

School of Education

EDST5454  
Developing Literacies

Term 1 2021

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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, Design & Architecture  
School of Education  
EDST 5454 Developing Literacies (6 units of credit)  
Term 1 2021

## 2. STAFF CONTACT DETAILS

Course Coordinator: Sally Baker  
Office Location: G30, Morven Brown Building  
Email: [sally.baker@unsw.edu.au](mailto:sally.baker@unsw.edu.au)  
Availability: By appointment

## 3. COURSE DETAILS

<b>Course Name</b>	EDST5454 Developing Literacies
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class/online contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	<a href="http://classutil.unsw.edu.au/EDST_T1.html#EDST5454T1">http://classutil.unsw.edu.au/EDST_T1.html#EDST5454T1</a>

## SUMMARY OF COURSE

This course will assist teachers in understanding, developing and evaluating their 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 alliterate and/or disengaged Australian-born learner and the differences between every day and academic literacies.

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

The course now uses a hybrid delivery model, as a result of the challenges to face-to-face learning presented by Covid-19.



## AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1.2	Use teaching 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

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

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.

#### 5. TEACHING STRATEGIES

Seminars are built around key themes. The course will also include guided reading, small group discussions, whole group and clarification of key concepts to support the development and application of the skills and understandings outlined above. These have been adapted for online delivery. Activities will occur in a classroom climate that is supportive and inclusive of all learners.

The course has been design select  
what you focus on for both interpreting the weekly course themes and doing the assignments. You can choose from the options literacy



			<p><i>Curriculum Inquiry</i>, 49(2), 230-241.</p> <p>Woods, A. (2009). Learning to be literate: Issues of pedagogy for recently arrived refugee youth in Australia, <i>Critical Inquiry in Language Studies</i>, 6(1), 81-101.</p> <p>Comber, B. (2014). Critical Literacy and Social Justice, <i>Journal of Adolescent and Adult Literacy</i>, 58(5), 362-367.</p>
<p><b>Week 4</b></p>	<p><b>Exploring a spectrum of literacies</b></p> <p>Development of oracies to written literacies; parallels and differences</p> <p>Research on development of oral language (communicative intent, phonology, vocabulary, grammar, extended discourse). How does this acquisition?</p>	<p><i>Towards developing academic literacies</i></p> <p>Addressing textual features and conventions of advanced academic literacy practices.</p> <p>School to university literacies: Textual and social aspects of academic study.</p>	<p>Byrnes, J. &amp; Wasik, B. (2008). <i>Language and Literacy Development: what educators need to know</i>. Guilford. Chapters 7 and 8.</p> <p>Lea, M. and Street, B. (1998). Student writing in higherDg1.82</p>

		<p>motivation)</p> <p>Challenges faced by international students at English medium universities</p>	<p>Manuel, J. (2003). <i>Effective strategies to address the needs of adolescents 13+ experiencing difficulties with reading</i>. University of Sydney.</p> <p>Boughton, B. (2016). Popular education and mass adult literacy campaigns. <i>Beyond</i></p> <p>K. Yasukawa &amp; S. Black (Eds.), <i>Beyond economic interests. Critical perspectives in adult literacy &amp; numeracy in a globalised world</i> (pp. 149-164). Rotterdam: Sense.</p>
<b>Week 7</b>	<p><b>Multiliteracies and multimodality</b></p> <p>Key theories and concepts for learning through multiple literacies.</p> <p>How knowledge is transferred across modalities of learning.</p> <p>The role of critical literacy in a multimedia learning environment.</p> <p>How can learning benefit from creativity with digital media?</p> <p>What is the role of popular cultures?</p> <p>Enriching the literacy environment for learners</p>	<p><i>Multimedia and Digital Literacies</i></p> <p>Online learning versus traditional modes of literacy</p> <p>Advantages and disadvantages of student internet use</p> <p>Traditional modes of literacy versus information literacy</p> <p>The digital divide: how do we teach different levels of technical ability?</p> <p>What is the role of social media in meaning making?</p>	<p>Rowse, J. and Pahl, K. (2012) <i>Literacy and Education</i>. Sage Publications. (Chapter 2)</p>
<b>Week 8</b>	<p><b>Literacy demands within content areas</b></p> <p>Addressing the language and literacy demands within content subjects</p> <p>Teaching strategies to address literacy challenges</p>	<p><i>Content-specific strategies</i></p> <p>Four Resources Model (Freebody &amp; Luke, 1990)</p>	<p>Mac Mahon, B. (2014). Making the invisible visible: disciplinary literacy in secondary school classrooms, <i>Irish Educational Studies</i>, 33(1), 21-36.</p> <p>Fenwick, L. (2010). Initiating and sustaining learning about literacy and language across the curriculum within secondary schools, <i>Australian Journal of Language and Literacy</i>, 33(3), 268-283.</p>



**Week 9     Assessing literacy**

Constructive alignment and  
the role of literacy

Good assessment design

## 7. RESOURCES

All required readings will be provided on Leganto

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Australian Professional Standards Assessed	Due Date
<b>Assessment 1:</b> Annotated bibliography: key ideas, debates and application to practice relating to a learner group/ level of education	2000 words	40%	1-4	1,2,4,5	1.2.2, 1.3.3, 3.1.2	Friday 19 <sup>th</sup> March 2021 by 5pm
<b>Assessment 2:</b> Write a proposal for a targeted literacy support program for the same identified level and/or learner group	3000 words	60%	1-4	1-6	1.1.2, 1.2.2, 1.3.3, 2.1.2, 2.2.3, 3.1.2	Friday 23 <sup>rd</sup> April 2021 by 5pm

### Submission of assessments

Students are 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

## Assessment Details

### **Assessment 1: Annotated Bibliography: key ideas, debates and application to practice**

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

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FEEDBACK SHEET

Student Name:

Student No.:

Assessment Task 1: **Annotated bibliography**

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**SPECIFIC CRITERIA**

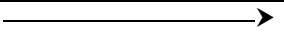
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FEEDBACK SHEET

Student Name:

Student No.:

Assessment Task 2: **Proposal**

**SPECIFIC CRITERIA**

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