School of Education

EDST6782
English 2

Term 3 2021

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, Design & Architecture
School of Education
EDST6782 English 2 (6 units of credit)
Term 3 2021

2.   **STAFF CONTACT DETAILS**

Course Coordinator: Rachel Borthwick
Email: r.borthwick@unsw.edu.au
Availability: Post course enquiries on the course forum. Use email for
                        confidential communications.

3.   **COURSE DETAILS**

Course Name	English 2
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T3.html#EDST6782T3

SUMMARY OF COURSE

This course focuses on the transition to Stage 2 English and the development of literacy skills needed for Stages 2 and 3, as well as anticipating the needs to successfully transition to Stage 4. Students will develop skills in encouraging reading, writing, viewing and listening for enjoyment as well as information, across a range of genres and text types. Explicit strategies will be modelled for teaching the features of texts and for negotiating meaning (inductive and deductive) for verbal and visual texts. Enabling and encouraging students to connect to prior learning is critical for Stages 2 and 3 in English and knowledge of metalanguage needed for teaching English will be deepened. Strategies for teaching spelling rules, patterns and word/morphemic knowledge are included so teachers can reinforce a range of strategies for spelling at the transitional and consolidation stages.

Applying principles for assessment for learning will enable students to evaluate the strengths and needs children have across all modes. Interpreting standardised literacy data from cohort or individual testing is also included. Students will develop skills in designing individual plans for intervention and support (e.g. for students with special educational needs and from EAL/D backgrounds) as a result of reviewing test scores and data.

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

    Additional asynchronous activities will be provided to complement the synchronous tutorials
    Further scaffolding for assessments

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Demonstrate understanding of the range of home and community literacy experiences, including the impact of parental/carer attitudes and different cultural systems including Australian Indigenous communities	1, 2
2	Demonstrate understanding of ways to support EAL/D learners at different stages of English learning by explicitly addressing their language needs	1, 2
	Demonstrate understanding of theories and research-based pedagogical	1, 2
		1, 2

2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	1
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics	1, 2
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	2
5.2.1	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	1, 2
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	2

NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	4, 8	1, 2
B. Classroom Management	1-2	1, 2
C. Information and Communication Technologies	3-7, 10	1, 2
D. Literacy and Numeracy		

4. **RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

Students deepen their understanding of the NSW Board of Studies (2015) English K-10 syllabus and explore the transitions required as students move between stages. Tracking literacy growth and development is emphasised as an overall strategy for assessment for literacy learning as well as for diagnosing extra focus and support in specific strands of literacy. Evaluating and writing English programs (stand-alone subject English as well integrated with another KLA) which include appropriate levels and strategies for differentiation are key components of this course.

5. **TEACHING STRATEGIES**

Students will reflect on their own literacy journey and on aspects of literacy they have found or still find challenging at different times of their education. Online activities will enable students to identify perceived areas in which they need to deepen their theoretical understanding in order to improve competence in specific areas of challenge.

As for English Method 1, the course will integrate classroom observations, pedagogical theory for literacy learning and practical development and implementation of teaching materials, including assessment resources.

6. **COURSE CONTENT AND STRUCTURE**

This unit of study involves a 10-week program. This is an

5	**Teaching reading**: levels of knowledge – graphological, phonological, syntactic and semantic. Research evidence for models of reading instruction and cognitive processes. Syllabification and recognition of word parts to decode multisyllabic words. Strategies for increasing fluency. Teaching how to recognise and understand non-literal meaning (figurative language and inferential). Use of metalanguage to recognise and discuss layout of texts.
6	**Responding to reading**: pedagogy and strategies for exploring meaning in fiction and non-fiction. Summarising texts and using graphic organisers to show understanding. Personal responses – recognition of how personal perspectives and experiences influence interpretation. Exploring authors and how their choices influence readers'. Encouraging wide reading. Research on boys and reading.

Further Readings

Bear, R., Invernizzi, M., Templeton, S. and Johnston, F. (2012) *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction.* Boston: Pearson

Derewianka, B. (2012). *A New Grammar Companion for Teachers.* Sydney: PETAA.

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

Harrison, N. & Sellwood, J. (2016). *Learning and Teaching in Aboriginal and Torres Strait Islander Education* (3rd ed)*.* Melbourne: Oxford.

Hertzberg, M. (2012). *Teaching English Language Learners in Mainstream Classes.* Sydney: PETAA

Humphrey, S., Droga, L. and Feez S. (2012). *Grammar and Meaning.* Sydney: PETAA.

Morgan, A-M., Comber, B. Freebody, P. and Nixon, H. (2014). *Literacy in the Middle Years.* Sydney: PETAA

Oakley, G. and Fellowes, J. (2016). *A Closer Look at Spelling in the Primary Classroom.* Sydney: PETAA.

Rowe, K. (2005). *National inquiry into the teaching of literacy (Australia): Teaching reading.* Melbourne: Australian Council for Educational Research.

Simpson, A., White, S., Freebody, P. and Comber, B. (2012). *Language, literacy and literature.* South Melbourne: Oxford University Press.

Snowball, D. and Bolton, F. (1999). *Spelling K-8: Planning and teaching.* Portland, Maine: Stenhouse.

Winch, G., Johnston R. R., March P., Ljungdahl, L. & Holliday, M. (2014). *Literacy: Reading,*

8.   ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment 1 Designing a spelling program	2000 words (equivalent)	40%	1-8	1.2.1, 1.3.1, 1.4.1, 1.5.1, 2.1.1, 2.3.1, 2.5.1, 3.1.1, 5.2.1	A4, A8 B1-2 C3-7, C10 D1-2, D	

Student Name: Student No.:

Assessment Task 1: **Designing a spelling program**

SPECIFIC CRITERIA	(-) ——————➤ (+)
Understanding of the question or issue and the key concepts involved	
Spelling program includes differentiation (content or delivery)	
Spelling strategies, application to writing and proofreading included	
Phonological, morphemic, orthographical, and etymological knowledge, with evidence of how to use to improve spelling success	