



**UNSW**  
SYDNEY

**Arts & Social Sciences**

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**School of Education**

**EDST6753**  
**English Extension Method 2**

**Semester 2**

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### IMPORTANT

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

**The School of Education acknowledges the Bedegal and Gadigal 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  
EDST6753 English Extension Method 2 (6 units of credit)  
Semester 2 2017

## 2. STAFF CONTACT DETAILS

Course Coordinator: Karen Yager  
Email: [z3262278@unsw.edu.au](mailto:z3262278@unsw.edu.au)  
Phone: 94870132  
Availability: Wednesday 8:30pm – 9:00pm or when you are at Knox after 3:00pm

## 3. COURSE DETAILS

<b>Course Name</b>	English Extension Method 2
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	<a href="http://classutil.unsw.edu.au/EDST_S2.html">http://classutil.unsw.edu.au/EDST_S2.html</a>

### **Summary of Course**

This course is designed to allow students to experience in-depth enquiry into pedagogy and content knowledge for the Stage 6 English classroom. Students will explore in greater depth pedagogical models and assessment approaches. Students will also critique research into the teaching of English and discuss how this research can be implemented to deliver the most effective classroom practice for addressing the requirements and philosophy of the English syllabuses used in NSW.

The main way in which the course has changed since last time as a result of student feedback:

- *Students evaluated this course highly in 2017 so little modification was required.*

### **Aims of the Course**

This course aims:

- To critique research into effective pedagogy for the Stage 6 English classroom.
- To analyse how these research findings can be successfully implemented in the English classroom.

**Assessment:** Students must pass ALL assignments in order to pass the course. Only by passing all assignments can the Graduate Attributes (AITSL Professional Graduate Teaching Standards) be achieved.

**Attendance:** Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, attendance at less than 80% of classes in a course may result in failure.

### Student Learning Outcomes

Outcome		Assessments
1	Demonstrate a deep understanding of the needs of diverse students and of how to meet these needs	1,2
2	Develop appropriate assessment practices for the English classroom that respect the social, ethnic and religious backgrounds of students	2
3	Demonstrate the essential link between outcomes, assessment, teaching strategies and lesson planning	2
4	Analyse specific teaching and assessment strategies to meet the needs of all students	1,2

### **Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)**

Standard		Assessment/s
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	2
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds.	2
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1, 2
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages	
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	2
3.3	Include a range of teaching strategies.	2
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.	2

### **National Priority Area Elaborations**

Priority area		Assessment/s
Aboriginal and Torres Strait Islander Education	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</b>	1,2
Classroom Management	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</b>	
Information and Communication Technologies	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</b>	1,2

Literacy and Numeracy	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	1,2
Students with Special Educational Needs	1, 2, 3, 4, 5, 6, 7, 8, 9	1,2
Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1,2

#### 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student a deeper understanding of the requirements of the Stage 6 English curriculum. During the course students will develop their knowledge of Stage 6 English syllabus documents for ESL, Standard, Advanced and Extension I and II. They will develop an understanding of the literacy and assessment demands of stage 6. Students will gain an understanding of current research into effective teaching strategies for stage 6 English.

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach.

A key component of the course will be immersion in the practical demands of teaching senior students. Students will have opportunities to observe practising stage 6 English teachers and discuss the demands of the HSC course with year 12 students and teachers.

#### 5. TEACHING STRATEGIES

- Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning
- Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice
- 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 on Moodle and the UNSWICT wikispace.
- Online discussions
- Opportunities for observations of year 12 Extension I and II, classes and meetings with year 12 teachers and students to discuss a range of approaches to teaching and learning.

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

## 6. COURSE CONTENT AND STRUCTURE

Week	Lecture and workshop	UNSWICT Resources and Readings
2	<p><b>The challenges of teaching Stage 6 English and the HSC</b></p> <p>Overview of all Stage 6 courses and approaches that enrich the learning outcomes of stage 6 students</p>	<ul style="list-style-type: none"> <li>▪ Accessing online teaching resources for Stage 6 at UNSWICT wikispace</li> <li>▪ Reading: <i>NSW Stage 6 Syllabus</i> rationale and overview</li> </ul>
3	<p><b>Teaching and managing the Stage 6 classroom</b></p> <p>Strategies that respond to the learning needs of students</p>	<ul style="list-style-type: none"> <li>▪ Reading Growth Mind Set - <a href="http://mindsetonline.com/whatisit/about/">http://mindsetonline.com/whatisit/about/</a></li> <li>▪ View: 'The Power of Believing You Can Improve' - <a href="http://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=en">http://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=en</a></li> <li>▪ Reading: <i>Knox Welfare and Discipline Policy</i></li> </ul>
4	<p><b>The literacy demands of Stage 6 English</b></p> <p>Developing and enriching the analytical and imaginative response skills of Stage 6 students</p>	<ul style="list-style-type: none"> <li>▪ Resources developed by Karen Yager</li> <li>▪ Literacy resources for Stage 6 English Literacy and in particular writing: <a href="http://unswict.wikispaces.com/Literacy">http://unswict.wikispaces.com/Literacy</a></li> </ul>
5	<p><b>Teaching and programming for the HSC Modules for Standard and Advanced</b></p> <p>Pedagogical content knowledge: The art of teaching the skills, content and knowledge of subject English, and developing quality programs and resources.</p> <p><b>The Teaching Challenges of Extension 1 &amp; 2 English</b></p> <p>Students as researchers; literary theory</p>	<ul style="list-style-type: none"> <li>▪ Reading: <i>NSW Stage 6 Syllabus</i> and revisiting outcomes; a Knox stage 6 Module A unit and student booklet</li> </ul>
6	<p><b>HSC assessment practices and the NESA requirements</b></p> <p>Policy and practice; and developing a Stage 6 assessment task and a scope and sequence of assessment – discussions with students and teachers; special provisions, adjustments and illness/misadventure; the significance of data: using the RAP package to analyse data.</p>	<ul style="list-style-type: none"> <li>▪ Reading: Wiggins, G and McTighe, J (1998) <i>Understanding by Design</i>. Alexandria, VA USA: Association for Supervision and Curriculum Development (ASCD)</li> <li>▪ Reading: <i>NSW Stage 6 Syllabus assessment and reporting section; Knox Stage 6 Assessment and Reporting Policy</i> and <i>Knox Stage 6 English assessment scope and sequence and overview booklet</i></li> <li>▪ Reading: BOSTES <a href="http://www.boardofstudies.nsw.edu">http://www.boardofstudies.nsw.edu</a></li> </ul>

		<p><a href="#">.au/hsc_assessment_policies/</a></p> <ul style="list-style-type: none"> <li>▪ A range of sample assessment tasks</li> </ul> <p>Reading: Extension 2 assessment and reporting -  <a href="https://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/english-ext2-assessment-reporting.pdf">https://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/english-ext2-assessment-reporting.pdf</a></p>
7	<b>Presentation of Research findings in class</b>	<ul style="list-style-type: none"> <li>▪ Reading: HSC Extension English 2: State Library:  <a href="http://www.sl.nsw.gov.au/content/reflection-statements">http://www.sl.nsw.gov.au/content/reflection-statements</a></li> <li>▪ Reading: Knox students reflection statements and EXT 2 major projects</li> <li>▪ Reading: Extension 2 reflection statements State Library:  <a href="http://www.sl.nsw.gov.au/services/learning_at_the_Library/english_extension_2_reflection_statements.html">http://www.sl.nsw.gov.au/services/learning_at_the_Library/english_extension_2_reflection_statements.html</a></li> </ul>

## 7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	NPA elaborations	Due Date
<p><b>Assessment 1</b></p> <p>Development and evaluation of two lesson plans that feature teaching strategies to improve students' analytical or imaginative writing</p>	2500 Words	50%	2, 3 & 4	1.2, 1.3, 2.1, 2.5, 2.6, 3.3, 3.4	<b>ATSIE</b> A.4-6 <b>ICT</b> C.1, C.3, C.4, C.6-8, C.12, C.13 <b>L&amp;N</b> D.1, D.3-5, D.7-9, D.11-14, D.17-19 <b>SEd</b> E.2, E.7, E.8	24 <sup>th</sup> August  Week 5  5.00pm
<p><b>Assessment 2</b></p> <p>Research review of selected topic related to the teaching of Stage 6 English – essay and tutorial presentation</p>	2500 words	50%	1, 2 & 4	1.2, 2.1, 2.4, 2.6	<b>ATSIE</b> A.4 <b>L&amp;N</b> D.1, D.7 <b>SEd</b> E.8 <b>NESB:</b> F7	10 <sup>th</sup> September Week 8 5.00pm

*Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. 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.*

### Assessment 1 – Development and evaluation of two lesson plans to improve student writing

You are to develop two stage 6 lesson plans for year 12 students that are designed to improve student writing. One lesson plan is to focus on improving students' analytical writing skills and the other lesson plan is to focus on improving students' imaginative writing skills.

The analytical writing lesson should target an aspect of analytical writing, such as:

- Developing a thesis
- How to compose a cohesive response
- How to develop an integrated response
- Using powerful verbs
- Composing effective sentences
- Developing effective topic sentences

The imaginative writing lesson should also target an aspect of imaginative writing, such as:



- Creating evocative imagery
- Creating a powerful setting or character
- Developing engaging openings
- Effective syntax
- Developing motifs

The lesson plans must include learning goals, at least ONE ICT strategy and all resources and activities.

### **Evaluation of the lessons**

You must also include a 500-word evaluation of the strategies used for each lesson. Refer specifically to research, theory and ideas presented in English method lectures and workshops, suggested readings and other sources in your evaluation. Ensure that you include appropriate references.

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST6753 ENGLISH EXTENSION METHOD 2

Student Name:

Student No.:

Assessment Task: Assessment 1– Development and evaluation of two lesson plans to improve student writing

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Clear statement of syllabus outcomes in lesson plan</li> <li>• Lesson goal(s) clearly linked to syllabus outcomes and chosen strategies</li> <li>• Effective strategies to address teaching and learning goals and engage students in writing</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Detailed lesson plan that demonstrates understanding of teaching writing</li> <li>• Engaging and effective teaching strategies evident</li> <li>• Ability to evaluate the effectiveness of the strategies</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Evaluation demonstrates understanding of research and theory and is supported by appropriate references</li> <li>• Lesson plan reflects ideas and material provided in lectures and tutorials on effective pedagogy to engage all students and achieve syllabus outcomes</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Clear and effective use of the lesson plan template</li> <li>• Demonstrate a good command of grammar, spelling, text construction and appropriate referencing (APA)</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>▪ Writing shows an excellent command of English grammar conventions, including spelling, syntax and punctuation</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

Lecturer

Date

Recommended:      /20      (FL PS CR DN HD)

Weighting:      50      %

NB: The ticks in the various boxes are 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, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

## **Assessment 2: Research Review and group presentation**

### **Research Review**

Your task is to research and review effective approaches and strategies for one of the areas listed below and discuss the benefits for English teachers. Your review should be **2500 words** and demonstrate evidence of extensive research. This research can include interviews with students and teachers, as well as readings. Include your findings regarding the implications of your research for teaching. Ensure that you include appropriate references.

### **Research Topics**

- Teaching the Area of Study to Year 12 Advanced, Standard OR ESL students
- Teaching Module A, B or C to Year 12 Advanced or Standard
- Strategies for preparing Advanced, Standard OR ESL students for the HSC English examinations
- Developing quality assessment tasks for Year 12 Advanced, Standard or ESL stage 6 English
- Supporting students to become independent researchers for Extension 2
- Supporting students to research and understand how to use literary theory in HSC Extension 1.
- Supporting students to find and use effective texts of own choosing for the HSC Area of Study OR an Extension 1 elective of own choice OR Advanced Module C OR Standard Module A or C.

(If there is a topic different from those detailed above that you would like to research, please discuss this with your tutor by week 5)

In week 7, you will submit your research review and present to the tutorial group an overview of the research you have done into one of the above areas. Include your findings regarding the implications of your research for teaching.

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST6753 ENGLISH EXTENSION METHOD 2

Student Name: \_\_\_\_\_ Student No.: \_\_\_\_\_  
 Assessment 1 – Research Review and group presentation

SPECIFIC CRITERIA	(-) —————> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>Demonstrate understanding of the implications of relevant research for the classroom teaching of English</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>Present a succinct analysis and critique of research on the area selected</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>Demonstrated understanding of valid and relevant research evidence from at least four sources</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>Demonstrate a good command of grammar, spelling, text construction and appropriate referencing (APA)</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>Present the review in an engaging and informative manner</li> <li>Articulate clearly the research findings and the implications for teaching</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>          					

Lecturer

Date

Recommended:     /20     (FL PS CR DN HD)

Weighting:     50%

NB: The ticks in the various boxes are 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, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

## 8. RESOURCES

### Required Readings

NESA *Stage 6 Syllabus, English, Preliminary and HSC Courses*, 2017

Alternatively, it is possible to download these syllabuses from the Board of Studies website <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english>

Gannon, S. Howie, M. and Sawyer, W (eds.) (2009) *Charged with Meaning: Reviewing English 3<sup>rd</sup> Edition* Sydney, NSW Australia: Phoenix Education Pty. Ltd.

Readings on the UNSW Moodle website

### Recommended Reading

- Anderson, M., Hughes, J. and Manuel, J (2008) *Drama and English Teaching* Melbourne, Victoria, Australia: Oxford University Press
- Anstey, M. & Bull, G. (2006) *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.
- Attwood, B. (2005), *Telling the truth about Aboriginal history*. All and Unwin, Crows Nest
- Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006) *Transforming Learning with ICT Making IT Happen*. Pearson Australia
- Gibbons, P (2002) *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.
- Harrison, Neil (2008) *Teaching and Learning in Indigenous Education*, Victoria, Australia Oxford University Press.
- Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia
- Marsh, Colin (2010) *Becoming a Teacher*, Sydney, Australia: Pearson Australia.
- Martin, K. (2008) The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes*. Pp 59-81. Oxford University Press, Melbourne.
- McGrath, H. and Noble, T (2010) *Hits and Hots*, Melbourne, Victoria: Pearson Australia
- Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press
- Wiggins, G and McTighe, J (1998) *Understanding by Design*. Alexandria, VA USA: Association for Supervision and Curriculum Development (ASCD)
- Wilhelm, Jeffrey D. (2008). *"You Gotta BE the Book": Teaching engaged and reflective reading with adolescents* (2nd edition). New York: Teachers College Press.

### Professional websites for English teachers

<http://www.boardofstudies.nsw.edu.au>

NESA decides what is to be taught and examined, so it writes the syllabuses and the examinations. The main function of this site is to keep teachers, students and parents informed about syllabus development, examination information etc. There are also some useful reference material, links to various related sites and an annotated bibliography of texts relevant to the syllabus and to English teaching. To obtain copies of the HSC syllabuses, please go to the NESA website or you can buy a hardcopies for \$12.15 from the UNSW Bookshop on lower campus.

<http://www.det.nsw.edu.au>

<http://www.englishteacher.com.au/index.php>

The English Teachers Association site. Join the ETA as a student (it costs less) and receive their publication *mETApHOr* (four a year - full of practical classroom resources, lessons, ideas) and *English in Australia* - up to the minute developments in English teaching.

<http://www.cecnsw.catholic.edu.au>

The Catholic Education Commission

<http://www.curriculum.edu.au/communities/englishednet/howto.htm>

A part of the Curriculum Corporation of Victoria website - this is a tutorial which is useful if you are uncertain of how to use the internet and/or want ideas for using the internet in the classroom, teaching students how to explore English sites etc. Well worth a browse.

Student Equity and Diversity Unit, Telephone: 9385 4734 or check the website

<https://www.studentequity.unsw.edu.au>

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

### **Professional Associations**

English Teachers' Association (ETANSW), PO Box 299 Leichhardt, NSW 2040.

Tel: 95726900

Fax: 95729534

Email: [www.etansw.asn.au](http://www.etansw.asn.au)