



School of Education

EDST2003

Learning and Teaching: Language, Literacy
and Numeracy

Term 1 2021

Contents

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2. 68**STAFF CONTACT DETAILS**.NT.L2.If1.0.0.1.93.32.716.44.Tm0.g0.G[STAFF.C)6(ONT)3(ACT)-4()9(DE)6(TAILS

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST 2003 Learning and Teaching: Language, Literacy and Numeracy (6 units of credit)
Term 1 2021

2. STAFF CONTACT DETAILS

Course Convenor: Andy Gao
Email: xuesong.gao@unsw.edu.au
Availability: 2-4pm Thursdays and by appointment

3. COURSE DETAILS

Course Name	Perspectives in Learning and Teaching
Credit Points	6 units of credit (uoc)
Workload	Includes 120 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T1.html#EDST2003T1

SUMMARY OF COURSE

STUDENT LEARNING OUTCOMES

Outcome	Assessment/s
1	Analyse the English language, literacy and numeracy demands of schooling

6. COURSE CONTENT AND STRUCTURE

Module/ date	Lecture topic	Tutorial focus	Required reading
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1

Everyday vocabulary vs. subject-specific vocabulary. Language choice to convey technical/abstract meanings. Teaching strategies. The role of oral language		https://www.nap.edu.au/naplan/the-tests http://sta.education.gov.uk/professional-skills-tests/literacy-skills-tests 1st assignment due by 5pm March 17th 2021
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7. RESOURCES

Textbooks

Gibbons, P. (2009). English learners, academic literacy and thinking: Learning in the challenge zone. Portsmouth NH: Heineman.

Henderson, R. (Ed.) (2015). Teaching literacies in the middle years: Pedagogies and diversity (2nd edition). Melbourne: Oxford University Press

Readings for each session:

Austin, J. (2018). Aboriginal and Torres Strait Island students as effective numeracy learners. In M. Sellars (ed.). Numeracy in Authentic Contexts (pp. 75-89). Singapore: Springer Nature

Chun, C. W. (2009). Critical literacies and graphic novels for ELLs: Teaching

Nisbet, D.L. (2010). Vocabulary instruction for second language readers. *Journal of Adult Education*, 39(1), 10-15. Muir (2008). Principles of practice and teacher actions: Influences on effective teaching of numeracy. *Mathematics Education Research Journal*, 20(3), 78-101.

NSW Department of Education: Numeracy <https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/numeracy>

NSW Department of Education: Writing
<https://education.nsw.gov.au/teaching-and-learning/student-assessment/smart-teaching-strategies/literacy/writing>

Stahl, K., & Bravo, M. (2010). Contemporary classroom vocabulary assessment for content areas. *The Reading Teacher*, 63(7), 566-

Additional reading

writing. *Language and Education*,

8. ASSESSMENT

In addition to two graded assessments, there are hurdle requirements. Students must pass all assessments and hurdle requirements to successfully complete the course.

Assessment Task	Length	Weight	Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment 1: Reflection	1,500 words (+/- 10%) not including reference list	40%	1,3-4	1.1.1 1.2.1	A,C,D	March 17 th 2021 by

APA Resources

<http://owl.english.purdue.edu/owl/resource/560/01/>

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 FEEDBACK SHEET
 EDST2003 LEARNING AND TEACHING: LANGUAGE, LITERACY AND NUMERACY

Student Name:

Student No.:

Assessment Task: **Reflection**

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved Accurately identifies and justifies areas of strength and development Considers needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds Considers what language, literacy, and numeracy factors are associated with differences in student achievement					
Depth of analysis and/or critique in response to the task Depth of understanding of the complex nature of literacy, language, and numeracy Clarity and depth of analysis of specific language, literacy, and numeracy features					

Familiarity with and relevance of professional and/or research literature used to support response

Relevance and use of at **least four** readings (not viewings) from the

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Student Name:

Student No.:

Assessment Task: **Analytical paper**

SPECIFIC CRITERIA	(-) ➤ (+)				
Understanding of the question or issue and the key concepts involved Analytic paper identifies and describes at least three strengths and two potential limitations of each activity, as they relate to different lecture topics from the course					
Depth of analysis and/or critique in response to the task Demonstrates depth of understanding of the complex nature of topics addressed in paper Analytic paper has a clear audience and the purpose for writing is clear Analytic paper has a clear argument to support point-of-view Appropriately and substantially incorporated learning from course content in analytic paper and lesson plan					
Familiarity with and relevance of professional and/or research literature used to support response Relevance and use of <u>at least eight readings</u> (not viewings) from the Readings cited are clearly understood The cited readings support the argument The connections between the evidence from readings and arguments are explicitly presented					
Structure and organisation of response Logical sequencing of ideas Appropriate transitions Includes an introduction and a conclusion Clarity and coherence of organisation, including use of numbering and referencing					
Presentation of response according to appropriate academic and linguistic conventions Analytic paper is 2,000 words, not including reference list (+-10%, 1,800-2,200)					