School of Education

EDST6782
English 2

Term 3 2020

Contents

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 and Social Sciences
    School of Education
    EDST 6782 English 2 (6 units of credit)
    Term 3 2020

2. **STAFF CONTACT DETAILS**

Course Coordinator:	Sonia Byrnes
Email:	TBC
Course Coordinator:	Nicole Mayhew
Email:	nicole.mayhew@unsw.edu.au
Availability:	Post course enquiries on the course forum. Use email for confidential communications.

3. **COURSE DETAILS**

Course Name	English 2
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T3.html#EDST6782T3 8 synchronous sessions online: Tuesdays 4-6pm starting 29 September

SUMMARY OF COURSE

This course focuses on the transition to Stage 2 English and the development of literacy skills needed for Stages 2

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Demonstrate understanding of the range of home and community literacy experiences, including the impact of parental/carer attitudes and different cultural systems including Australian Indigenous communities	1, 2
2	Demonstrate understanding of ways to support EAL/D learners at different stages of English learning by explicitly addressing their language needs	1, 2
3	Demonstrate understanding of theories and research-based pedagogical practices that underpin language acquisition and development	1, 2
4	Demonstrate understanding of effective formative assessment practices and analysis of qualitative data to enhance development of early literacy skills	1, 2
5	Demonstrate understanding of planning and pedagogically appropriate and effective sequences for teaching language and literature and how literacy development supports development in both areas	1, 2
6	Demonstrate knowledge, understanding and skills in relation to planning, teaching and assessing listening, reading, viewing, speaking, writing and creating across a range of print, audio, visual and digital texts	1, 2
7	Apply technical knowledge, skills & understanding to design and create appropriate resources to expand identified literacy needs	1, 2
8	Develop, apply and critique personal literacy skills for professional purposes	1, 2

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1, 2
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, 2
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	1
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	1
1.6.1	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategths sts from	

2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	1
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics	1, 2
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	2
5.2.1	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	1, 2
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	2

NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	4, 8	1, 2
B. Classroom Management	1, 2	1, 2
C. Information and Communication Technologies	3-7, 10	1, 2
D. Literacy and Numeracy	1, 2, 6 -19	1, 2
E. Students with Special Educational Needs	1-8	1, 2
F. Teaching Students from Non-English-Speaking Backgrounds	1-9	1, 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Students deepen their understanding of the NSW Board of Studies (2015) English K-10 syllabus and explore the transitions required as students move between stages. Tracking literacy growth and development is emphasised as an overall strategy for assessment for literacy learning as well as for diagnosing extra focus and support in specific strands of literacy. Evaluating and writing English programs (stand-alone subject English as well integrated with another KLA) which include appropriate levels and strategies for differentiation are key components of this course.

5. TEACHING STRATEGIES

Students will reflect on their own literacy journey and on aspects of literacy they have found or still find challenging at different times of their education. Online activities will enable students to identify perceived areas in which they need to deepen their theoretical understanding in order to improve competence in specific areas of challenge.

As for English Method 1, the course will integrate classroom observations, pedagogical theory for literacy learning and practical development and implementation of teaching materials, including assessment resources.

6. COURSE CONTENT AND STRUCTURE

This unit of study involves a 10-module program over 8-weeks. This is an *indicative* course schedule and reading list. Refer to Moodle for the most current schedule and reading list. Throughout the course, the content *may* change to be adapted to the students' learning needs and interests.

Module	Topics and Content
Week 1	

Week 3 Module 3	**Teaching reading**: levels of knowledge – graphological, phonological, syntactic and semantic. Research evidence for models of reading instruction and cognitive processes. Syllabification and recognition of word parts to decode multisyllabic words. Strategies for increasing fluency. Teaching how to recognise and understand non-literal meaning (figurative language and inferential). Use of metalanguage to recognise and discuss layout of texts.
Week 4 Module 4	**Responding to reading**: pedagogy and strategies for exploring meaning in fiction and non-fiction. Summarising texts and using graphic organisers to show understanding. Personal responses – recognition of how personal perspectives and experiences influence interpretation. Exploring authors and how their choices influence readers'. Encouraging wide reading. Research on boys and reading.
Week 5 Module 5	**Teaching writing**: importance of planning, drafting, reviewing. Four stage approach: model text, joint construction, independent construction, self/peer/teacher review. Use of rubrics. Importance of topic knowledge, persuasive/literary devices and appropriate vocabulary, structure and features. Appropriation of theme/style v originality. Original use of figurative language in prose and poetry. Control of grammar for stylistic effect and articulating choices using metalanguage.
Week 6 Module 6	**Teaching grammar and punctuation**: types of complex sentences and effective use of a range of conjunctions. Use of connectives, pronouns and lexical chains for cohesion. Effective word choices (replacing noun/verb group with more effective noun/verb; nominalisation). Modality as a persuasive/characterisation

7.   RESOURCES

Required Readings

NSW English K-10 syllabus (2012)

http://syllabus.bostes.nsw.edu.au/english/english-k10/NSW DET (2003)

NSW DET (2003) *Quality Teaching in NSW Public Schools,* Sydney, NSW.

*Additional required readings will be available via Moodle

Recommended Readings

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment 1 Designing a spelling program	2000 words (equiv)	40%	1 - 8	1.2.1, 1.3.1, 1.4.1, 1.5.1, 2.1.1, 2.3.1, 2.5.1, 3.1.1, 5.2.1	A4, A8; B1-2; C3-7, C10; D1-2, D6-19; E1-8; F1-9	Friday 23 October by 5pm
Assessment 2 Assessing skills in writing	3000 words (equiv)	60%	1 - 8	1.2.1, 1.3.1, 1.6.1, 3.1.1, 5.1.1, 5.2.1, 5.4.1	A4, A8; B1-2; C3-7, C10; D1-2, D6-19; E1-8; F1-9	Monday 16 November by 5pm

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for 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

Student Name: Student No.:

Assessment Task 1:

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6782 ENGLISH 2