

EDST6723

Extension English Method 1

Term 1, 2022

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Andrea Fernandez	andrea.fernandez@unsw.edu.au			

School Contact Information

School of Education
Arts, Design and Architecture
Ground Floor, Morven Brown Building (F20)

T: +61 (2) 9385 1977

E: education@unsw.edu.au

W: <https://www.arts.unsw.edu.au/education>

Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are situated on the traditional lands of the Bidjigal and Gadigal peoples who are the traditional custodians of the land. We acknowledge the Aboriginal and Torres Strait Islander peoples, the winds and waters we all now share, and pay respect to their unique and enduring cultures which deepen and enrich the life of our nation and community.

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, etc.

Summary of the Course

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

A more intensive focus on teaching English Years 7-12 for students with a background in the English method.

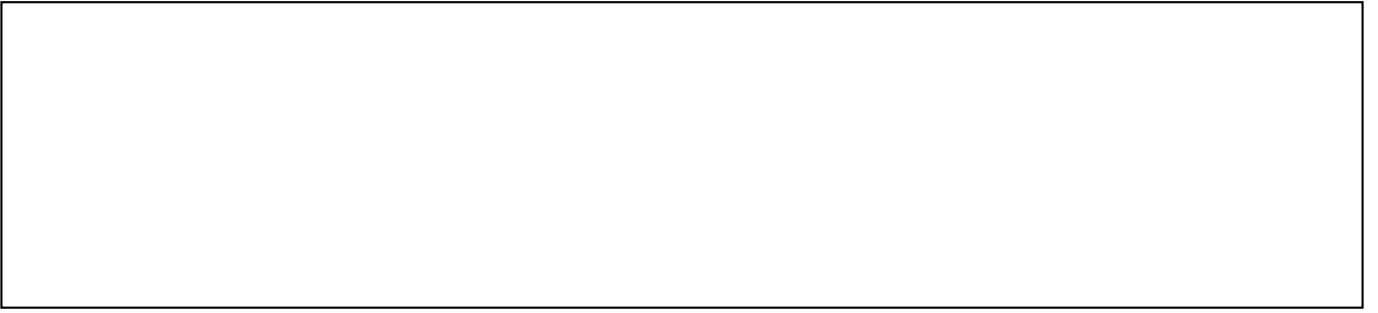
Course Learning Outcomes

1. Discuss classroom strategies that recognize students' different abilities and backgrounds.
2. Develop appropriate and engaging resources for the English class that cater to students' skills, interests and prior achievements and that respect their cultural backgrounds.
3. Investigate and discuss a variety of strategies to develop rapport and create a positive classroom learning environment and approaches to managing student behavior.
4. Demonstrate the essential link between outcomes, assessment, and lesson planning.
5. Analyse specific teaching strategies and develop engaging materials for diverse 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 linguistic, 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.	2
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and 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 learning opportunities for students.	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 within 15 minutes.

Additional details

Prepare and deliver a 15-minute presentation that demonstrates your understanding of formative assessment tasks. Each task must focus on a different literacy skill (see below). Consider the modes of assessment and how students will be 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 tasks (learning intentions and success criteria) and how they can be used for formative learning as well as provide feedback to move learning forward. Provide evidence of what you have made. You should briefly discuss the advantages and disadvantages of each mode (short answer, guided response, cloze, multiple choice questions, matching, etc.) and administration and feedback for students. Also indicate whether you use self or peer assessment.

Your written submission will introduce each assessment task and provide marking points. You need to explain and justify any options provided and also how you will differentiate.

For your set of assessment tasks, make sure you include brief written notes on:

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 adaptation to cater for students with EITHER low reading levels in literacy OR EAL/D.

You need to provide a paper copy of each task (and marking rubric where applicable) and annotate during your presentation. Other material should be displayed on a screen.

Assessment Task 2 is due following your presentation. This will allow you to receive 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					

Specific Criteria	(-)		>(+)		
<ul style="list-style-type: none"> • 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 equal weight in determining the recommended grade. Depending on the lecturers may also contextualise and/or amend the recommended grade. The recommended grade is tentative only, subject to standardisation processes and approval by the and Teaching Committee.

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

Assessment Task 2: Formative assessment practices

Specific Criteria	(-)		>(+)		
Understanding of the question or issue and the key concepts involved					

Specific Criteria	(-)			(>+)
Presentation of response according to appropriate academic linguistic conventions				

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance for all scheduled classes (i.e. lectures, tutorials, workshops, seminars) for a course. It is the responsibility of students to ensure that their attendance is recorded through electronic means or via an attendance register. Attendance in online courses is recorded through digital means. Further information can be found [here](#).

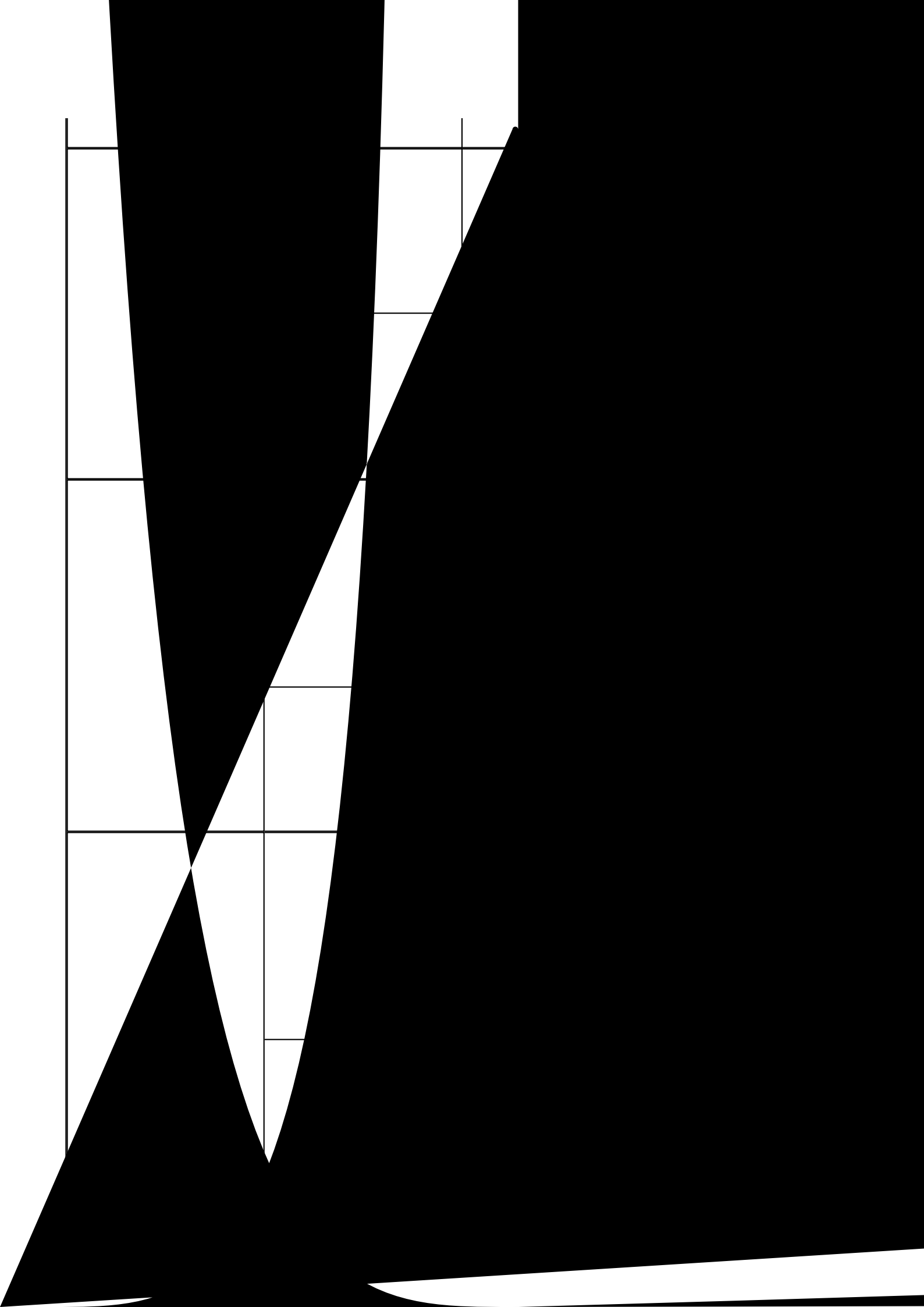
Course Schedule

[View class timetable](#)

Timetable

Date/Module	Type	Content
Module 1 - The Importance of Literacy	Lecture	Introduction: Scope and importance of literacy

spelling



Module 11 - The Culture
of ICT

Lecture

Negotiating the world: accumulating

Module 11 - The Culture of ICT	Lecture	Negotiating the world: accumulating

Resources

Prescribed Resources

Readings

Barton, G. & Woolley, D. (2017). Literacy in the Secondary Classroom.

Dean, G. (2014). *Improving Learning in Secondary English*.

[Fisher, D., Frey, N. and Applegate, D. \(2016\) Text Complexity: Stretching Readers with Text](#). Edition. Thousand Oaks, CA: Corwin Literacy.

[Fisher, D., Frey, N. and Hattie, J. \(2016\) Learning for Literacy: Implementing 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*.

Anstey, M. & Bull, G. (2006). *Learning multiliteracies: Changing time*. Curriculum Press, Melbourne.

Finger, G., Russell, G., Jamieson-Proctor, R. & Ormrod, L. (2006). *IT Making IT Happen*. Pearson Australia

Gibbons, P. (2012). *Scaffolding language, scaffolding learning: Teaching second language learners in mainstream classrooms*. Portsmouth, Heinemann.

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

Hayes, D., Hattam, R., Comber, B., Kerkham, L., Lupton, R. & Teasdale, P. (2012). *Improving Learning: Beyond Pedagogy*. Oxford, Routledge.

Henderson, R. (2012). *Learning Literacies. Pedagogies and Diversity*. Melbourne, Monash University Press, Australia.

Professional websites for English teachers

[http://www.boardofstudies.nsw.edu.au/7-10-literacy-\(BOSTES\)/literacy/](http://www.boardofstudies.nsw.edu.au/7-10-literacy-(BOSTES)/literacy/)

<http://www.australiancurriculum.edu.au/english/7-10?layout=grid>

<http://www.curriculumsupport.education.nsw.gov.au/literacy/>

<https://www.det.nsw.edu.au/policies/curriculum/schools/literacy/PD2008>

<http://www.naplan.acara.com.au/>

<http://www.englishteacher.com> The English Teachers Association site.

<http://www.aita.org.au> (Search for Teach Literacy)

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Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment, please telephone External Support on 9385 3331 or email them on external@tel. Hours are 8:00am - 10:00pm on weekdays and 9:00am - 5:00pm on weekends. If you are unable to submit your assignment due to a fault with Turnitin, you must retain your ticket number from External Support (along with any screenshots) and include this 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 not. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either the LMS or the assignment. In instances where this is not possible, it will be stated on the assignment page.

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own in various forms, from deliberate cheating to accidentally copying from a source.

UNSW groups plagiarism into the following categories:

Copying Using the same or very similar words to the original text or idea without using quotation marks or citing the source or using quotation marks. This includes copying materials, ideas, text, or images from a report or other written document, presentation, composition, artwork, audio or video recording, program or software, website, internet, other electronic resource, or any other source 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 appropriate acknowledgement. This applies in presentations where someone paraphrases another's ideas or in written work where quotes and paraphrases are pieced together into a new whole, without appropriate acknowledgement.

Collusion Working with others but passing off the work as a person's individual work. This includes providing your work to another student for the purpose of the other student to perform an academic task, stealing or acquiring another person's work.

Academic Information

Due to evolving advice by NSW Health, students must check for updates to learning for all Arts, Design and Architecture courses this term (via Moodle provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
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