EDST5454

Developing Literacies: From Kindergarten to University

Term 1, 2022

Course Overview

Staff Contact Details

Convenors

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School Contact Information

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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.

Image courtesy of the Office of the Pro Vice-Chancellor Indigenous UNSW's Indigenous strategy

Course Details

Units of Credit 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.

Course Learning Outcomes

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.

Australian Professional Standards for Teachers

Standard		Assessment/s
1.1.2	Use teaching strategies based on knowledge of students' physical, social, and intellectual development and characteristics to improve student learning.	2
1.2.2	Structure teaching programs using research and collegial advice about how students learn.	1, 2
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.	1, 2
2.1.2	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	2
2.2.3	Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.	2
3.1.2	Set explicit, challenging, and achievable learning goals for all students.	1, 2

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.

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Annotated Bibliography	40%	See Moodle	1, 2, 3, 4
2. Proposal	60%	See Moodle	1, 2, 3, 4

Assessment 1: Annotated Bibliography

Due date: See Moodle

Assessment 1 - Annotated Bibliography - 2000 words - Key ideas, debates and application to practice

Students will receive written feedback within 10 business days of submission

Additional details

Select a learner group to research (i.e., young children, adolescents, adults). What are the current key ideas and debates regarding literacy development for this learner group? Choose **five** 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. Use the table template provided.
- Add a discussion of the ways in which this research identifies a debate/ practice gap for literacy teaching for this particular group.

Assessment 2: Proposal

Due date: See Moodle

Assessment 2 - Proposal - 3000 words - Write a proposal for a literacy support program for a target learner group

Students will receive written feedback within 10 business days of submission.

Additional details

For this assessment task:

- 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:

- The context in which the program will be implemented.

- The specific literacy needs and challenges of your learner group.
- The projected outcomes of your program.
- The theoretical rationale for your program.
- The design and structure of your program.
- The resources and personnel needed for your program.
- The ways in which the effectiveness of your program can be measured.

Remember to cite appropriate literature, using APA 6th conventions

RUBRIC/FEEDBACK SHEET
EDST5454 DEVELOPING LITERACIES: FROM KINDERGARTEN TO UNIVERSITY
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Annotated Bibliography

Specific Criteria	(-)——————————>(+)				
Understanding of the question or issue and the key concepts involved • Appropriateness of the response.					
Depth of analysis and critique in response to the task • Demonstrated a range of thinking strategies (understanding, analysing, evaluation, synthesising). • Analysed, evaluated, and synthesised the source's value and/or relevance for the topic and student population. • Made clear links with your teaching and professional experience.					
Familiarity with and relevance of professional and/or research literature used to support response • Detailed and appropriate references used. • Used the library databases. • Ensured that the majority of sources are Australian. • Used research-based sources that are the most relevant. • Referenced wider reading beyond the sources provided within the course.					
Structure and organisation of response • Readability with logical sequencing/flow of ideas. • Appropriate academic and linguistic conventions.					

Specific Criteria	(-)—————————>(+)				
• Clarity of writing (e.g., sentence structure, paragraphing, vocabulary, spelling, punctuation, word length).					
Presentation of response according to appropriate academic and linguistic conventions • Provided URLs where possible and feasible. • Used APA referencing conventions and formatting.					
General comments/recommendations for next time:					

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 contextualise 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.

RUBRIC/FEEDBACK SHEET
EDST5454 DEVELOPING LITERACIES: FROM KINDERGARTEN TO UNIVERSITY
UNSW SCHOOL OF EDUCATION

Assessment Task 2: Proposal

Specific Criteria	(-)————————>(+)				
Understanding of the question or issue and the key concepts involved • Clear identification of the target group • Relevance of proposed literacy support program to identified students' strengths, interests & learning needs • Identification of your own positionality in the context					
Depth of analysis and critique in response to the task • Suitability and justification of strategies/ theories/ models used in the proposed support program • Made clear links with your teaching and professional experience.					
Familiarity with and relevance of professional and/or research literature used to support response • Detailed and appropriate (peer-reviewed, timely) references used. • Used the library databases. • Ensured that the majority of sources are relevant to your context. • Referenced wider reading beyond the sources provided within the course.					
Structure and organisation of response • Readability with logical sequencing/flow of ideas.					

Specific Criteria	(-)————————————>(+)				
• Appropriate academic and linguistic conventions. • Clarity of writing (e.g., sentence structure, paragraphing, vocabulary, spelling, punctuation, word length).					
Presentation of response according to appropriate academic and linguistic conventions • Provided URLs where possible and feasible. • Used APA referencing conventions and formatting.					
General comments/recommendations for next time:					

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 contextualise 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.

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.1. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when course are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face to face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found here.

Course Schedule

View class timetable

Timetable

Date	Type	Content
Week 1: 14 February - 18 February	Seminar	**What is literacy?**
Week 2: 21 February - 25 February	Seminar	**Exploring a spectrum of literacies**
Week 3: 28 February - 4 March	Seminar	**Literacy, equity and power**
Week 4: 7 March - 11 March	Seminar	**Literacy, plurilingualism, identity and representation**
Week 5: 14 March - 18 March	Seminar	**Digital literacies**
Week 6: 21 March - 25 March	Reading	**Reading week**
Week 7: 28 March - 1 April	Seminar	**Developing literacy and early schooling**
Week 8: 4 April - 8 April	Seminar	**High school literacies**
Week 9: 11 April - 15 April	Seminar	**Adult and academic literacies**
Week 10: 18 April - 22 April	Seminar	**Assessing literacy**

Resources

Prescribed Resources

All required readings will be provided on Leganto

Submission of Assessment Tasks

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.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original 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 for the purpose of them plagiarising, 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

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines

Image Credit

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