



School of Education

EDST5139

Language, Literacy and Numeracy

Term 3 2021

## Contents

1. LOCATION.....	3
2. STAFF CONTACT DETAILS.....	3
3. COURSE DETAILS.....	



## STUDENT LEARNING OUTCOMES

Outcome



## 6. COURSE CONTENT AND STRUCTURE

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Module	Lecture Topic	Recommended readings
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**Principles and strategies for teaching numeracy**

Principles for effective teaching

## 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.

## 8. ASSESSMENT

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	A1-12 D1-19 F1-11	Friday 24 <sup>th</sup> September by 5pm
Assessment 2: Text analysis and lesson plan	2400 words	60%	1-3	1.2.1, 2.5.1, 5.1.1, 5.2.1, 5.3.1, 5.4.1	C1-14 D1-19 F1-11	Friday 8 <sup>th</sup> October by 5pm

### Submission of assessments

assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data, and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties, and hurdle requirements etc.

<https://education.arts.unsw.edu.au/students/courses/course-outlines/>



## **Assessment Details**

### **Assignment 1: Analytical report**

Word count: 1800 words

#### **Additional details:**

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

Reflect on your own literacy and numeracy learning experiences. In what ways have they

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

Student No.:  
 Date:

SPECIFIC CRITERIA	(-) —————> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> Identifies and describes key language, literacy, and numeracy concepts					
<b>Depth of analysis and/or critique in response to the task</b> Addresses the syllabus/curriculum requirements accurately in relation to literacy and numeracy. Relates literature to practice, drawing on theories from subject readings.					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> A range of relevant professional/research literature is drawn on to support the arguments Professional/research sources are current and trusted					
<b>Structure and organisation of response</b> 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					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> 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.					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>          					

Lecturer:  
 Recommended:     /20     (FL PS)

Date:

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Student Name:  
Assessment Task 2:

Student No.: