EDST5454

Developing Literacies: From Kindergarten to University

Semester Two // 2018

School of Education // UNSW Arts and Social Sciences

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Sue Ollerhead	s.ollerhead@unsw.edu.au	Tuesdays 11am to 1pm	John Goodsell 115	93858243

Lecturers

Name	Email	Availability	Location	Phone
Sue Ollerhead	s.ollerhead@unsw.edu.au	Tuesdays 11am to 1pm	John Goodsell 115	93858243

School Contact Information

School of Education
Arts and Social Sciences
Level 1, John Goodsell Building (F20)

T: +61 (2) 9385 1977
E: education@unsw.edu.au
W: education.arts.unsw.edu.au

Attendance Requirements

Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student’s control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and iremen0 isadventure;

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Course Details

Credit Points 6

Workload

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

Summary of the Course

This course will assist you in understanding, developing and evaluating your literacy praxis by exploring

Australian Professional Graduate Teaching Standards

Standard	Description
1.1.2	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.
1.2.2	Structure teaching programs using research and collegial advice about how students learn.

Assessment

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Presentation	40%	1,2	1.2.2,1.3.3,3.1.2	31/08/2018 05:00 PM
Proposal	60%	2,3,4	1.1.2,2.2.2,1.3.3,2.1.2,2.2.3,3.1.2	22/10/2018 05:00 PM

Please refer to *?sqrp_jg_ l Npmdcqqgml_j Qr_ l b_pbq dmp Rc_afcpq* on the previous page

Assessment Details

Assessment 1: Presentation

Start date:

Details: Task 1 - Presentation - 10 minute multimedia bibliography presentation on key ideas and debates plus 500-word summaryStudents will receive written feedback within 10 business days of submission

Additional details:

Assessment A: Bibliography presentation: key ideas and debates

Select a learner group to research (i.e. young children, adolescents, adults). What are the current key ideas and debates with regard to literacy development for this learner group? Choose 5 recent and relevant sources that you have consulted in your research. Critically analyse each source, summarising the key principles you have learned from each one. Discuss the ways in which your research will inform your practice in the classroom.

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

Assessment 2: Proposal

Start date:

Details: Task 2 - Proposal - 3000 wordsWrite a proposal for a literacy support program for a target learner groupStudents will receive written feedback within 10 business days of submission.

Additional details:

Assessment B: Write a proposal for a targeted literacy support program for an identified learner group

Identify a core learner group from those researched during this course. Research and design a targeted literacy support program for this learner group. Write up your envisaged program in the form of a program proposal. Your proposal should include the following information :

1. The context in which the program will be implemented.
2. The specific literacy needs and challenges of your learner group.
3. The projected outcomes of your program.
4. The theoretical rationale for your program.
5. The design and structure of your program.
6. The resources and personnel needed for your program.
7. The ways in which the effectiveness of your program can be measured.

Remember to cite appropriate literature, using APA 6th conventions

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

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5454

Assessment Task: Presentation

Specific Criteria	(-)——————>(+)				
Understand of the question or issue and the key concepts involved					
Depth of anaysis and/or critque in response to the task					
Familiarity with and relevnce of professional and/or research literature used to support response					
Structure and organization of response					
Presentation of response according to appropriate academic and linguistic conventions					
General comments/recommendations for next time:					

Lecturer

Recommended: /20 (FL PS CR DN HD) weighting : 20%

NB: this ticks in the various boxes and 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, submject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

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Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

- Work submitted 10 to 19 days after the stipulated deadline

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- 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

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW. (http://subjectguides.library.unsw.edu.au/elise/aboutelise)

Resources

Prescribed Resources

A collection of readings selected for this course will be placed on Moodle. It is expected that students will prepare for each lecture and tutorial by completing the readings posted for each week of the course.

Recommended Resources

Byrnes, P. & Wasik, B. (2008). *J_les_ec _lb Jgrcp_aw Bctcjmnkclr8 Uf_r Cbsa_rmpq Lccb rm Ilmu*. Guildford Press.

Course Evaluation and Development

[Briefly outline how student feedback (both formal and informal) on the course will be gathered, how it will be analysed and how it will be acted upon to improve the student learning experience. For example, you might discuss what was identified in past feedback and how this course was changed to address the issue.]

Image Credit

Synergies in Sound 2016

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