



School of Education

EDST6723
English Extension Method 1

Semester 1, 2018

Contents

1. LOCATION

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Faculty of Arts and Social Sciences
School of Education
EDST 6723 English Extension Method 1 (6 units of credit)
Semester 1 2018

2. STAFF CONTACT DETAILS

Course Coordinator: Helen Pearson
Office Location: John Goodsell 130
Email: h.pearson@unsw.edu.au
Availability: Wednesday 1-2pm or email for an appointment

3. COURSE DETAILS

Course Name	English Extension Method 1
Credit Points	6 units of credit (uoc)
Workload	150 ho

Student Learning Outcomes

<i>Outcome</i>	
1	Demonstrate a deep understanding of the literacy needs of diverse students and of how to meet these needs
2	Develop appropriate planning, teaching and assessment practices for the English classroom that respect the social, ethnic and religious backgrounds of students
3	Demonstrate the essential link between outcomes, assessment, teaching strategies and lesson planning
4	Analyse specific teaching and assessment strategies to meet the literacy needs of all students

AITSL Professional Graduate Teaching Standards

<i>Standard</i>	
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice

6. COURSE CONTENT AND STRUCTURE

Week	Wednesday Topics
1	<p>Introduction: Scope and importance of literacy K-12 Literacy continuum; recursive learning; Literacy myths</p> <p>Aspect of literacy Teaching reading Phonics, fluency, decoding for meaning; repairing errors; Learning to read v Reading to Learn</p>
26 Feb March	<p>Selecting reading materials Assessing reading level and identifying difficulties; Matching text difficulty to reading level; Texts to engage low-level.18 8(ea)4(cd9ETQ087 532.03 361.27 197.18 reW*nB`</p>

	ATSIE A.5 CM B.1, 4 ICT C.3, 4 L&N D.1, 3, 4, 8-10, 15, 17, 19 SE E.6 NESB F. 3-5, 7
Mid-semester break	
6 9 13 April	<p>Class held on site at Matraville High; Anzac Parade Meet in the UNSW hall within the school grounds</p> <p>Literacy assessment Assessment types and purposes; Integrating assessment to move learning forward; Self and peer assessment for literacy; Giving explicit feedback; to grade or not to grade? NAPLAN and the English teacher</p> <p>ICT C.7 L&L D.9, 13, 14, 18 SP E.6 NESB F.5</p>
7 16 20 April	<p>Aspect of Literacy Writing Model what you teach; Writing essentials - Purpose and audience; Key Stages: <i>understanding task</i> (model text, annotation, graphic organiser), <i>planning</i> (text type, generating and organising ideas), <i>writing</i> and <i>revising</i> (editing/proofreading); Grammar, spelling and punctuation in context; Assessment and feedback: stars and wishes; self and peer feedback</p>
8 23 27 April	<p>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</p>
9 1 4 May	<p>Class held on site at Matraville High; Anzac Parade Meet in the UNSW hall within the school grounds</p> <p>Presentation of assessment 2 and peer feedback before and after teaching Year 7</p>
10 7 11 May	<p>Class held on site at Matraville High; Anzac Parade Meet in the UNSW hall within the school grounds</p> <p>Aspect of Literacy Punctuation The role of punctuation in reading and writing; Teaching levels of punctuation: Sentence level; simple punctuation; complex punctuation</p> <p>Role of ICT in Literacies Reading and Writing Multimodal texts; word processing; proofreading (again); collaborative texts; blogs and eJournals;</p> <p>Course reflections and on-line evaluation</p> <p>Experience</p>

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Standards	National Priority Area Elaborations	Due Date
<u>Assessment 1</u> Texts for explicit literacy teaching	2,500 words equivalent	50%	1, 2, 3	1.3, 1.5, 2.5, 2.6, 3.6	ATSIE A.5, 6 CM B.4, 5 ICT C.4 L&N D.4, 8, 18 NESB F.3, 4, 7	Week 6 Friday 13 April 5pm
<u>Assessment 2</u> Formative assessment practices for literacy	2, 500 words equivalent	50%	2, 3, 4	1.3, 1.5, 2.1, 2.3, 3.6, 4.2, 5.1, 5.3, 5.4	ATSIE A.5 ICT C.7 L&N D.18 SE E.6 NESB F.5	Week 11 Monday 14 May 5pm

when submitting their work for assessment.

All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

Assessment 1 Texts for explicit literacy teaching (50%)

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 (eg STEM, friendship, bullying, same-sex marriage) that will engage this age group.
 - a. Outline the issue and why you selected it for students in Years 7 or 8.
 - b. 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.
 - c. How would you support low-

8. 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) *Teaching 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*