



School of Education

EDST2003

Learning and Teaching: Language, Literacy  
and Numeracy

Term 1 2021

## Contents

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## 1. LOCATION

Faculty of Arts, Design & Architecture  
School of Education  
EDST 2003 Learning and Teaching: Language, Literacy and Numeracy (6 units of credit)  
Term 1 2021

## 2. STAFF CONTACT DETAILS

Course Convenor: Andy Gao  
Email: [xuesong.gao@unsw.edu.au](mailto:xuesong.gao@unsw.edu.au)  
Availability: 2-4pm Thursdays and by appointment

## 3. COURSE DETAILS

<b>Course Name</b>	Perspectives in Learning and Teaching
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 120 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	<a href="http://classutil.unsw.edu.au/EDST_T1.html#EDST2003T1">http://classutil.unsw.edu.au/EDST_T1.html#EDST2003T1</a>

SUMMARY OF COURSE

## STUDENT LEARNING OUTCOMES

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Outcome	Assessment/s
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1	Analyse the English language, literacy and numeracy demands of schooling
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**6. COURSE CONTENT AND STRUCTURE**

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<b>Module/ date</b>	<b>Lecture topic</b>	<b>Tutorial focus</b>	<b>Required reading</b>
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Everyday vocabulary vs. subject-specific vocabulary. Language choice to convey technical/abstract meanings. Teaching strategies. The role of oral language

<https://www.nap.edu.au/naplan/the-tests>  
<http://sta.education.gov.uk/professional-skills-tests/literacy-skills-tests>  
**1<sup>st</sup> assignment due by 5pm March 17<sup>th</sup> 2021**

## 7. RESOURCES

### Textbooks

Gibbons, P. (2009). *English learners, academic literacy and thinking: Learning in the challenge zone*. Portsmouth NH: Heineman.

Henderson, R. (Ed.) (2015). *Teaching literacies in the middle years: Pedagogies and diversity* (2<sup>nd</sup> edition). Melbourne: Oxford University Press

### Readings for each session:

Austin, J. (2018). Aboriginal and Torres Strait Island students as effective numeracy learners. In M. Sellars (ed.). *Numeracy in Authentic Contexts* (pp. 75-89). Singapore: Springer Nature

Chun, C. W. (2009). *Critical literacies and graphic novels for ELLs: Teaching*



Nisbet, D.L. (2010). Vocabulary instruction for second language readers. *Journal of Adult Education*, 39(1), 10-15. Muir (2008). Principles of practice and teacher actions: Influences on effective teaching of numeracy. *Mathematics Education Research Journal*, 20(3), 78-101.

NSW Department of Education: Numeracy <https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/numeracy>

NSW Department of Education: Writing <https://education.nsw.gov.au/teaching-and-learning/student-assessment/smart-teaching-strategies/literacy/writing>

Stahl, K., & Bravo, M. (2010). Contemporary classroom vocabulary assessment for content areas. *The Reading Teacher*, 63(7), 566-

**Additional reading**

writing. *Language and Education*,

## 8. ASSESSMENT

In addition to two graded assessments, there are hurdle requirements. Students must pass all assessments and hurdle requirements to successfully complete the course.

<b>Assessment Task</b>	<b>Length</b>	<b>Weight</b>	<b>Learning Outcomes Assessed</b>	<b>Australian Professional Standards Assessed</b>	<b>National Priority Area Elaborations Assessed</b>	<b>Due Date</b>
Assessment 1: Reflection	1,500 words (+/- 10%) not including reference list	40%	1,3-4	1.1.1 1.2.1	A,C,D	March 17 <sup>th</sup> 2021 by



**APA Resources**

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

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST2003 LEARNING AND TEACHING: LANGUAGE, LITERACY AND NUMERACY

Student Name:

Student No.:

Assessment Task: **Reflection**

<b>SPECIFIC CRITERIA</b>	(-) $\longrightarrow$ (+)				
<b>Understanding of the question or issue and the key concepts involved</b> Accurately identifies and justifies areas of strength and development Considers needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds Considers what language, literacy, and numeracy factors are associated with differences in student achievement					
<b>Depth of analysis and/or critique in response to the task</b> Depth of understanding of the complex nature of literacy, language, and numeracy Clarity and depth of analysis of specific language, literacy, and numeracy features					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> Relevance and use of at <b><u>least four</u></b> readings (not viewings) from the					

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Student Name:

Student No.:

Assessment Task: **Analytical paper**

SPECIFIC CRITERIA	(-)				▶ (+)
<p><b>Understanding of the question or issue and the key concepts involved</b>            Analytic paper identifies and describes at least three strengths and two potential limitations of each activity, as they relate to different lecture topics from the course</p>					
<p><b>Depth of analysis and/or critique in response to the task</b>            Demonstrates depth of understanding of the complex nature of topics addressed in paper            Analytic paper has a clear audience and the purpose for writing is clear            Analytic paper has a clear argument to support point-of-view            Appropriately and substantially incorporated learning from course content in analytic paper and lesson plan</p>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b>            Relevance and use of <b>at least eight readings</b> (not viewings) from the             Readings cited are clearly understood            The cited readings support the argument            The connections between the evidence from readings and arguments are explicitly presented</p>					
<p><b>Structure and organisation of response</b>            Logical sequencing of ideas            Appropriate transitions            Includes an introduction and a conclusion            Clarity and coherence of organisation, including use of numbering and referencing</p>					
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b>            Analytic paper is 2,000 words, not including reference list (+-10%, 1,800-2,200)</p>					