



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST6782

English 2

Term 3 2020

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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 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
EDST 6782 English 2 (6 units of credit)
Term 3 2020

2. STAFF CONTACT DETAILS

Course Coordinator: Sonia Byrnes
Email: TBC
Course Coordinator: Nicole Mayhew
Email: nicole.mayhew@unsw.edu.au
Availability: Post course enquiries on the course forum. Use email for confidential communications.

3. COURSE DETAILS

Course Name	English 2
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T3.html#EDST6782T3 8 synchronous sessions online: Tuesdays 4-6pm starting 29 September

SUMMARY OF COURSE

This course focuses on the transition to Stage 2 English and the development of literacy skills needed for Stages 2 and 3, as well as anticipating the needs to successfully transition to Stage 4. Students will develop skills in encouraging reading, writing, viewing and listening for enjoyment as well as information, across a range of genres and text types. Explicit strategies will be modelled for teaching the features of texts and for negotiating meaning (inductive and deductive) for verbal and visual texts. Enabling and encouraging students to connect to prior learning is critical for Stages 2 and 3 in English and knowledge of metalanguage needed for teaching English will be deepened. Strategies for teaching spelling rules, patterns and word/morphemic knowledge are included so teachers can reinforce a range of strategies for spelling at the transitional and consolidation stages.

Applying principles for assessment for learning will enable students to evaluate the strengths and needs children have across all modes. Interpreting standardised literacy data from cohort or individual testing is also included. Students will develop skills in designing individual plans for intervention and support (e.g. for students with special educational needs and from EAL/D backgrounds) as a result of reviewing test scores and data.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK

- Additional asynchronous activities will be provided to complement the synchronous tutorials

STUDENT LEARNING OUTCOMES

Outcome	Assessment/s
1 Demonstrate understanding of the range of home and community literacy experiences, including the impact of parental/carer attitudes and different cultural systems including Australian Indigenous communities	1, 2
2 Demonstrate understanding of ways to support EAL/D learners at different stages of English learning by explicitly addressing their language needs	1, 2
3 Demonstrate understanding of theories and research-based pedagogical practices that underpin language acquisition and development	1, 2
4 Demonstrate understanding of effective formative assessment practices and analysis of qualitative data to enhance development of early literacy skills	1, 2
5 Demonstrate understanding of planning and pedagogically appropriate and effective sequences for teaching language and literature and how literacy development supports development in both areas	1, 2
6 Demonstrate knowledge, understanding and skills in relation to planning, teaching and assessing listening, reading, viewing, speaking, writing and creating across a range of print, audio, visual and digital texts	1, 2
7 Apply technical knowledge, skills & understanding to design and create appropriate resources to expand identified literacy needs	1, 2
8 Develop, apply and critique personal literacy skills for professional purposes	1, 2

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard	Assessment/s
1.2.1 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1, 2
1.3.1 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds	1, 2
1.4.1 Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	1
1.5.1 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	1
1.6.1 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	2
2.1.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1

2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	1
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics	1, 2
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	2
5.2.1	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	1, 2
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	2

NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	4, 8	1, 2
B. Classroom Management	1, 2	1, 2
C. Information and Communication Technologies	3-7, 10	1, 2
D. Literacy and Numeracy	1, 2, 6 -19	1, 2
E. Students with Special Educational Needs	1-8	1, 2
F. Teaching Students from Non- English-Speaking Backgrounds	1-9	1, 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Students deepen their understanding of the NSW Board of Studies (2015) English K-10 syllabus and explore the transitions required as students move between stages. Tracking literacy growth and development is emphasised as an overall strategy for assessment for literacy learning as well as for diagnosing extra focus and support in specific strands of literacy. Evaluating and writing English programs (stand-alone subject English as well integrated with another KLA) which include appropriate levels and strategies for differentiation are key components of this course.

5. TEACHING STRATEGIES

Students will reflect on their own literacy journey and on aspects of literacy they have found or still find challenging at different times of their education. Online activities will enable students to identify perceived areas in which they need to deepen their theoretical understanding in order to improve competence in specific areas of challenge.

As for English Method 1, the course will integrate classroom observations, pedagogical theory for literacy learning and practical development and implementation of teaching materials, including assessment resources.

6. COURSE CONTENT AND STRUCTURE

This unit of study involves a 10-module program over 8-weeks. This is an *indicative* course schedule and reading list. Refer to Moodle for the most current schedule and reading list. Throughout the course, the content *may* change to be adapted to the students' learning needs and interests.

Module	Topics and Content
Week 1 Module 1a	Pre-Assessment Task: Complete the Quiz (see Moodle) Meeting the needs of diverse learners: effective language and literacy approaches to develop independence in reading, writing and spelling. Supporting a range of learners in mainstream classes, including EAL/D students with no written literacy background. Organising groups for different literacy purposes and for peer assessment. Integrating ICT and English.
Week 1 Module 1b	Teaching Spelling: applying multiple affixes to build word families, etymology, use of unstressed schwa, double consonants, teaching homophones in context and easily confused words. Knowing your personal demons. Applying spelling in writing. Assessing spelling: assessment for learning and tracking progress using SA and PAT tests. Importance of a whole-school approach.
Week 2 Module 2a	Teacher as literacy assessor, planner and instructor: administering and interpreting standardised tests (YARC, PAT, NEALE). Using ESL scales to assess what EAL/D students can do across reading, writing and oral strands. Planning differentiated programs to meet syllabus outcomes. Pedagogy to maximizing student progress, engagement and inclusivity in English.
Week 2 Module 2b	Teaching literacies: visual, critical and digital literacies, multi-literacies and exploration of how structure and features vary. Evaluating a point of view, distinguishing between fact and opinion and literal and non-literal interpretations. Importance of engaging readers/audience, structuring texts coherently, and identifying and connecting themes within and across texts. Critically selecting relevant information to summarise or support an argument.

<p>Week 3 Module 3</p>	<p>Teaching reading: levels of knowledge – graphological, phonological, syntactic and semantic. Research evidence for models of reading instruction and cognitive processes. Syllabification and recognition of word parts to decode multisyllabic words. Strategies for increasing fluency. Teaching how to recognise and understand non-literal meaning (figurative language and inferential). Use of metalanguage to recognise and discuss layout of texts.</p>
<p>Week 4 Module 4</p>	<p>Responding to reading: pedagogy and strategies for exploring meaning in fiction and non-fiction. Summarising texts and using graphic organisers to show understanding. Personal responses – recognition of how personal perspectives and experiences influence interpretation. Exploring authors and how their choices influence readers'. Encouraging wide reading. Research on boys and reading.</p>
<p>Week 5 Module 5</p>	<p>Teaching writing: importance of planning, drafting, reviewing. Four stage approach: model text, joint construction, independent construction, self/peer/teacher review. Use of rubrics. Importance of topic knowledge, persuasive/literary devices and appropriate vocabulary, structure and features. Appropriation of theme/style v originality. Original use of figurative language in prose and poetry. Control of grammar for stylistic effect and articulating choices using metalanguage.</p>
<p>Week 6 Module 6</p>	<p>Teaching grammar and punctuation: types of complex sentences and effective use of a range of conjunctions. Use of connectives, pronouns and lexical chains for cohesion. Effective word choices (replacing noun/verb group with more effective noun/verb; nominalisation). Modality as a persuasive/characterisation device. Active/Passive voice. Punctuation with apostrophes and direct/indirect speech. Understanding criteria for NAPLAN writing.</p>
<p>Week 7 Module 7</p>	<p>Teaching oracy: use of drama/readers' theatre/interviews to retell/perform/role play. Roles in a formal debate. Asking and answering questions; respectful disagreement/elaboration. Language clines to interact/respond more effectively and adapt language (including colloquial language and dialect). Strategies to evaluate effective listening and speaking in formal/informal contexts.</p>
<p>Week 8 Module 8</p>	<p>Integrating English across KLAs: programming and assessing integrated units of work for Stages 2 and 3. Transition to Stage 4 and making connections and applying understanding to increasingly complex and abstract texts. Teaching students to reflect on their own learning.</p> <p>Reflection</p> <p>Describe three ways in which you would assess the impact of your teaching in this KLA on your future students. Keeping in mind the ways you have catered for students' physical, social and intellectual development and characteristics as well as their needs from diverse linguistic, cultural, religious and socio economic backgrounds.</p> <p>If you have a specialisation in this KLA (e.g., a major in your undergraduate degree), describe how you could build on your advanced knowledge/skills to make improvements in student achievement in this KLA in your current school. If you do not have a specialisation in this KLA, identify three areas of your disciplinary knowledge /skills that require further development, and what strategies you will use to achieve that.</p>

7. RESOURCES

Required Readings

NSW English K-10 syllabus (2012)

<http://syllabus.bostes.nsw.edu.au/english/english-k10/> NSW DET (2003)

NSW DET (2003) *Quality Teaching in NSW Public Schools*, Sydney, NSW.

***Additional required readings will be available via Moodle**

Recommended Readings

Tompkins, G., Campbell R., Green D. and Smith C. (2015) *Literacy for the 21st Century*. Melbourne: Pearson.

Further Readings

Bear, R., Invernizzi, M., Templeton, S. and Johnston, F. (2012) *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction*. Boston: Pearson

Derewianka, B. (2012). *A New Grammar Companion for Teachers*. Sydney: PETAA.

Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth: Heinemann.

Harrison, N. & Sellwood, J. (2016). *Learning and Teaching in Aboriginal and Torres Strait Islander Education* (3rd ed). Melbourne: Oxford.

Hertzberg, M. (2012). *Teaching English Language Learners in Mainstream Classes*. Sydney: PETAA

Humphrey, S., Droga, L. and Feez S. (2012). *Grammar and Meaning*. Sydney: PETAA.

Morgan, A-M., Comber, B. Freebody, P. and Nixon, H. (2014). *Literacy in the Middle Years*. Sydney: PETAA

Oakley, G. and Fellowes, J. (2016). *A Closer Look at Spelling in the Primary Classroom*. Sydney: PETAA.

Rowe, K. (2005). *National inquiry into the teaching of literacy (Australia): Teaching reading*. Melbourne: Australian Council for Educational Research.

Simpson, A., White, S., Freebody, P. and Comber, B. (2012). *Language, literacy and literature*. Sth Melbourne: Oxford University Press.

Snowball, D. and Bolton, F. (1999). *Spelling K-8: Planning and teaching*. Portland, Maine: Stenhouse.

Winch, G., Johnston R. R., March P., Ljungdahl, L. & Holliday, M. (2014). *Literacy: Reading, writing and children's literature* (5th ed.). South Melbourne: Oxford University Press. [e-book]

Topfer, C. and Arendt D. (2010) *Guiding Thinking for Effective Spelling*. Carlton Sth, Victoria: Curriculum Press

Professional organisations

PETAA Primary English Teaching Association Australia www.petaa.edu.au/home
Australian Literacy Educators' Association <http://www.alea.edu.au>

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment 1 Designing a spelling program	2000 words (equiv)	40%	1 - 8	1.2.1, 1.3.1, 1.4.1, 1.5.1, 2.1.1, 2.3.1, 2.5.1, 3.1.1, 5.2.1	A4, A8; B1-2; C3-7, C10; D1-2, D6-19; E1-8; F1-9	Friday 23 October by 5pm
Assessment 2 Assessing skills in writing	3000 words (equiv)	60%	1 - 8	1.2.1, 1.3.1, 1.6.1, 3.1.1, 5.1.1, 5.2.1, 5.4.1	A4, A8; B1-2; C3-7, C10; D1-2, D6-19; E1-8; F1-9	Monday 16 November by 5pm

Submission of assessments

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. 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

Assessment 1: Designing a spelling program

Design a spelling program to cover 10 weeks for a Year 4 or 5 class.

Include:

- differentiation for three tiers of students
- strategies for spelling unknown words, application to writing and proofreading
- exploration of etymology
- use of dictionary.

Outline how assessment for/of/as learning principles will support students to move forward in their learning.

Please see Moodle for additional details.

Assessment 2: Assessing skills in writing

Outline the difficulties a Stage 2 or 3 student you have observed/been working with is having in writing. Construct a needs analysis and design a personal intervention program to support him/her. Include a portfolio of resources suitable to use with a struggling writer. The resources should be original and cover at least five hours of individual instruction. Include information about how you intend to evaluate the success of your program and also suggestions for follow-up afterwards.

Please see Moodle for additional details (including instructions on how to complete this task if an INSTEP placement has not been available).

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6782 ENGLISH 2

Student Name:

Student No.:

Assessment Task 1: **Designing a spelling program**

SPECIFIC CRITERIA	(-) \longrightarrow (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Spelling program includes differentiation (content or delivery) • Spelling strategies, application to writing and proofreading included • Etymological words and evidence of how to use this to improve spelling success 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Analysis of how Assessment For/As/Of Learning principles support students to move forward in their learning 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Appropriate research references to support responses • Sound range of research references 					
Structure and organisation of response <ul style="list-style-type: none"> • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance readability 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style) • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length (2000 words) 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 40%

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.**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6782 ENGLISH 2

Student Name:

Student No.:

Assessment Task 2: **Assessing skills in writing**

SPECIFIC CRITERIA	(-) (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Writing work samples showing evidence of difficulties • Construction of a needs analysis in order to design an intervention program • Inclusion of a portfolio of original resources 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Annotation of student's writing difficulties in line with Literacy Continuum • Detailed explanation of how your intervention will be evaluated • Include considerations on how to continue to support the student at program completion 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Appropriate research references to support responses • Sound range of research references 					
Structure and organisation of response <ul style="list-style-type: none"> • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance readability 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style) • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length (3000 words) 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 60%

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.**