



School of Education

EDST5139

Language, Literacy and Numeracy

Term 3 2020

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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 and Social Sciences

School of Education

EDST5139 Language, Literacy and Numeracy: Assessment and Response (6 units of credit)

Term 3 2020

2. STAFF CONTACT DETAILS

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Demonstrate knowledge and understanding of the nature and role of language, literacy and numeracy in the secondary mainstream classroom	1,2
2	Demonstrate knowledge and understanding of the key concepts and principles associated with assessment for learning, including self and peer assessment and feedback, and the use of assessment data and process to identify and improve language, literacy and numeracy across the curriculum	1,2
3	Develop knowledge of a range of effective assessment and teaching strategies for students with diverse language and literacy backgrounds and experiences in the secondary school classroom.	2,3

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	1
1.2.1	Demonstrate knowledge and understanding of research into how students	

Focus on Oracy & Vocabulary

The relationship between oracy and literacy

Scaffolding oral language to teach subject content

The importance of quality teacher interaction/strategic questioning

Assessing oracy

Providing oral feedback/feed-forward

Effective classroom strategies

Everyday vs. subject-specific vocabulary

Vocabulary and student achievement

Assessing vocabulary

Why teaching vocabulary is the responsibility of all teachers

Implications for lesson planning and teaching

8

L&N: D.1, 2, 4, 5, 7-11, 13, 14, 15, 18

NESB: F.4

7. RESOURCES

Prescribed Resources

A collection of readings selected for this course will be placed on Moodle. It is expected that students will prepare for each lecture and tutorial by completing the readings posted for each week of the course.

Recommended Resources

Derewianka, B. & Jones, P. (2016). *Teaching Language in Context*, 2nd edition. South Melbourne: Oxford University Press.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment 1: Analytical Report	1800 words	40%	1,2	1.1.1, 1.2.1, 1.4.1, 2.4.1, 2.5.1, 5.1.1, 5.2.1, 5.3.1, 5.4.1	A4, 6 D3-4, 7, 9, 18 F1-3	Friday 25 th September by 5pm
Assessment 2: Text Analysis and Lesson Plan	2400 words	60%	1,2,3	1.2.1, 2.5.1, 5.1.1, 5.2.1, 5.3.1, 5.4.1	C4-5 D1-11, 15, 17, 19 F4-7, 9	Friday 9 th October by 5pm
Hurdle task: reflection on IEC observation	300 words	0%	3			Friday 9 th October by 5pm

Submission of assessments

Students are assessment. All assessment will be submitted online via

Assessment Details

Assignment 1: Analytical Report 1800 words

Additional details:

Analytical report: Analyse and reflect upon the literacy and numeracy demands of your specific discipline (1800 words)

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5139 LANGUAGE, LITERACY AND NUMERACY

Student Name:

Student No.:

Assessment Task 2: **Text analysis & lesson plan**

Date:

SPECIFIC CRITERIA	(-) —————> (+)				
<p>Understanding of the question or issue and the key concepts involved</p> <p>Solid rationale given for choice of text/ choice of lesson plan</p> <p>Own teaching context is clearly articulated</p> <p>Understanding of literacy, language and numeracy demands of non- and EAL students is clearly outlined</p>					
<p>Depth of analysis and/or critique in response to the task</p> <p>Selected text is contemporary and well-described OR selected lesson plan is sufficiently detailed</p> <p>Relevant language, literacy and numeracy challenges are identified, with a rationale given as to why they pose challenges</p> <p>Justification is given, with reference to key literature and course/ curriculum materials, as to how the proposed lesson plan and teaching strategies within meet the needs of EAL/D students</p> <p>Clear connections are made between proposed practice (lesson plan) and course content</p>					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <p>A range of relevant professional/research literature is drawn on to support the arguments</p>					