School of Education

UNSW Arts, Design and Architecture

# EDST6702

## English Method 1

Term 1, 2022

# Course Overview

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## Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.

| | | |
|---|---|---|
| 2.6 | Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. | 1,2 |
| 3.1 | Set learning goals that provide achievable challenges for students of varying characteristics. | 1,2 |
| 3.2 | Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies. | 2 |
| 3.3 | Include a range of teaching strategies. | 1,2 |
| 3.4 | Demonstrate knowledge of a range of resources including ICT that engage students in their learning. | 1,2 |
| 3.5 | Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. | 1,2 |
| 4.1 | Identify strategies to support inclusive student participation and engagement in classroom activities. | 1 |
| 4.2 | Demonstrate the capacity to organise classroom activities and provide clear directions. | 1 |
| 6.3 | Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. | 2 |

## National Priority Area Elaborations

| | Priority area | | Assessment/s |
|---|---|---|---|
| A | Aboriginal and Torres Strait Islander Education | 1,6-7 | 1 |
| B | Classroom Management | 1,5 | 1 |
| C | Information and Communication Technologies | 2-3,5-8,12-13 | 1 |
| D | Literacy and Numeracy | 1-5,7-19 | 1,2 |
| E | Students with ‰ | | ‰ |
| | | | |

and to demonstrate the use of group structures as appropriate to address teaching and learning goals

Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice

Extensive opportunities for whole group and small group dialogue and discussion, allowing students the

# Assessment

| Assessment task | Weight | Due Date | Course Learning Outcomes Assessed |
|---|---|---|---|
| 1. Lesson plan | 40% | Tuesday 22/3/2022 | 1, 2, 3, 4, 5, 6 |
| 2. Unit of work outline | 60% | Tuesday 26/4/2022 | 1, 2, 3, 4, 5, 6 |

## Assessment 1: Lesson plan

Due date: Tuesday 22/3/2022

Plan and design one 60-minute lesson for a mixed-ability, Stage 4 class. The lesson plan must follow a standard format and be presented using the template provided. Indicative length: 2000 words.

A feedback sheet will be provided.

### Additional details

Plan your lesson for a class in a comprehensive high school which would typically include EAL/D students, Indigenous students and students with various religious and cultural backgrounds. Some students may have low levels of literacy. Differentiation to cater for some students is therefore required. Appropriate differentiation strategies are scaffolding, group work and/or an alternative task or mode of presentation.

1.

A feedback sheet will be provided.

## Additional details

In the rationale:

| Specific Criteria | (-)——————————>(+) | | | | |
|---|---|---|---|---|---|
| Structure and organisation of response<br>• Clear and effective use of the lesson plan template | | | | | |
| Presentation of response according to appropriate academic and linguistic conventions<br>• Writing shows an excellent command of English grammar conventions, including spelling, syntax and punctuation | | | | | |
| General comments/recommendations for next time: | | | | | |

Recommended: /20 (FL PS CR DN HD) Weighting: 40%

NB: The ticks in the various boxes are 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 contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

# RUBRIC/FEEDBACK SHEET
## EDST6702 ENGLISH METHOD 1
## UNSW SCHOOL OF EDUCATION

Assessment Task 2: Unit of work outline

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

| Specific Criteria | (-)——————————>(+) | | | | |
|---|---|---|---|---|---|
| Structure and organisation of response<br>• Clear and effective use of the lesson plan template | | | | | |
| Presentation of response according to appropriate academic and linguistic conventions<br>• Writing shows an excellent command of English grammar conventions, including spelling, syntax and punctuation | | | | | |
| General comments/recommendations for next time: | | | | | |

Recommended: /20 (FL PS CR DN HD) Weighting: 60%

NB: The ticks in the various boxes are 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 contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

# Attendance Requirements

## School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.1. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when course are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face to face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found herer

| | | |
|---|---|---|
| | | grammar, spelling and vocabulary |
| | Tutorial | |
| Week 11: April 25th | Lecture | How to teach Shakespeare in Stages 4, 5, 6 |
| | Tutorial | Teaching Ideas for Professional Experience |

Manuel, J and Carter, D, (2009), *eb Ckdifpe b^`ebo'p F^ka_llh ? ql W*, Sydney, NSW Australia: Phoenix Education Pty. Ltd.

NSW DEC (2014) *`elli Cu`biibk`b Do^ jbtloh** Sydney, NSW www.det.nsw.edu.au/media/downloads/about-us/our-reforms/school-excellence/School_Excellence_Framework.pdf

NSW Department of Education and the English Teachers Association of NSW, English Textual Concepts, http://www.englishtextualconcepts.nsw.edu.au/content/what-is-it

## Additional readings

Anderson, M,, Hughes, J. and Manuel, J (2008) *Bo^j^ ^ka Ckdifpe b^`efkd* Melbourne, Victoria, Australia: Oxford University Press

Anstey, M. & Bull, G. (2006) T*b^`efkd ^ka ib^okfkd j riqfifqbo^`fbp8 Ae^kdfkd qfjbp* `e^kdfkd ifqbo^`fbp,* Curriculum Press, Melbourne

Attwood, B. (2005), *biifkd qeb qorqe ^_lrq ?_lofdfk^i efpqlov,* All and Unwin, Crows Nest.

Doecke, B. & Parr, G. (Eds.). (2005). *Tofqfkd ; ib^okfkd*. Adelaide: AATE

Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006) *o^kpclo jfkd Jb^okfkd tfqe GA K^hfkd G F^mmbk*. Pearson Australia

Gannon, S., Howie, M. & Sawyer, W. (2009). *Ae^odba tfqe Kb^kfkd*: *Hbsfb tfkd Ckdifpe 1oa Cafqflk* Sydney, NSW Australia: Phoenix Education Pty. Ltd.

Gibbons, P (2002) *`^ccliafkd i^kdr^db* p`^cclиafkd ib^okfkd8 b^`efkd pb`lka i^kdr^db ib^okbop fk qeb j^fkpqob^j `i^ppollj*, Portsmouth, Heinemann.

Harrison, Neil (2008) *b^`efkd ^ka Jb^okfkd fk Gkafdbklrp Car`^qflk** Victoria, Australia Oxford University Press

Hamston, J (2012) “Developing ‘Asictf s ‰ mston, J (2012) “Developin

e ‰ Hamston, J (2012) “Developing ‘Asictf

McGrath, H. and Noble, T (2010) *Ffqp ^ka F lqp*, Melbourne, Victoria: Pearson Australia

Price, K (2012), *?_ lofdfk^i ^ka  loobp  qo^fq Gpi^kabo Car`^qflk8 ?k Gkqolar`qflk clo qeb  b^`efkd  olcbppflk,* Cambridge University Press

Wells, K (2010) Australian slang – A story of Australian English http://www.australia.gov.au/about-australia/australian-story/austn-slang

Wiggins, G and McTighe, J (1998)  *kabopq^kafkd _v Bbpfdk,* Alexandria, VA USA: Association for Supervision and Curriculum Development (ASCD)

Wilhelm, Jeffrey D. (2008). *لىV l r  E lqq^ @C qeb @l lhl8  b^`efkd bkd^dba ^ka obcib`qfsb ob^afkd  t fqe ^a libp`bkqp* (2nd edition). New York: Teachers College Pres

## Professional websites for English teachers

http://www.educationstandards.nsw.edu.au/wps/portal/nesa/home

The NSW Education Standards Authority (NESA) replaced the Board of Studies, Teaching and Educational Standards NSW (BOSTES) on 1 January 2017.

The main function of this site is to keep teachers, students and parents informed about syllabus development, examination information etc. There are also some useful reference material, links to various related sites and an annotated bibliography of texts relevant to the syllabus and to English teaching. To obtain copies of the HSC syllabuses, please use this website or you can buy hardcopies from the UNSW Bookshop on lower campus or order them online.

http://www.dec.nsw.gov.au

The Department of Education and Communities has the responsibility for administering and staffing government schools and producing support material.

http://www.curriculumsupport.education.nsw.gov.au/secondary/english/index

You should also be familiar with the material on literacy on the DEC site.

www.curriculumsupport.education.nsw.gov.au/literacy/policy/index.htm

http://www.curriculumsupport.education.nsw.gov.au/literacy/resources/index.htm

http://www.aitsl.edu.au

The Australian Institute for Teaching and School Leadership provides national leadership for the Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership.

http://www.australiancurriculum.edu.au

This is the Australian Curriculum site.

http://www.nap.edu.au

## Submission of Assessment Tasks

## Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include 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 need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article,

# Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information 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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