

# School of Education

# EDST5139 Language, Literacy and Numeracy

Term 3 2020

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# **IMPORTANT:**

For student policies and procedures relating to assessment, attendance and student support, please see website, <u>https://education.arts.unsw.edu.au/students/courses/course-outlines/</u>

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

# 1. LOCATION

Faculty of Arts and Social Sciences School of Education EDST5139 Language, Literacy and Numeracy: Assessment and Response (6 units of credit) Term 3 2020

# 2. STAFF CONTACT DETAILS

# STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Demonstrate knowledge and understanding of the nature and role of language, literacy and numeracy in the secondary mainstream classroom	1,2
2	Demonstrate knowledge and understanding of the key concepts and principles associated with assessment for learning, including self and peer assessment and feedback, and the use of assessment data and process to identify and improve language, literacy and numeracy across the curriculum	1,2
3	Develop knowledge of a range of effective assessment and teaching strategies for students with diverse language and literacy backgrounds and experiences in the secondary school classroom.	2,3

## AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	1
1.2.1	Demonstrate knowledge and understanding of research into how students	

#### Focus on Oracy & Vocabulary

The relationship between oracy and literacy Scaffolding oral language to teach subject content The importance of quality teacher interaction/strategic questioning Assessing oracy Providing oral feedback/feed-forward Effective classroom strategies Everyday vs. subject-specific vocabulary Vocabulary and student achievement Assessing vocabulary Why teaching vocabulary is the responsibility of all teachers Implications for lesson planning and teaching

L&N: D.1, 2, 4, 5, 7-11, 13, 14, 15, 18 NESB: F.4

# 7. RESOURCES

#### **Prescribed Resources**

A collection of readings selected for this course will be placed on Moodle. It is expected that students will prepare for each lecture and tutorial by completing the readings posted for each week of the course.

#### **Recommended Resources**

Derewianka, B. & Jones, P. (2016). *Teaching Language in Context*, 2nd edition. South Melbourne: Oxford University Press.

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment 1: Analytical Report	1800 words	40%	1,2	1.1.1, 1.2.1, 1.4.1, 2.4.1, 2.5.1, 5.1.1, 5.2.1, 5.3.1, 5.4.1	A4, 6 D3-4, 7, 9, 18 F1-3	Friday 25 <sup>th</sup> September by 5pm
Assessment 2: Text Analysis and Lesson Plan	2400 words	60%	1,2,3	1.2.1, 2.5.1, 5.1.1, 5.2.1, 5.3.1, 5.4.1	C4-5 D1-11, 15, 17, 19 F4-7, 9	Friday 9 <sup>th</sup> October by 5pm
Hurdle task: reflection on IEC observation	300 words	0%	3			Friday 9 <sup>th</sup> October by 5pm

#### Submission of assessments

Students are assessment. All assessment will be submitted online via

#### **Assessment Details**

# Assignment 1: Analytical Report 1800 words

# Additional details:

Analytical report: Analyse and reflect upon the literacy and numeracy demands of your specific discipline (1800 words)

# UNSW SCHOOL OF EDUCATION FEEDBACK SHEET EDST5139 LANGUAGE, LITERACY AND NUMERACY

Student Name: Assessment Task 1: **Analytical report** 

Recommended:

Student No.:

Date:

SPECIFIC CRITERIA	(-)	→ (+)
Understanding of the question or issue and the key concepts involved		
Identifies and describes key language, literacy and numeracy concepts		
Depth of analysis and/or critique in response to the task		
Addresses the syllabus/curriculum requirements accurately in relation to		
literacy and numeracy.		
Relates literature to practice, drawing on theories from subject readings.		
Familiarity with and relevance of professional and/or research literature used		
to support response		
A range of relevant professional/research literature is drawn on to support		
the arguments		
Professional/research sources are current and trusted		
Structure and organisation of response		
The response is well-structured and organised to show application as well		
as description of the strategies		
Response to the task is clear and coherent		
Presentation of response according to appropriate academic and linguistic		
conventions		
Clarity, consistency and appropriateness of conventions for quoting,		
paraphrasing, attributing sources of information and listing references.		
Clarity and consistency in presenting tables and diagrams Clarity and appropriateness of sentence structure, vocabulary use, spelling,		
punctuation and word length.		
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME		
Lecturer: Date:	:	

The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

(FL PS CR DN HD)

Weighting:

40%

/20

# UNSW SCHOOL OF EDUCATION FEEDBACK SHEET EDST5139 LANGUAGE, LITERACY AND NUMERACY

Student Name:

Student No.:

Assessment Task 2: **Text analysis & lesson plan** 

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Date:		

SPECIFIC CRITERIA	(-) —	→ (+)
Understanding of the question or issue and the key concepts involved		
Solid rationale given for choice of text/ choice of lesson plan		
Own teaching context is clearly articulated		
Understanding of literacy, language and numeracy demands of non- and		
EAL students is clearly outlined		
Depth of analysis and/or critique in response to the task		
Selected text is contemporary and well-described OR selected lesson plan is sufficiently detailed		
Relevant language, literacy and numeracy challenges are identified, with a rationale given as to why they pose challenges		
Justification is given, with reference to key literature and course/ curriculum materials, as to how the proposed lesson plan and teaching strategies within meet the needs of EAL/D students		
Clear connections are made between proposed practice (lesson plan) and course content		
Familiarity with and relevance of professional and/or research literature used	•	 

# to support response

A range of relevant professional/research literature is drawn on to support the arguments