



School of Education

EDST2003

Learning and Teaching: Language, Literacy
and Numeracy

Term 1, 2019

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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	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
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	2
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics	2
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	2
3.3.1	Include a range of teaching strategies	2
4.1.1	Identify strategies to	2

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Supplementary reading materials

7. ASSESSMENT

Assessment 1: Reflection on your language, literacy and numeracy experiences as a student

Assessment 2: Lesson Planning and Analytical Paper

Details: Plan an original lesson and original supporting teaching materials, preferably in one of your two method areas and write an analytic paper in which you identify and describe strengths of your lesson plan in relation to different lecture topics from the course.

This assessment consists of two parts.

Part I Considering the topics we have studied in this course, plan an original lesson and original supporting teaching materials, preferably in one of your two method areas. The lesson plan should use as its aims one, two, or three outcomes from the NSW syllabus: <http://syllabus.bos.nsw.edu.au/> Alternatively, you may choose to plan a lesson related to a text in one of your two method areas. The lesson plan is limited to two A4 pages in Times New Roman 12pt font. You may submit a maximum of two pages of supporting materials such as worksheets or handouts. It may be difficult to count words for Part I. We consider this part 1,000 word equivalent.

Part II Write an analytic paper in which you identify and describe strengths of your lesson plan, as they related to at least different topics covered in the course.

We suggest that the analytic paper should be 2,000 words (+/-10%) not including references.

Turnitin setting: This assignment is submitted through Turnitin, students do not see Turnitin similarity reports

For each assessment, please refer to the feedback sheets. These include additional detail about what is expected. The teaching team uses the feedback as a guide to evaluate the quality of your work.

APA Resources

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://www.cite.auckland.ac.nz/index.php?p=quickcite>

<http://www.lib.latrobe.edu.au/referencing-tool/apa-6>

For each assessment, you can expect the following feedback:

1. What you need to improv0887r11mt consists of two parts. <http://o par:KDW1RXUILUVVWVHWRPRYHIRU2UGIn>

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UNSW SCHOOL OF EDUCATION FEEDBACK SHEET



UNSW SCHOOL OF EDUCATION FEEDBACK SHEET
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Presentation of response according to appropriate academic and linguistic conventions

Analytic paper is 2,000 words, not including references (+-10%, 1,800-2,200)

Writing adheres to standard conventions including (1) grammar, (2) punctuation, (3) spelling, and (4) capitalisation

Writing is precise, clear, and persuasive including (1) correct sentence structure and (2) appropriate paragraph structure

If used, tables and graphs, etc. are clear

Clarity, consistency and appropriateness of all APA conventions, including but not limited to quoting, paraphrasing, attributing sources of information, and listing references

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or

Stahl, K., & Bra

Hart, B., & Risley, T.R. (2003). The Early Catastrophe. The 30 Million Word Gap by Age 3. *American Educator*, Spring.

Junior Certificate School Programme Support Service (2008). Resources for developing a school wide literacy plan. Curriculum Development Unit.

http://www.sdpi.ie/SDPI_DEIS_Docs/JCSP_literacy-plan_FINAL%20COLOUR.pdf

Myhill, D. (2005). Ways of knowing: Writing with grammar in mind. *English teaching: Practice and Critique*, 4(3), 77-96.

Tompkins, G. E., Smith, C., Campbell, R., & Green, D. Literacy for the 21st century: A balanced approach. Harlow, England: Pearson.

Van De Walle, J.A., Karp, K.S., Bay-Willaims, J.M. (2017). *Elementary and middle school*

