



UNSW
SYDNEY

School of Education

EDST2003

Learning and Teaching: Language, Literacy
and Numeracy

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 2003 Learning and Teaching: Language, Literacy and Numeracy (6 units of credit)
Term 1 2021

2. STAFF CONTACT DETAILS

Course Convenor: Andy Gao
Email: xuesong.gao@unsw.edu.au
Availability: 2-4pm Thursdays and by appointment

3. COURSE DETAILS

Course Name	Perspectives in Learning and Teaching
Credit Points	6 units of credit (uoc)
Workload	Includes 120 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T1.html#EDST2003T1

SUMMARY OF COURSE

This course will engage in substantive exploration of key concepts, issues, and debates in language, literacy, and numeracy education, with particular reference to the language, literacy, and numeracy demands of the secondary curriculum and pedagogy. It draws on current research to identify likely areas of difficulty in language, literacy, and numeracy learning and discusses effective teaching strategies for learners, including English as an additional language/dialect learners.

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

- We enhanced support for students to prepare for the LANTITE test.
- We adjusted assessment task 1 to make it more specific to literacy and numeracy assessment.
- We provided more support in relation to task 1 (e.g. assignment exemplars).

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Analyse the English language, literacy and numeracy demands of schooling and identify equity implications and issues for diverse students' access to and achievement in the academic curriculum	1
2	Apply this knowledge to designing a range of language, literacy, and numeracy-developing tasks as well as develop effective teaching strategies with EAL/D students in the mainstream.	2
3	Identify the constraints and opportunities shaping language, literacy and numeracy teaching and learning in classrooms	1, 2
4	Integrate theoretical perspectives about language, literacy and numeracy with subject area knowledge and teaching practice and apply these understandings to reflect on and improve teaching practice	1, 2

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 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 linguistic, cultural, religious and socioeconomic backgrounds	2
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
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	2
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics	2
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	2
3.3.1	Include a range of teaching strategies	2
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities	2
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions	2
7.3.1	Understand strategies for working effectively, sensitively and confidentially with parents/carers	2

NATIONAL PRIORITY AREA ELABORATIONS

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

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Language, literacy and numeracy underpin students' learning and achievement in all curriculum areas. The cultural and linguistic diversity of the NSW population means that in many schools learning English as an additional language is a mainstream endeavour. Teachers therefore need to be equipped with theoretical and practical knowledge about language, literacy and numeracy issues in order to be able to develop an appropriate pedagogy for an inclusive curriculum. Course content and processes reflect and model a sociocultural approach to language, literacy, and numeracy education.

5. TEACHING STRATEGIES

Teaching strategies used during the course will include:

- Small group learning to model the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals;
- Structured occasions for reflection to allow students to reflect critically on teaching practice;
- Opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Online learning on the course Moodle website and associated MyUNSW resources.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Module/ date	Lecture topic	Tutorial focus	Required reading
1	<p>Introduction: Understanding the roles of language, literacy and numeracy (LLN) across the secondary school curriculum</p> <p>Learner diversity: EAL/D students in Australia (including Aboriginal and Torres Strait islanders) and EAL/D students with limited schooling; low literacy learners</p> <p>The role of language, literacy and numeracy in schooling</p>	<p>(Tutorials start in week 1): Meeting and greeting. Reflection on prior learning experiences and exploring students' language, literacy and numeracy challenges</p> <p>Activities for the Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE)</p>	<p>Chapters 1, 3 in Gibbons (2009)</p> <p>*Hammond (2012); Unsworth (1999)</p> <p>https://teacheredtest.acer.edu.au/prepare/practice-material</p> <p>https://www.arts.unsw.edu.au/education/study-us/resources-support/national-literacy-numeracy-test-lantite</p>
2	<p>Planning for numeracy across the curriculum</p> <p>Demands and opportunities</p>	<p>Unpacking demands and opportunities for numeracy instruction</p> <p>Online activities for LANTITE preparation</p>	<p>NSW Department of Education: Numeracy https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/numeracy</p> <p>*Goos, Geiger, & Dole. (2012a &b); Sellars, 2018a; Thornton & Hogan (2005)</p> <p>https://www.openlearning.com/courses/lantitenumeracy</p>
3	<p>Principles and strategies for teaching numeracy</p> <p>Principles for effective teaching. Designing good tasks. Scaffolding students with different readiness for learning</p>	<p>Apply pedagogical principles for numeracy, design effective numeracy lessons</p> <p>LANTITE Preparation</p>	<p>*Muir (2008, 2016); Parkin & Hayes (2006), Sellars, 2018b; Sullivan (2011)</p>
4	<p>Planning for language and literacy across the curriculum</p> <p>Demands and opportunities. Principles for effective teaching. Designing good tasks. Multiliteracies pedagogy; The four resources model; Differentiation and scaffolding. The importance of oral language development.</p>	<p>Applying the four resource models and scaffolding</p> <p>Additional online activities for LANTITE preparation</p>	<p>Chapters 2 & 3 in Henderson (2015), Chapter 1 in Gibbons (2002)</p> <p>*Michell & Sharpe (2005), Gleeson & Davison (2019)</p> <p>https://mcq.nesa.nsw.edu.au/course/school-certificate/english-literacy/ (some of the math-and literacy-related subject quizzes resemble LANTITE test items)</p>
5	<p>Language and academic literacy: Vocabulary and grammar</p>	<p>Vocabulary and grammar related activities</p> <p>Online activities for LANTITE preparation</p>	<p>Chapter 5 in Henderson (2015)</p> <p>*Hauser (2007); Stahl & Bravo (2010); Townsend (2015); Nisbet 2010).</p>

	Everyday vocabulary vs. subject-specific vocabulary. Language choice to convey technical/abstract meanings. Teaching strategies. The role of oral language		https://www.nap.edu.au/naplan/the-tests http://sta.education.gov.uk/professional-skills-tests/literacy-skills-tests 1st assignment due by 5pm March 17th 2021
6	Flexible learning week (online learning activities) No lecture and tutorial Consultation available	Working with the student's writing sample Issues to multimodality, literacy and numeracy Promoting multimodal literacy and Numeracy for critical text participation and use	Chapters 8 & 16 in Henderson (2015) *Chun (2009), Unsworth (2002)
7	Language and academic literacy: Reading Principles for engaging with academic literacy Activities for engaging with academic literacy Supporting academic reading with strategies. The role of oral language.	Activities to promote reading engagement and strategic reading LANTITE preparation	Chapters 4 and 5 in Gibbons (2009) Chapter 5 in Henderson (2015)
8	Language and academic literacy: Writing Focus on genre Scaffolding genres in the classroom The teaching and learning cycle The role of oral language. Feedback on writing	Activities to promote writing; effective feedback practices LANTITE Preparation	Chapter 13 in Henderson (2015); Chapter 6 in Gibbons (2009); *Luttrell & Parker (2001) NSW Department of Education: Writing https://education.nsw.gov.au/teaching-and-learning/student-assessment/smart-teaching-strategies/literacy/writing
9	Literacy, Numeracy and Diversity Bourdieu's forms of capital Literacy learning in rural communities Home and school literacies/numeracy; Deficit discourses Equity and 'invisible' diversity	Case studies of rural school students and students of different cultural backgrounds. LANTITE Preparation	Chapters 11 & 12 in Henderson (2015) *Austin, 2018; Faulkner (2005) https://www.arts.unsw.edu.au/education/study-us/resources-support/national-literacy-numeracy-test-lantite
10	Assessing and supporting language, literacy and numeracy development Assessment strategies; Communicating with parents and caregivers in languages other than English; working with language, literacy and numeracy support staff; programming within a whole-school environment	Developing assessment strategies for a whole school approach that promotes language, literacy and numeracy. Review of course	Chapter 13 in Henderson (2015) *Harris et al. 2013; Humphrey & Robinson 2012; Lucas et al. 2008 Tools for Enhancing Assessment Literacy of Teachers of English as an Additional Language, http://teal.global2.vic.edu.au/ 2nd Assignment due by 5pm April 30th 2021

*Supplementary reading material

7. RESOURCES

Textbooks

- Gibbons, P. (2009). *English learners, academic literacy and thinking: Learning in the challenge zone*. Portsmouth NH: Heineman.
- Henderson, R. (Ed.) (2015). *Teaching literacies in the middle years: Pedagogies and diversity* (2nd edition). Melbourne: Oxford University Press

Readings for each session:

- Austin, J. (2018). Aboriginal and Torres Strait Island students as effective numeracy learners. In M. Sellars (ed.). *Numeracy in Authentic Contexts* (pp. 75-89). Singapore: Springer Nature
- Chun, C. W. (2009). Critical literacies and graphic novels for ELLs: Teaching *Maus*. *Journal of Adolescent and Adult Literacy*, 53(2), 144-153.
- Faulkner, V. (2005). Adolescent literacies within the middle years of schooling: A case study of a Year 8 homeroom. *Journal of Adolescent and Adult Literacy*, 49(2), 108-117.
- Gibbons, P. (2002). *Scaffolding language, scaffolding learning*. Portsmouth, NH: Heinemann Publishing.
- Gleeson, M. & Davison, C. (2016). A conflict between experience and professional learning: Subject teachers' beliefs about teaching English language. *RELC Journal*, 47(1), 43-57.
- Gleeson, M & Davison, C. (2019). Teaching in linguistically and culturally diverse secondary schools: How far have we come? *Australian Review of Applied Linguistics*, 42 (3), <http://doi.org/10.1075/aral.17093.gle>
- Goos, M., Geiger, V., & Dole, S. (2012a). Auditing the numeracy demands of the middle years curriculum. *PNA*, 6(4), 147-158.
- Goos, M., Geiger, V., & Dole, S. (2012b). Numeracy across the curriculum. *Australian Mathematics Teachers*, 68(1), 3-7.
- Hammond, J. (2012). Hope and challenge in the Australian Curriculum: Implications for EAL students and their teachers. *Australian Journal of Language and Literacy*. 35 (2), 223-240.
- Harris, P., Chinnappan, M., Castleton, G., Carter, J., De Courcy, M., & Barnett, J. (2013). Impact and consequence of Australia's National Assessment Program-Literacy and Numeracy (NAPLAN): Using research evidence to inform improvement. *TESOL in Context*, 23, 30-52.
- Hauser, I (2007). A Way with Words: Teaching Spelling and Vocabulary in the Middle School. In *Literacy Learning: the Middle Years*, 15 (2), I-XI.
- Humphrey, S. L & Robinson, SH. (2012). Using a 4x4 framework for whole school literacy development. J S Knox. 81-86. Australia: The 39th International Systemic Functional Congress.
- Lucas, T., Villegas, A.M., Freedson-Gaonzalez, M. (2008). Linguistically responsive teacher education: Preparing classroom teachers to teach English language learners. *Journal of Teacher Education*, 59, 361-373.
- Luttrell, W. & Parker, C. (2001). High school students' literacy practices and identities, and the figured world of school. *Journal of Research in Reading*, 24(3), 235-247.
- Michell, M. & Sharpe, T. (2005). Collective instructional scaffolding in English as a Second Language classrooms. *Prospect*, 20(1), 31-57.
- Muir, T. (2008). Principles of practice and teacher actions: Influences on effective teaching of numeracy. *Mathematics Education Research Journal*, 20(3), 78-101.
- Muir, T. (2012). Out of the classroom, into the home. *Teaching Children Mathematics*, 22(8), 496-504

- Nisbet, D.L. (2010). Vocabulary instruction for second language readers. *Journal of Adult Education*, 39(1), 10-15. Muir (2008). Principles of practice and teacher actions: Influences on effective teaching of numeracy. *Mathematics Education Research Journal*, 20(3), 78-101.
- NSW Department of Education: Numeracy <https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/numeracy>
- NSW Department of Education: Writing <https://education.nsw.gov.au/teaching-and-learning/student-assessment/smart-teaching-strategies/literacy/writing>
- Stahl, K., & Bravo, M. (2010). Contemporary classroom vocabulary assessment for content areas. *The Reading Teacher*, 63(7), 566-578.
https://nysrti.org/files/webinars/strand_21/4stahl_voc_assess_rt.pdf
- Sullivan (2011). Teaching mathematics: Using research-informed strategies. *Australian Education Review*.
<https://research.acer.edu.au/cgi/viewcontent.cgi?article=1022&context=aer>
- Parkin, B. & Hayes, J. (2006). Scaffolding the language of maths. *Literacy Learning: The Middle Years*, 14(1), 23-35.
- Sellars, M. (2018a). Mathematics and numeracy in a global society. In M. Sellars (ed.). *Numeracy in Authentic Contexts* (pp. 5-21). Singapore: Springer Nature.
- Sellars, M. (2018b). Teaching and learning for numeracy competence. In M. Sellars (ed.). *Numeracy in Authentic Contexts* (pp. 23-37). Singapore: Springer Nature
- Townsend, D. (2015). Who's using the language? Supporting middle school students with content area academic language. *Journal of Adolescent and Adult Literacy*, 58(5), 376-387.
- Thornton, S. & Hogan, J. (2005). Numeracy across the curriculum: demands and opportunities. *Curriculum and Leadership Journal*, 3(16)
http://www.curriculum.edu.au/leader/numeracy_across_the_curriculum,9770.html
- Unsworth, L. (1999). Developing critical understanding of the specialised language of school science and history texts: A functional grammatical perspective. *Journal of Adolescent and Adult Literacy*, 42(7), 508-521.
- Unsworth, I. (2002). Changing dimensions of school literacies. *The Australian Journal of Language and Literacy*, 25(1), 62-77.

Key websites:

- Online LANTITE resources at the School of Education UNSW:
<https://www.arts.unsw.edu.au/education/study-us/resources-support/national-literacy-numeracy-test-lantite>
- ACARA (2014) *English as an additional language or dialect teacher resource. Overview and EAL/D Learning progression*.
https://docs.acara.edu.au/resources/EALD_Learning_Progression_revised_February_2014.pdf
- ACARA Literacy
<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/literacy/>
- ACARA Numeracy <https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/numeracy/>
- NSW Department of Education: Literacy and Numeracy
<https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy>
- Tools for Enhancing Assessment Literacy of Teachers of English as an Additional Language
<http://teal.global2.vic.edu.au/>

Additional reading

- Cruickshank, K. (2004). Literacy in multilingual contexts: Change in teenagers' reading and writing. *Language and Education*, 18(6), 459-473.
- De Courcy, M. (2014). Linguistic and Cultural Diversity. In Hyde, Carpenter & Conway (Eds), 2nd edition, *Diversity, Inclusion and Engagement*. Oxford, Oxford University Press.
- Freebody P, & Morgan, A-M (2014). Curriculum-specific literacy: Expanding the repertoire. In Morgan A-M, Comber, B, Freebody, P & Nixon, H (eds.) *Literacy in the Middle years (pp.51-73)*. Marrickville Metro, N.S.W: Primary English Teaching Association Australia (PETAA)
- Hart, B., & Risley, T.R. (2003). The Early Catastrophe. The 30 Million Word Gap by Age 3. *American Educator*, Spring.
- Junior Certificate School Programme Support Service (2008). Resources for developing a school wide literacy plan. Curriculum Development Unit.
http://www.sdpi.ie/SDPI_DEIS_Docs/JCSP_literacy-plan_FINAL%20COLOUR.pdf
- Myhill, D. (2005). Ways of knowing: Writing with grammar in mind. *English teaching: Practice and Critique*, 4(3), 77-96.
- Tompkins, G. E., Smith, C., Campbell, R., & Green, D. Literacy for the 21st century: A balanced approach. Harlow, England: Pearson.
- Van De Walle, J.A., Karp, K.S., Bay-Willaims, J.M. (2017). *Elementary and middle school mathematics: Teaching developmentally*. Harlow, England: Pearson.
- White, P., Mammone, G., & Caldwell, D. (2015). Linguistically based inequality, multilingual education and a genre-based literacy development strategy: Insights from the Australian experience. *Language and Education*, 29, 256-27

8. ASSESSMENT

In addition to two graded assessments, there are hurdle requirements. Students must pass all assessments and hurdle requirements to successfully complete the course.

Assessment Task	Length	Weight	Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment 1: Reflection	1,500 words (+/- 10%) not including reference list	40%	1,3-4	1.1.1 1.2.1	A,C,D	March 17 th 2021 by 5pm
Assessment 2: Analytical Paper	3,000 words (+/- 10%), including activities and reference list	60%	2-4	1.2.1 1.3.1 1.5.1 2.3.1 2.5.1 3.1.1 3.2.1 3.3.1 4.1.1 4.2.1 7.3.1	B,C,D,E,F	April 30 th 2021 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 requirements etc. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

Assessment Details

Assessment 1: Reflection

Details: Consider your language, literacy, and numeracy experiences as a student. Use the following questions to guide your reflection:

1. To what extent were your language, literacy, and numeracy experiences different from those of your peers? To what extent are they similar?
2. To what extent were your language, literacy, and numeracy experiences different from what your teachers expected? To what extent were they similar?
3. What did you do in response to any language, literacy, and numeracy issues that came up?
4. Would you behave similarly or differently with your students than your teachers did with you? Why?
5. In what ways could your own language, literacy, and numeracy experiences impact your teaching and students' learning?

Draw on at least four readings cited in the course's reading list (see Section 7).

Word count is 1,500 words, not including reference list (+-10%, 1,400-1,700).

You may choose three questions to guide your reflection. Choose the first question from the first two questions (Questions 1 and 2) (say 400 words) and the second question from Questions 3 and 4 (say 500 words). Question 5 must be included (say 600 words).

Assessment 2: Analytical paper

Details: Plan one literacy-related and one numeracy-related activity, preferably in one of your two method areas and write an analytical paper in which you identify and describe strengths of your planned activities in relation to different lecture topics from the course

Plan one literacy-related and one numeracy-related activity preferably in one of your two method areas and write an analytic paper in which you identify and describe strengths of your planned activities in relation to different lecture topics from the course.

Part I Considering the topics we have studied in this course, plan one literacy-related and one numeracy-related activity with supporting teaching materials in one of your two proposed method areas. You should consult sample lesson plans, e.g., <http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/learning-through-reading-and-writing> as well as the UNSW Professional Experience handbook, https://education.arts.unsw.edu.au/media/EDUCFile/Appendix_5_Lesson_Plan_Template.pdf and https://education.arts.unsw.edu.au/media/EDUCFile/Appendix_6_Guidelines_for_Planning_a_Lesson.pdf before you develop your activity. Sample activities will be also shared in Moodle for your reference. Each activity is limited to two A4 pages in Times New Roman 12pt font. You may submit a maximum of two pages of supporting materials such as worksheets or handouts. This part counts as 1,000 words equivalent.

Part II Write an analytic paper in which you identify and describe at least three strengths and two potential limitations each of your activities, as they relate to different topics covered in the course. Draw on at least eight readings from the course's reading list (see Section 7 of the course outline). The analytic paper should be 2,000 words (+/-10%) not including reference list.

Turnitin setting: This assignment is submitted through Turnitin, students do not see Turnitin similarity reports

For each assessment, please refer to the feedback sheets. These include additional details about what is expected. The teaching team uses the feedback as a guide to evaluate the quality of your work.

APA Resources

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://www.cite.auckland.ac.nz/index.php?p=quickcite>

<http://www.lib.latrobe.edu.au/referencing-tool/apa-6>

The updated assessment guidelines at the School of Education can be found at:

https://education.arts.unsw.edu.au/media/EDUCFile/SED_Guidelines_on_Assessment_Policy_and_Procedures.pdf

For each assessment, you can expect the following feedback:

1. What you need to improve
2. What your first step is in moving forward
3. What to pay attention to, in your next piece of work

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST2003 LEARNING AND TEACHING: LANGUAGE, LITERACY AND NUMERACY

Student Name:

Student No.:

Assessment Task: **Reflection**

SPECIFIC CRITERIA	(-) \longrightarrow (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Accurately identifies and justifies areas of strength and development • Considers needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds • Considers what language, literacy, and numeracy factors are associated with differences in student achievement 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Depth of understanding of the complex nature of literacy, language, and numeracy • Clarity and depth of analysis of specific language, literacy, and numeracy features 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Relevance and use of at least four readings (not viewings) from the course's reading list to support arguments • Cited readings are clearly understood • Cited readings support the argument • The connections between the evidence from readings and arguments are explicitly presented 					
Structure and organisation of response <ul style="list-style-type: none"> • Logical sequencing of ideas • Appropriate transitions • Includes an introduction and a conclusion • Clarity and coherence of organisation, including use of numbering and referencing 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Reflection paper is 1,500 words, not including reference list (+-10%, 1,400-1,700) • Writing adheres to standard conventions including (1) grammar, (2) punctuation, (3) spelling, and (4) capitalisation • Writing is precise, clear, and persuasive including (1) correct sentence structure and (2) appropriate paragraph structure • If used, tables and graphs, etc. are clear • Clarity, consistency and appropriateness of all APA conventions, including but not limited to quoting, paraphrasing, attributing sources of information, and listing references 					

Lecturer:

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST2003 LEARNING AND TEACHING: LANGUAGE, LITERACY AND NUMERACY

Student Name:

Student No.:

Assessment Task: **Analytical paper**

SPECIFIC CRITERIA	(-)			▶ (+)
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> Analytic paper identifies and describes at least three strengths and two potential limitations of each activity, as they relate to different lecture topics from the course 				
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> Demonstrates depth of understanding of the complex nature of topics addressed in paper Analytic paper has a clear audience and the purpose for writing is clear Analytic paper has a clear argument to support point-of-view Appropriately and substantially incorporated learning from course content in analytic paper and lesson plan 				
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> Relevance and use of at least eight readings (not viewings) from the course's reading list Readings cited are clearly understood The cited readings support the argument The connections between the evidence from readings and arguments are explicitly presented 				
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> Logical sequencing of ideas Appropriate transitions Includes an introduction and a conclusion Clarity and coherence of organisation, including use of numbering and referencing 				
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> Analytic paper is 2,000 words, not including reference list (+-10%, 1,800-2,200) Writing adheres to standard conventions including (1) grammar, (2) punctuation, (3) spelling, and (4) capitalisation Writing is precise, clear, and persuasive including (1) correct sentence structure and (2) appropriate paragraph structure If used, tables and graphs, etc. are clear Clarity, consistency and appropriateness of all APA conventions, including but not limited to quoting, paraphrasing, attributing sources of information, and listing references 				

Lecturer:

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**