment due by 5pm April 29th 2022</p>

Resources

Prescribed Resources

Textbooks

- Gibbons, P. (2009). *English learners, academic literacy and thinking: Learning in the challenge zone*. Portsmouth NH: Heineman.
- Henderson, R. (Ed.) (2019). *Teaching literacies in the middle years: Pedagogies and diversity* (2nd edition). Melbourne: Oxford University Press

Readings for each session:

- Austin, J. (2018). Aboriginal and Torres Strait Island students as effective numeracy learners. In M. Sellars (ed.). *Numeracy in Authentic Contexts* (pp. 75-89). Singapore: Springer Nature
- Chun, C. W. (2009). Critical literacies and graphic novels for ELLs: Teaching *Maus*. *Journal of Adolescent and Adult Literacy*, 53(2), 144-153.
- Faulkner, V. (2005). Adolescent literacies within the middle years of schooling: A case study of a Year 8 homeroom. *Journal of Adolescent and Adult Literacy*, 49(2), 108-117.
- Gibbons, P. (2002). *Scaffolding language, scaffolding learning*. Portsmouth, NH: Heinemann Publishing.
- Gleeson, M. & Davison, C. (2016). A conflict between experience and professional learning: Subject teachers' beliefs about teaching English language. *RELC Journal*, 47(1), 43-57.
- Gleeson, M & Davison, C. (2019). Teaching in linguistically and culturally diverse secondary schools: How far have we come? *Australian Review of Applied Linguistics*, 42 (3), <http://doi.org/10.1075/aral.17093.gle>
- Goos, M., Geiger, V., & Dole, S. (2012a). Auditing the numeracy demands of the middle years curriculum. *PNA*, 6(4), 147-158.
- Goos, M., Geiger, V., & Dole, S. (2012b). Numeracy across the curriculum. *Australian Mathematics Teachers*, 68(1), 3-7.
- Hammond, J. (2012). Hope and challenge in the Australian Curriculum: Implications for EAL students and their teachers. *Australian Journal of Language and Literacy*. 35 (2), 223-240.
- Harris, P., Chinnappan, M., Castleton, G., Carter, J., De Courcy, M., & Barnett, J. (2013). Impact and consequence of Australia's National Assessment Program-Literacy and Numeracy (NAPLAN): Using research evidence to inform improvement. *TESOL in Context*, 23, 30-52.
- Hauser, I (2007). A Way with Words: Teaching Spelling and Vocabulary in the Middle School. In *Literacy Learning: the Middle Years*, 15 (2), I-XI.
- Humphrey, S. L & Robinson, SH. (2012). Using a 4x4 framework for whole school literacy development. J S Knox. 81-86. Australia: The 39th International Systemic Functional Congress.
- Lucas, T., Villegas, A.M., Freedson-Gaonzalez, M. (2008). Linguistically responsive teacher education: Preparing classroom teachers to teach English language learners. *Journal of Teacher Education*, 59, 361-373.
- Luttrell, W. & Parker, C. (2001). High school students' literacy practices and identities, and the figured world of school. *Journal of Research in Reading*, 24(3), 235-247.
- Michell, M. & Sharpe, T. (2005). Collective instructional scaffolding in English as a Second Language classrooms. *Prospect*, 20(1), 31-57.
- Muir, T. (2008). Principles of practice and teacher actions: Influences on effective teaching of numeracy. *Mathematics Education Research Journal*, 20(3), 78-101.
- Muir, T. (2012). Out of the classroom, into the home. *Teaching Children Mathematics*, 22(8), 496-504
- Nisbet, D.L. (2010). Vocabulary instruction for second language readers. *Journal of Adult*

- Education*, 39(1), 10-15. Muir (2008). Principles of practice and teacher actions: Influences on effective teaching of numeracy. *Mathematics Education Research Journal*, 20(3), 78-101.
- NSW Department of Education: Numeracy <https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/numeracy>
 - NSW Department of Education: Writing <https://education.nsw.gov.au/teaching-and-learning/student-assessment/smart-teaching-strategies/literacy/writing>
 - Stahl, K., & Bravo, M. (2010). Contemporary classroom vocabulary assessment for content areas. *The Reading Teacher*, 63(7), 566-578.
https://nysrti.org/files/webinars/strand_21/4stahl_voc_assess_rt.pdf
 - Sullivan (2011). Teaching mathematics: Using research-informed strategies. *Australian Education Review*. <https://research.acer.edu.au/cgi/viewcontent.cgi?article=1022&context=aer>
 - Parkin, B. & Hayes, J. (2006). Scaffolding the language of maths. *Literacy Learning: The Middle Years*, 14(1), 23-35.
 - Sellars, M. (2018a). Mathematics and numeracy in a global society. In M. Sellars (ed.). *Numeracy in Authentic Contexts* (pp. 5-21). Singapore: Springer Nature.
 - Sellars, M. (2018b). Teaching and learning for numeracy competence. In M. Sellars (ed.). *Numeracy in Authentic Contexts* (pp. 23-37). Singapore: Springer Nature
 - Townsend, D. (2015). Who's using the language? Supporting middle school students with content area academic language. *Journal of Adolescent and Adult Literacy*, 58(5), 376-387.
 - Thornton, S. & Hogan, J. (2005). Numeracy across the curriculum: demands and opportunities. *Curriculum and Leadership Journal*, 3(16)
http://www.curriculum.edu.au/leader/numeracy_across_the_curriculum.9770.html
 - Unsworth, L. (1999). Developing critical understanding of the specialised language of school science and history texts: A functional grammatical perspective. *Journal of Adolescent and Adult Literacy*, 42(7), 508-521.
 - Unsworth, I. (2002). Changing dimensions of school literacies. *The Australian Journal of Language and Literacy*, 25(1), 62-77.

Key websites:

- Online LANTITE resources at the School of Education UNSW: <https://www.arts.unsw.edu.au/education/study-us/resources-support/national-literacy-numeracy-test-lantite>
- ACARA (2014) *English as an additional language or dialect teacher resource. Overview and EAL/D Learning progression*.
https://docs.acara.edu.au/resources/EALD_Learning_Progression_revised_February_2014.pdf
- ACARA
Literacy <https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/literacy/>
- ACARA Numeracy <https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/numeracy/>
- NSW Department of Education: Literacy and Numeracy <https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy>
- Tools for Enhancing Assessment Literacy of Teachers of English as an Additional Language <http://teal.global2.vic.edu.au/>

Additional reading

- Cruickshank, K. (2004). Literacy in multilingual contexts: Change in teenagers' reading and writing. *Language and Education*, 18(6), 459-473.
- De Courcy, M. (2014). Linguistic and Cultural Diversity. In Hyde, Carpenter & Conway (Eds), 2nd edition, *Diversity, Inclusion and Engagement*. Oxford, Oxford University Press.

- Freebody P, & Morgan, A-M (2014). Curriculum-specific literacy: Expanding the repertoire. In Morgan A-M, Comber, B, Freebody, P & Nixon, H (eds.) *Literacy in the Middle years* (pp.51-73). Marrickville Metro, N.S.W: Primary English Teaching Association Australia (PETAA)
- Hart, B., & Risley, T.R. (2003). The Early Catastrophe. The 30 Million Word Gap by Age 3. *American Educator*, Spring.
- Junior Certificate School Programme Support Service (2008). Resources for developing a school wide literacy plan. Curriculum Development Unit.
http://www.sdpi.ie/SDPI_DEIS_Docs/JCSP_literacy-plan_FINAL%20COLOUR.pdf
- Myhill, D. (2005). Ways of knowing: Writing with grammar in mind. *English teaching: Practice and Critique*, 4(3), 77-96.
- Tompkins, G. E., Smith, C., Campbell, R., & Green, D. Literacy for the 21st century: A balanced approach. Harlow, England: Pearson.
- Van De Walle, J.A., Karp, K.S., Bay-Willaims, J.M. (2017). *Elementary and middle school mathematics: Teaching developmentally*. Harlow, England: Pearson.
- White, P., Mammone, G., & Caldwell, D. (2015). Linguistically based inequality, multilingual education and a genre-based literacy development strategy: Insights from the Australian experience. *Language and Education*, 29, 256-27

Course Evaluation and Development

Delivery mode revised to meet diverse needs

Content updated.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices

The [UNSW Academic Skills support](#) offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has [the ELISE tool](#) available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

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