EDST6723

Extension English Method 1

Term 1, 2022

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
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School Contact Information

School of Education
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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 is a hybrid course. It is available to both undergraduate and postgraduate students. The course content, delivery and assessment will be identical for both groups of students.

A more intensive focus on teaching English Years 7-12 for students wishing to specialise in double English method.

Course Learning Outcomes

1. Discuss classroom strategies that recognize students different approaches to learning
2. Develop appropriate and engaging resources for the English classroom that take into account students skills, interests and prior achievements and that respect the social, ethnic and religious backgrounds of students.
3. Investigate and discuss a variety of strategies to develop rapport with students, a positive classroom learning environment and approaches to managing student behaviour.
4. Demonstrate the essential link between outcomes, assessment, teaching strategies and lesson planning.
5. Analyse specific teaching strategies and develop engaging materials to meet the needs of all students.

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

Teaching Strategies

Please refer to the information in Moodle

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Texts for explicit literacy teaching	50%	Friday 25/3/2022	1, 2, 3
2. Formative assessment practices	50%	Friday 29/4/2022	2, 4, 5

Assessment 1: Texts for explicit literacy teaching

Due date: Friday 25/3/2022

Select a text focussing on a contemporary issue impacting Stage 4 students (e.g., technology, bullying, gender inclusivity) and develop strategies and activities to support literacy and differentiation. Length: Up to 3,000 words.

Additional details

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.

- Outline the issue and why you selected it for students in Years 7 or 8.
- 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.
- 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.
- 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).

- 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?
- 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.
- 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

Due date: Friday 29/4/2022

Present your design of five formative tasks focusing on a range of literacy skills. Length: Up to 15 minutes.

Additional details

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:

1. the target student(s)
2. the sequence in which the tasks will be used
3. 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.

RUBRIC/FEEDBACK SHEET
EDST6723 EXTENSION ENGLISH METHOD 1
UNSW SCHOOL OF EDUCATION

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 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 and/or research literature used to support 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 of 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					

Specific Criteria	(-)————————>(+)				
• Instructions suitable for low-literacy learners					
General comments/recommendations for next time:					

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 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
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Assessment Task 2: Formative assessment practices

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 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 of response • Ability to deliver an engaging presentation that meets the specified criteria, including 15-minute time allocation					

Specific Criteria	(-)————————>(+)				
Presentation of response according to appropriate academic and linguistic conventions • Ability to use clear and appropriate English					
General comments/recommendations for next time:					

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 contextualise and/or amend these specific criteria. <u>The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</u>

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.1. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when course 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/Module	Type	Content
Module 1 - The Importance of Literacy	Lecture	**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
	Tutorial	**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
Module 3 - Enhancing Comprehension Skills	Lecture	**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
	Tutorial	**Teaching Literacy in Year 7 – Reading and**

		spelling
		• Links between Reading and Spelling • Encouraging vocabulary development through spelling • Designing a spelling program
Module 4 - Writing and Grammar	Lecture	**Aspect of literacy – Written and aural comprehension** • Ways of reading/listening • Strategies for improving comprehension • Extending vocabulary • Role of working memory
	Tutorial	**Improving comprehension** • Using formative assessment strategies • Graphic organisers and responding to text • Dictogloss and jigsaw texts for listening tasks
Module 5 - Teaching Literacy in a Mixed Ability Classroom	Lecture	**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
	Tutorial	**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
Module 6 - Assessment of Literacy Skills	Lecture	**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)
	Tutorial	• Adjusting assessments for EALD/low levels of literacy • Multi-level explicit teaching

		• Accessing literary texts
Module 7 - Writing	Lecture	**Literacy assessment** • Integrating assessment to move learning forward • Giving explicit feedback - to grade or not to grade? • NAPLAN and the English teacher
	Tutorial	**Teaching Literacy in Year 7 – Reading for Writing** • Importance of vocabulary teaching and learning • Importance of wide reading in the learning continuum.
Module 9 - Enhancing Writing Skills	Lecture	**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
	Tutorial	**Understanding and applying NAPLAN writing marking criteria** • Differences between class marking and NAPLAN marking for Writing • Strategies for marking student writing
Module 10 - Lifelong Literacy	Lecture	*Asynchronous* **Aspect of Literacy – Writing** • Understanding task (model text, annotation, graphic organiser) • Planning (text type, generating and organising ideas) • Peer and self assessment
	Tutorial	*Asynchronous* **Teaching Literacy in Year 7 – Planning for Writing** • Strategy of continuous speed writing • Writing tools - paper/pencil or computer? • Adapting rubrics (for writing tasks)

Module 11 - The Role of ICT	Lecture	**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?
	Tutorial	**Teaching Literacy in Year 7 – Proofreading and editing skills** • Differences between editing and proofreading • Strategies for editing and proofreading • Importance of reflective writing
Module 2 - Teaching literacy in Stage 4	Lecture	**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
	Tutorial	**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

Resources

Prescribed 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) www.etansw.asn.au

Tel: 95726900　　　　　Email admin@englishteacher.com.au

Australian Literacy Educators Association (ALEA) www.alea.edu.au

Tel: 1800248 379　　　　Email office@alea.edu.au

Primary English Teachers' Association Australia (PETAA)

Tel: 9565 1277　　　　　Email office@alea.edu.au

Recommended Resources

English Teachers' Association Journal articles

English Teachers' Association (ETANSW) www.etansw.asn.au

Course Evaluation and Development

Student feedback will be gathered informally through weekly discussions. Students' needs will be met on an individual and collective basis. Student feedback will also be gathered formally through the completion of a survey.

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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