



School of Education

EDST2094
Communication Skills for Teachers

Term 2 2020

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:

Hurdle requirement Reflection activity

Due: Monday June 8, 5pm (Week 2)

This activity will require you to reflect on your own literacy and identify one or more areas you wish to focus on throughout the course. You are not required to include any references (although you can if it will help your explanation); instead the focus should be on describing your literacy strengths and weaknesses and identifying areas of concern.

Your response should include:

- An overview of your experience with English
 - o Some questions you might consider (but are not limited to): Did you grow up speaking English? Did you learn English overseas? Did you find English manageable in secondary contexts, but more difficult in university contexts? Do you feel comfortable speaking English but lack confidence in your academic writing? Do you feel comfortable writing but lack confidence when having to present in front of others?
- Areas you wish to focus on throughout the course. These might be (but are not limited to):
 - o Particular modes – reading, writing, speaking
 - o Particular contexts – speaking in front of others, academic writing, reading journal articles, LANTITE, etc.
 - o General aspects of literacy – spelling/ grammar/ punctuation, academic writing conventions, vocabulary, etc.
 - o Literacy in your subject area(s)

Assessment 1 Error Analysis, Feedback, and Reflection

Due: Monday June 22, 5pm (Week 4)

This assessment will require you to read through a text which contains multiple errors in four categories: (1) Grammar (including punctuation); (2) Spelling; (3) Word usage; and (4) Text organisation. A template will be available on Moodle.

You will need to:

- Identify, explain, and correct each error (5 corrections for each category = 20 total corrections)
 - o *Identify* the line number and error type (grammar/ punctuation; spelling, word usage; or text organisation)
 - o *Explain* why it is an error
 - o *Provide a correction* for the error
- Provide feedback to the writer (~250 words)
 - o What was done well
 - o Areas for improvement
 - o Strategies for improvement
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questions clearly written? Did they provide an appropriate but realistic challenge?). You should highlight both strengths and weaknesses of the activity.

Instead of classes in Week 7, you will have an opportunity to complete this activity. This section will not be marked but is essential for Part 3.

Part 3:

Write a reflection paper in which you consider your questions, the peer activity, and your own literacy. The reflection paper should be 1,000 words, and include (~250 words for each question):

1. Your rationale for including these 10 questions
2. If your aims were met, based on the peer answers and feedback; and why or why not this may be the case
3. Elements/ questions you might keep the same, and elements

FEEDBACK SHEET
EDST2094

Student Name:

Student No.:

Assessment Task 2: Text-based questions, Peer activity, and Reflection

SPECIFIC CRITERIA

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Understanding of the question or issue and the key concepts involved

Development 10 questions following required structure

Justification and reflection on questions

Reflection on implications for literacy development and practice

