UNSW SYDNEY

Arts & Social Sciences

School of Education

EDST2046
Language and Literacy Learning in the Classroom

Semester 1, 2018

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 and Gadigal 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
EDST2046 Language and Literacy Learning in the Classroom (6 units of credit)
Semester 1, 2018

2. STAFF CONTACT DETAILS

Course Coordinator: Andy Gao
Office Location: 114 Goodsell Building
Email: xuesong.gao@unsw.edu.au
Availability: 2-4 PM Wednesdays for consultation. Please email for availability

3. COURSE DETAILS

Course Name	Language and Literacy Learning in the Classroom
Credit Points	6 units of credit (6 uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, group work, assessment, follow up activities, etc.
schedule	http://classutil.unsw.edu.au/EDST_S1.html

Summary of Course

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

Based on last year's student feedback, the following course changes have been made:

We will have a break in the middle of the two hour lecture, and include more subject-specific literacy readings.

Important Information

Assessment: Students must pass ALL assignments to pass the course. Only by passing all assignments can the Graduate Attributes (AITSL Professional Graduate Teaching Standards) be achieved.

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

Student Learning Outcomes

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

AITSL Professional Graduate Teaching Standards

Standard	
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds
1.5	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	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students
3.1	Set learning goals that provide achievable challenges for students of varying characteristics
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies
3.3	Include a range of teaching strategies
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions

4.   RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Language and literacy underpins 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 and literacy issues in order to be able to develop a language-based pedagogy for an inclusive curriculum. Course content and processes reflect and model a sociocultural approach to language and literacy 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

Week of semester	Lecture Topic	Tutorial focus	Required Reading (before the lecture each Thursday)
1 (March 1st, 2018)	**Language and Literacy: Mythbusting** What is language? What is literacy? Principles & practices for language and literacy teaching for diverse learners	(Tutorials start in week 2)	Textbook reading: Chapter 1 Other reading: Shanahan & Shanahan (2008), Sim (2006), Arts focus: Shenfield (2015) Science focus: Roman et al (2016)
2 (March 8th, 2018)	**Planning for literacy learning** Multiliteracies pedagogy; The four resources model; Scaffolding	Discussion and Assignment 1 prep	Textbook reading: Chapter 2 Other reading: Hammond & Gibbons (2001), Michell & Sharpe (2005)
3(March 15th, 2018)	**Language and Text** English grammar and metaphor (nominalisation); Systemic Functional Grammar	Discussion and scaffolding tasks	Reading: Townsend (2015), Unsworth (1999), Myhill (2005),
4 (March 22rd, 2018)	**Language and Text** Everyday vocabulary vs. subject-specific vocabulary; language choice to convey technical/abstract meanings	Online discussion and scaffolding tasks	Gibbons, P. (2002) Nisbet, D.L. (2010).
5 (March 29th, 2018)	**Online session: Language and text** Summary and review of theories and issues discussed so far.	Online discussion	Reading: Gleeson & Davison (2016), Luttrell & Parker (2001)
Mid-semester break (March 30th to April 8th) *NB – Assignment 1 due by 5pm Thursday 12th April*			
6 (April 12th, 2018)	**Literacy and Diversity** Home and school literacies; Deficit discourses; Equity and 'invisible' diversity	Discussion and Assignment 2 prep	Textbook reading: Chapters 5 & 10 Other reading: Cruickshank (2004), Faulkner (2005)
7 (April 19th, 2018)	**Online session: Multimodality** Dimensions of meaning; Metalanguage for multimodal texts	Online discussion	Textbook reading: Chapter 7 Other reading: Chun (2009), Unsworth (2002)
8 (April 26th, 2018)	**Differential Participation and Rural Students** Bourdieu's forms of capital; Literacy learning in rural communities	Discussion and peer review of activity ideas	Textbook reading: Chapter 6 Reading: Parkin & Hayes (2006) Bourdieu (1986)
9 (May 3rd, 2018	**ESL/ESD–specific issues** Key issues about ESL/ESD students; Communicative competence; Levels of proficiency;	* **Group presen-tations (Assign 2)**	Textbook reading: Chapter 9 ACARA (2012) Janzen 2008
10 (May, 10th, 2018)	**ESL/ESD–specific issues** Second language acquisition	* **Group presen-tations**	Fang 2008, Other reading: Wheeler (2006) Proctor, C.P., Dalton, B., &

	Reading strategies for EAL/D students; the use of genre	**(Assign 2)**	Grisham, D.L. (2007).
11 (May, 17th, 2018)	**ESL/ESD–specific issues** • Differences between languages and writing systems, text construction • Writing strategies • Feedback • Assessing written texts	Teaching your activities, and peer feedback	Textbook reading: Chapter 9 Other reading: Bunch & Willet 2013 Kibler 2011
12 (May, 24th, 2018	**Assessing and supporting literacy development** Assessment strategies; EAL/D programming within a whole-school environment	Teaching your activities, and peer feedback	Harris et al. 2013 Humphrey & Robinson 2012* Lucas et al. 2008* Resources for Developing a School Wide Literacy Plan* White et al, 2015
13 (May, 31st, 2018	No lecture	Review of course	

NB – Assignment 3 due by 5pm Thursday 7th June

• Supplementary reading materials

7. RESOURCES

Textbook:

Henderson, R. (Ed.) (2012). Teaching literacies in the middle years: Pedagogies and diversity. Melbourne: Oxford University Press.

Other readings (journal articles, book chapters, resources) – all available on EDST2046 course Moodle site or accessible online.

ACARA (2014*). English as an additional language or dialect teacher resource. Overview and EAL/D Learning progression.* http://www.acara.edu.au/

Bourdieu, P. (1986). The forms of capital. In J.C. Richardson (Ed.), *Handbook of Theory and Research for the Sociology of Education* (pp.241-258). New York: Greenwood Press.

Bunch, G.C., & Willet, K. (2013). Writing to mean in middle school: Understanding how second language writers negotiate textually-rich content-area instruction. *Journal of Second Language Writing, 23,* 141-160.

Chun, C. W. (2009). Critical literacies and graphic novels for ELLs: Teaching *Maus. Journal of Adolescent and Adult Literacy, 53*(2), 144-153.

Cruickshank, K. (2004). Literacy in multilingual contexts: Change in teenagers' reading and writing. *Language and Education, 18*(6), 459-473.

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.

Hammond, J. & Gibbons, P. (2001). What is scaffolding? In J. Hammond (Ed.), *Scaffolding: Teaching and learning in language and literacy education* (pp.1-14). Sydney: PETA.

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.

Hockley, N. (2013). Digital literacies. *English Teaching Professional, 85*, 71.

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

Janzen, J. (2008). Teaching English language learners in the content area. *Review of Educational Research, 78*(4), 1010-1038.

Kibler, A. (2011). ''I write it in a way that people can read it'': How teachers and adolescent L2 writers describe content area writing. *Journal of Second Language Writing, 20*,211-226.

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.

Lutrell, 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.

Myhill, D. (2005). Ways of knowing: Writing with grammar in mind. *English teaching: Practice and Critique, 4*(3), 77-96.

Nisbet, D.L. (2010). Vocabulary instruction for second language readers. *Journal of Adult Education, 39*(1), 10-15.

Parkin, B. & Hayes, J. (2006). Scaffolding the language of maths. *Literacy Learning: The Middle Years, 14*(1), 23-35.

Proctor, C.P., Dalton, B., & Grisham, D.L. (2007). Scaffolding English language learners and struggling readers in a universal literacy environment with embedded strategy instruction and vocabulary support. *Journal of Literacy Research, 39*(1), 71-93.

Roman, D., Jones, F., Basaraba, D. & Hironaka, S. (2016). Helping students bridge inferences in science texts using graphic organizers. *Journal of Adolescent & Adult Literacy, 60*(2), 121-130.

Shanahan, T. & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review, 78*(1), 40-59.

Shenfield, R. (2015). Literacy in the Arts. *Literacy Learning: The Middle Years, 23*(1), 47-53.

Sim, A. (2006). An investigation of the literacy demands and support given to a year 8 class. *Australian Journal of Language and Literacy, 29(*3), 240-251.

Tools to enhance assessment literacy (TEAL). http://teal.global2.vic.edu.au/

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.

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, l. (2002).Changing dimensions of school literacies. *The Australian Journal of Language and Literacy, 25*(1), 62-77.

Wheeler, R, S. (2006). "What do we do about student grammar – all those missing –ed's and –s's?" Using comparison and contrast to teach standard English in dialectically diverse classrooms. *English Teaching: Practice and Critique, 5*(1), 16-33.

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*, 256-271.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Standards	Due Date
Annotated bibliographies	2000 words	40%	3-4	1.1, 1.2, 1.3, 2.1, 4.1	Thursday 12th April (5pm)
Classroom activity design – group project and presentation	Six PPT slides & classroom activity/ies	0	1-4	1.1, 1.2, 1.3, 1.5, 2.1, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.5, 4.1, 4.2	Friday 4th May and 11th May (in tutorials)
Essay	2000 words	60%	1-4	1.1, 1.2, 1.3, 1.5, 2.1, 2.6, 3.1, 3.3, 3.5, 4.1	Thursday 7th June (5pm)

*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.** Student no longer need to use a cover sheet. 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.*

Assignment 1: Annotated bibliographies (40%)

Purpose: To assess analytical and applied research skills relating to relevant language and literacy education literature.

Brief: Write THREE annotated bibliographies for THREE journal articles from the tutorial reading schedule – **don't** use the textbook chapters, only the 'other readings' articles list. Select articles that are most relevant to your teaching subject area and/or your particular professional interests.

Each of the three annotated bibliographies should be in two parts as follows:
1) A summary of the main argument/ideas from the article. You should summarise the article focus/topic, context, and important research findings or theoretical principles.
2) An evaluative commentary discussing the educational implications and significance of the argument/ideas contained in the article.
3) A discussion of implications that all the three articles have future teaching practice (e.g. the ways you can use relevant findings in teaching. Please give specific examples to illustrate the discussion).

Due: **Upload to Moodle by 5pm, Thursday 12th April**

Word limit: 2,000 words (write about 500 words per annotated bibliography + 500 words for implications)

Resources: Tutorial readings (all available on Moodle)

Assignment 2: Language and literacy activity design - tutorial presentation (formative assessment)

Purpose: To assess application of theory and practice to a disciplinary language and literacy teaching activity design.

Brief: Presentation then combined file of <u>sample classroom material/activity</u>, aimed at <u>scaffolding students' literacy development in a subject area</u> *other than* <u>English to peers.</u>

The presentation should address the following:

1. Subject language and literacy demands: *what are the linguistic and literacy difficulties for students?*
2. Activity design: *What will the teacher do? What will the students do? How does it work? What are its aims? What will students learn? Are any variations/modification needed?*

Note: The activity MUST be something that you have developed yourselves – NOT something you have found online etc.!

Include the following: sample of the classroom activity; procedures/requirements for student use of the activity; student language and literacy being developed; variations/modifications (as required). Presentations will be made to small groups of peers in tutorials, then after formative feedback, uploaded to Moodle for record.

Note: You will NOT actually be teaching your activity during the presentation, just presenting the design and rationale behind it (based on theories from this course). You will be given the chance to 'teach' your activity to your tutorial group in weeks 10-12, but this will not be formally assessed.

Due: Presentations will be given in tutorials in week 9 (Friday, May 4th) and 10 (Friday, May 11th) according to an agreed schedule. Then upload the PPT and teaching activity to Moodle by the following Mondays at 5pm (7th May and 14th May).

Resources: Tutorial readings (all available on Moodle), textbook, your creation of classroom activity/ies including any necessary materials.

Assignment 3: Essay (60%)

Purpose: To assess your ability to apply your understanding of the course material to a critical analysis of an aspect of literacy teaching and learning.

Essay:
You will draw on relevant readings and reflect on the comments you will have received from the tutor and peers on your activity design to further elaborate the design and rationale behind the literacy and language activity you designed. Please also discuss how the activity may be further refined and why.

Word limit: 2000 words (+/- 10%)

Due: Upload to Moodle by 5pm, Thursday 7th June

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
Assignment 1		
Assignment 2 (formative)	*Written via Turnitin*	*10 days from due date*
Assignment 3		

Student Name: Student No.:

Assessment Task 1: Annotated bibliographies

SPECIFIC CRITERIA	(-)				➤ (+)
Understanding of the question or issue and the key concepts involved • Adherence to task brief • Understanding of texts demonstrated through summaries of main argument/ideas					
Depth of analysis and/or critique in response to the task • Depth of text analysis/critique demonstrated through evaluative commentaries on texts					
Familiarity with and relevance of professional and/or research literature used to support response • Reference to other texts and concepts, where relevant					
Structure and organisation of response • Structure of assignment, adherence to word count and logical division of word count between commentaries on three texts.					
Presentation of response according to appropriate academic and linguistic conventions • Quality of academic writing (including coherence and cohesion of texts); adherence to referencing conventions.					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

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.**

Assessment Task 2: Classroom activity design (formative assessment)
Student Name: Student Number:

SPECIFIC CRITERIA	(-) ——————————➤ (+)				
Understanding of the question or issue and the key concepts involved • Adherence to task brief • Understanding of core literacy/language concepts demonstrated through classroom activity design					
Depth of analysis and/or critique in response to the task • Sophistication of task design demonstrated through classroom activity • Depth of rationale and explanation demonstrated through presentation					
Familiarity with and relevance of professional and/or research literature used to support response • Reference to and incorporation of relevant literacy concepts					
Structure and organisation of response • Structure and quality of presentation • Logic of match between *aims* and *procedures* of classroom activity/ies					
Presentation of response according to appropriate academic and linguistic conventions • Quality and appropriateness of oral and written academic language; adherence to referencing conventions					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer   **Date**

Assessment Task 3: Essay
Student Name: Student No.:

SPECIFIC CRITERIA	(-) ———————➤ (+)				
Understanding of the question or issue and the key concepts involved • Adherence to task brief and answering the question • Understanding of key concepts demonstrated by definition (where relevant) and use in the essay					
Depth of analysis and/or critique in response to the task • Depth of analysis/critique demonstrated through discussion of the various components of the task (see essay question) • Integration of concepts from across the entire *language and literacy* course (as relevant) demonstrated through analysis and critique in the essay • Evidence of critical thinking demonstrated through use of evidence/logical substantive arguments to support points					
Familiarity with and relevance of professional and/or research literature used to support response • Reference to a variety of texts used on the course • Reference, where relevant, to other texts/materials					
Structure and organisation of response • Structure of assignment, adherence to word count and logical division of word count between sections of the text.					
Presentation of response according to appropriate academic and linguistic conventions • Quality of academic writing (including coherence and cohesion of text); adherence to referencing conventions.					
GENERAL COMMENTS/RECOMMENDATIONS					

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.**