



School of Education

EDST6753
English Extension Method 2

Term 2 2020

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6 units of credit (uoc)

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

STUDENT LEARNING OUTCOMES

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

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard	
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching
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
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.2.1	Organise content into an effective learning and teaching sequence
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies
3.3.1	Include a range of teaching strategies
3.4.1	

NATIONAL PRIORITY AREA ELABORATIONS

Priority area	
A. Aboriginal and Torres Strait Islander Education	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
B. Classroom Management	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
C. Information and Communication Technologies	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
D. Literacy and Numeracy	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
E. Students with Special Educational Needs	

6. COURSE CONTENT AND STRUCTURE

Module	Lecture	Tutorial and Readings
1 (24 hours eq. lecture/ tutorial time)	<p><i>On-line assessment module</i></p> <p>Introduction to the concept and principles of effective assessment practices and their applications to learning and teaching</p> <p>Focus is on building assessment knowledge and the skills required to plan, develop and implement a range of assessment strategies, to engage in moderation activities to ensure fair and consistent judgment of student learning, to analyse assessment data to inform future learning and teaching, and to develop reports for various stakeholders.</p>	<p>Critically describe the role of assessment in ensuring effective learning and teaching;</p> <p>evaluate the appropriateness of various assessment strategies in ensuring effective learning and teaching</p> <p>apply assessment knowledge and skills in developing effective learning, teaching and assessment plans.</p>
2	<p>The challenges of teaching Stage 6 English and the HSC</p> <p>Overview of all Stage 6 courses and approaches that enrich the learning outcomes of stage 6 students</p>	<p>Integrating the Common Modules: Reading to Write</p>

Wilhelm, Jeffrey D. (2008).

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	NPA elaborations	Due Date
Assessment 1 Development and evaluation of two lesson plans that feature teaching strategies to improve imaginative writing	2,500 words	50%	2, 3 & 4	1.2.1, 1.3.1, 2.1.1, 2.5.1, 2.6.1, 3.3.1, 3.4.1	ATSI A.4-6 ICT C.1, C.3, C.4, C.6-8, C.12, C.13 L&N D.1, D.3-5, D.7-9, D.11-14, D.17-19 SEd E.2, E.7, E.8	Friday 7 th August by 5pm
Assessment 2 Research review of selected topic related to the teaching of Stage 6 English essay and tutorial presentation	2,500 words	50%	1, 2 & 4	1.2.1, 2.1.1, 2.4.1, 2.6.1	ATSI A.4 L&N D.1, D.7 SEd E.8 NESB: F7	Monday 31 st August by 5pm

Submission of assessments

assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep

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 lect41.95QJET6W8s1.95QJET6W0.000000

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 Common Module to Year 12 Advanced, Standard or EALD

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6753 ENGLISH EXTENSION METHOD 2

Student Name: _____ Student No.: _____
 Assessment 2 Research Review and group presentation

SPECIFIC CRITERIA	(-) _____ (+) _____				
Understanding of the question or issue and the key concepts involved Demonstrate understanding of the implications of relevant research for the classroom teaching of English					
Depth of analysis and/or critique in response to the task Present a succinct analysis and critique of research on the area selected					
Familiarity with and relevance of professional and/or research literature used to support response Demonstrated understanding of valid and relevant research evidence from at least four sources					

Structure and organisation of response

Demonstrate a good command of grammar, spelling, text construction and appropriate referencing (APA)