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1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5454 Developing Literacies (6 units of credit)
Term 2 2019

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Sally Baker
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3. COURSE DETAILS

Course Name	EDST5454 Developing Literacies
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_T2.html

SUMMARY OF COURSE

This course will assist teachers in understanding, developing and evaluating their literacy praxis by exploring what constitutes literacy within and across a variety of educational contexts and disciplines and how it is shaped and constrained by cognitive and sociocultural factors. The course will include attention to emergent literacies, digital technologies, and multimodal textual forms so as to provide effective and relevant pedagogical approaches to meet the literacy demands of the 21st century. Specific attention will also be given to addressing the needs of preliterate students from refugee and immigrant backgrounds, the alliterate and/or disengaged Australian-born learner and the differences between every day and academic literacies.

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

As a result of student feedback from Semester 2, 2018, we have revised the structure of the course and introduced online activities to complement the class discussions.

AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

Standard

Assessment/s

6. COURSE CONTENT AND STRUCTURE

Module	Topic	Readings
Week 1	Session 1	
4 th June 2019	Overview	
	What is literac	
ONLINE		

<p>Week 4</p> <p>25th June 2019</p> <p>ONLINE</p>	<p>Session 4</p> <p>Developing literacy in young children</p> <p>Children's development of oral language and literacy skills; parallels and differences</p> <p>Research on development of oral language (communicative intent, phonology, vocabulary, grammar, extended discourse), How does this relate to children's literacy acquisition?</p> <p>Strategies for teaching literacy to young learners</p>	<p>Griffith, P.L, Beach, S.; Ruan, J & Dunn, L. (2008) <i>Literacy for Young Children. A Guide for Early Childhood Educators</i>. Corwin Press Inc</p> <p>Vukelich, C., Christie, F. & Enz, B. (2011) <i>Helping young children learn language and literacy</i>. Allyn & Bacon.</p>
<p>Week 4</p> <p>25th June 2019</p> <p>CLASS</p>	<p>Session 5</p> <p>Developing Adolescent Literacy</p> <p>Evaluating why adolescents struggle to read complex texts in middle and high school (low vocabulary, lack of text-based strategic knowledge, decreased motivation)</p> <p>Teaching strategies to address these challenges.</p> <p>Addressing the language and literacy demands within content subjects</p> <p>Addressing the needs of CALD (Culturally and linguistically diverse) adolescent learners)</p>	<p>Gibbons, P. (2009). <i>English Learners, Academic Literacy and Thinking. Learning in the Challenge Zone</i>. H</p> <p>Manuel, J. (2003). <i>Effective strategies to address the needs of adolescents 13+ experiencing difficulties with reading</i>. University of Sydney.</p> <p>Parris, S. & Block, C. (2007) <i>The expertise of adolescent literacy teachers. Journal of Adolescent & Adult Literacy</i>, Vol. 50:7</p>
<p>Week 5</p> <p>2nd July 2019</p> <p>CLASS</p>	<p>Session 6</p> <p>Literacy development for bilingual learners</p> <p>Research on issues related to bilingual students' language and literacy instruction</p> <p>Sociocultural, psycholinguistic and educational research frameworks</p> <p>Societal factors related to language, literacy and academic achievement, modes of bilingualism, role of linguistic minorities in society; impact of bilingual policies</p> <p>Research-based instructional approaches for bilingual literacy development</p>	<p>Baker, C. (2006). <i>Foundations of Bilingual Education and Bilingualism</i>. Multilingual Matters.</p> <p>Garcia, O. & Kleifgen, J. (2011). <i>Educating Emergent Bilinguals: Policies, Programs and Practices for English Language Learners (Language and Literacy)</i>. Teachers' College Press.</p>
<p>Week 6</p> <p>9th July 2019</p>	<p>Session 7</p> <p>Developing Adult Literacy</p> <p>Key issues related to:</p>	<p>Burgoyne, U. & Hull, O. (2007). <i>Teaching learners from highly oral backgrounds: Good practice guide</i>. NCVET, Adelaide.</p>

<p>Week 9</p> <p>30th July 2019</p> <p>ONLINE</p>	<p>Session 10</p> <p>Multimedia and Digital Literacies</p> <p>New modes and models of research and learning</p> <p>Online learning versus traditional modes of literacy</p> <p>Advantages and disadvantages of student internet use</p> <p>Traditional modes of literacy versus information literacy</p> <p>The digital divide: how do we teach different levels of technical ability?</p> <p>What is the role of social media in meaning making?</p>	<p>http://www.people.com/people/article/0,,20811288,00.html. Mobility and learning afforded by networks.</p> <p>http://elitedaily.com/news/world/this-is-one-of-the-most-vital-messages-gen-y-needs-to-hear-video/.</p> <p>Hockly, N., Dudeney, G. & Pegrum, M. (2013). <i>Digital Literacies: Listening</i>. Pearson Education.</p> <p>Jones, R. & Hafner, C. (2012). <i>Understanding digital literacies: a practical introduction</i>. Routledge.</p>
<p>Week 9</p> <p>30th July 2019</p> <p>CLASS</p>	<p>Session 11</p> <p>Critical literacies and New Literacies</p> <p>Negotiating a critical literacy curriculum; dealing with social and cultural issues through themes, framing instruction from a critical literacy perspective</p> <p>Integrating social theory and classroom practice</p> <p>A socio-cultural orientation to literacy teaching; addressing the interplay between literacy and power</p> <p>Classroom language ethnography</p>	<p>Agarwal-rangnath, R. (2013). <i>Social Studies, literacy and social justice in the common core classroom: A guide for teachers</i>. Teachers' College Press.</p> <p>Grenfell, M., Bloome, D. , Hardy, C., Pahl, K. , Roswell, J. , Street, B. (2011) <i>Language, Ethnography and Education: Bridging New Literacy Studies and Bourdieu</i>. Routledge</p> <p>Janks, H. , Dixon, K. , Ferreira, A., Granville, S. , Newfield, D. (2013). <i>Doing Critical Literacy</i>:</p>

7. RESOURCES

Recommended readings:

Byrnes, J. & Wasik, B. (2008). *Language and Literacy Development: what educators need to know*. New York:

Assessment Details

Assessment 1: Annotated Bibliography: key ideas, debates and application to practice

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.

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:

- a) The context in which the program will be implemented.
- b) The specific literacy needs and challenges of your learner group.
- c) The projected outcomes of your program.
- d) The theoretical rationale for your program.
- e) The design and structure of your program.
- f) The resources and personnel needed for your program.
- g) The ways in which the effectiveness of your program can be measured.

Remember to cite appropriate literature, using APA 6th conventions

