EDST5454

Developing Literacies: From Kindergarten to University

Semester Two // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Sue Ollerhead	s.ollerhead@unsw.edu.au	Tuesdays 11am to 1pm	John Goodsell 115	93858243

Lecturers

Name	Email	Availability	Location	Phone
Sue Ollerhead	s.ollerhead@unsw.edu.au	Tuesdays 11am to 1pm	John Goodsell 115	93858243

School Contact Information

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Arts and Social Sciences
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E: education@unsw.edu.au
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Attendance Requirements

Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information,
see https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Course Details

Credit Points 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

This course will assist you in understanding, developing and evaluating your literacy praxis by exploring what constitutes literacy within and across a variety of educational contexts and disciplines and how it is shaped and constrained by cognitive and sociocultural factors. The course will include attention to emergent literacies, digital technologies, and multimodal textual forms so as to provide effective and relevant pedagogical approaches to meet the literacy demands of the 21st century. Specific attention will also be given to addressing the needs of preliterate students from refugee and immigrant backgrounds, the aliterate and/or disengaged Australian-born learner and the differences between everyday and academic literacies.

At the conclusion of this course the student will be able to

1. Identify, describe and critique the underlying principles applicable to literacy learning and teaching
2. Research current theoretical and practical issues in literacy teaching methods
3. Critically analyse the strengths and weaknesses of different methodological approaches to literacy teaching through applying them to students' own teaching situation.
4. Evaluate and adapt literacy teaching and learning materials to suit students' own teaching context, based on their understanding of the relevant research literature by drawing up a targeted literacy support proposal for a specific learner group.

Teaching Strategies

Rationale

This course aims to develop literacy educators' skills in analysing learners' literacy needs to enable them to meet the demands of a widely divergent learner population with highly diversified literacy needs. The course aims to equip teachers with a solid overview of key theoretical approaches to literacy, as well as practical knowledge that they can use to analyse contemporary literacy practices and to make recommendations for improving literacy instruction and learner outcomes in their specific teaching contexts.

Teaching Strategies

Students learn best when they are engaged and given an appropriate level of challenge; when their prior experience and knowledge is valued and built upon; when they are expected to take responsibility for their own learning; and when they work collaboratively with their peers.

Thus, teaching strategies used during the course will include:

- Weekly, face to face contact sessions.
- Small group cooperative learning to demonstrate the use of group structures to address teaching and learning goals;
- Structured occasions for students to reflect critically on and improve teaching practice;
- Plenary discussions around core methodological issues and debates
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Online learning from readings and other useful web links.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

Australian Professional Graduate Teaching Standards

Standard	Description
1.1.2	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.
1.2.2	Structure teaching programs using research and collegial advice about how students learn.
1.3.3	Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
2.1.2	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
2.2.2	Organise content into coherent, well-sequenced learning and teaching programs.
2.2.3	Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.
3.1.2	Set explicit, challenging and achievable learning goals for all students.

Assessment

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Presentation	40%	1,2	1.2.2,1.3.3,3.1.2	31/08/2 018 05:00 PM
Proposal	60%	2,3,4	1.1.2,2.2.2,1.3.3,2.1.2,2.2.3,3.1.2	22/10/2 018 05:00 PM

Please refer to *Australian Professional Standards for Teachers* on the previous page

Assessment Details

Assessment 1: Presentation

Start date:

Details: Task 1 - Presentation - 10 minute multimedia bibliography presentation on key ideas and debates plus 500-word summaryStudents will receive written feedback within 10 business days of submission

Additional details:

Assessment A: Bibliography presentation: key ideas and debates

Select a learner group to research (i.e. young children, adolescents, adults). What are the current key ideas and debates with regard to literacy development for this learner group? Choose 5 recent and relevant sources that you have consulted in your research. Critically analyse each source, summarising the key principles you have learned from each one. Discuss the ways in which your research will inform your practice in the classroom.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: Proposal

Start date:

Details: Task 2 - Proposal - 3000 wordsWrite a proposal for a literacy support program for a target learner groupStudents will receive written feedback within 10 business days of submission.

Additional details:

Assessment B: Write a proposal for a targeted literacy support program for an identified learner group

Identify a core learner group from those researched during this course. Research and design a targeted literacy support program for this learner group. Write up your envisaged program in the form of a program proposal. Your proposal should include the following information :

1. The context in which the program will be implemented.
2. The specific literacy needs and challenges of your learner group.
3. The projected outcomes of your program.
4. The theoretical rationale for your program.
5. The design and structure of your program.
6. The resources and personnel needed for your program.
7. The ways in which the effectiveness of your program can be measured.

Remember to cite appropriate literature, using APA 6th conventions

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5454

Assessment Task: Presentation

Specific Criteria	(-)————————>(+)				
Understand of the question or issue and the key concepts involved					
Depth of anaysis and/or critque in response to the task					
Familiarity with and relevnce of professional and/or research literature used to support response					
Structure and organization of response					
Presentation of response according to appropriate academic and linguistic conventions					
General comments/recommendations for next time:					

 Lecturer

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

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

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5454

Assessment Task: Proposal

Specific Criteria	(-)————————>(+)				
Understand of the question or issue and the key concepts involved					
Depth of anaysis and/or critque in response to the task					
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Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

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 alternative submission details.

Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non–percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore 17 – [25 (0.05 x 3)] = 13.25

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore 68 – 15 = 53

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

* Prevent you from completing a course requirement,

* Keep you from attending an assessable activity,

* Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:
https://student.unsw.edu.au/special-consideration

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 also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW. (http://subjectguides.library.unsw.edu.au/elise/aboutelise)

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

Byrnes, P. & Wasik, B. (2008). *Language and Literacy Development: What Educators Need to Know*. Guildford Press.

Course Evaluation and Development

[Briefly outline how student feedback (both formal and informal) on the course will be gathered, how it will be analysed and how it will be acted upon to improve the student learning experience. For example, you might discuss what was identified in past feedback and how this course was changed to address the issue.]

Image Credit

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