School of Education

EDST6723
English Extension Method 1

Term 1, 2019

Contents

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 6723 English Extension Method 1 (6 units of credit)
Term 1, 2019

2. STAFF CONTACT DETAILS

Course Coordinator: Helen Pearson
Office Location: John Goodsell 130
Email:

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach. The lectures and tutorials are designed to be supportive and friendly, as we believe that students are more engaged and learn better if they can have fun whilst learning.

5. TEACHING STRATEGIES

Teaching strategies used during the course will include:

- Small group cooperative learning, such as Jigsaw, to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals
- Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning
- Structured occasions for reflection on learning, such as the use of learning journals, to allow students to reflect critically on and improve teaching practice and strategies
- Extensive 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 from readings on the Moodle website
- Specific literacy strategies such as Dictogloss, Cloze and Multi-Level Comprehension, to model the importance of these teaching strategies in the secondary classroom

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

	Giving explicit feedback - to grade or not to grade? NAPLAN and the English teacher	
7	**Aspect of Literacy – Writing** • Model what you teach • Writing essentials - Purpose and audience • Grammar, spelling and punctuation in context –cognitive load and application of knowledge • Assessment and feedback - stars and wishes	**Understanding and applying NAPLAN writing marking criteria** • Differences between class marking and NAPLAN marking for Writing • Just Do It!
8	**Aspect of Literacy – Writing** • Understanding task (model text, annotation, graphic organiser) • Planning (text type, generating and organising ideas) • Peer and self assessment	**Teaching Literacy in Year 7 – Planning for Writing** Strategy of continuous speed writing Writing tools - paper/pencil or computer? Adapting rubrics (for writing tasks)
	Mid-term teaching break	
9	**Negotiating the world: accumulating literacy** • Literacy matters – control of language; current and future learning; • Providing opportunities for continual improvement; • Environmental literacy; digital reading; making connections; • Life skills: proliferation and diversity of literacy needs; • What counts as "proper" literacy?	**Teaching Literacy in Year 7 – Proofreading and editing skills** • Differences between editing and proofreading • strategies for editing and proofreading
10	**Aspect of Literacy – Punctuation** • The role of punctuation in reading and writing • Teaching punctuation for direct speech • Sentence level v. text level punctuation • simple v. complex punctuation	**Role of ICT in Literacies** • Multimodal texts • collabor6t Do It!

7. RESOURCES

Readings

Barton, G. & Woolley, G. (2017). *Developing Literacy in the Secondary Classroom.* London: Sage.

Dean, G. (2004). *Improving Learning in Secondary English.* Oxon: Routledge.

Fisher, D., Frey, N. and Lapp, D. (2016*). Text Complexity: Stretching Readers With Texts and Tasks* 2nd Edition. Thousand Oaks, CA: Corwin Literacy.

Fisher, D., Frey, N. and Hattie, J. (2016*). Visible Leearning for Literacy: Implementing the Practices that Work Best to Accelerate Student Learning*. Thousand Oaks, CA: Corwin Literacy.

Readings will be posted on Moodle in the week prior to each class.

Further Readings

Adoniou, M. (2016). *Spelling it Out: How words work and how to teach them.* Cambridge: CUP/.

Assessment 2 – Formative Assessment Practices for Literacy: 3,000 words (equivalent) (50%)

Prepare and deliver a 15-minute presentation that demonstrates your capacity to design five, short, thematically connected **formative** assessment tasks. Each task must focus on a different literacy skill (see below). Consider the modes of assessment and how students will respond, with at least one task differentiated to allow access for different levels of skill.

The five tasks will target: Reading, Writing, Listening, Spelling, Grammar.

In your oral presentation you should briefly discuss the context for the set of assessments (stage, learning intentions and success criteria) and how they can be used formatively to evaluate current learning as well as provide feedback to move learning forward. Provide a rationale for the choices you have made. You should briefly discuss the advantages and disadvantages of each type of assessment (short answer, guided response, cloze, multiple choice questions, matching) in terms of purpose, setting, administration and feedback for students. Also indicate whether you feel the task is suitable for teacher, self or peer assessment.

Your written submission will introduce each assessment task and provide more detail about the above points. You need to explain and justify any options provided and also how one or more tasks allow for differentiation.

For your set of assessment tasks, make sure you include brief written information about:
   a. the target student(s)
   b. the sequence in which the tasks will be used
   c. how feedback will be given.

One assessment task MUST include an alternative form showing the adjustments you have made to cater for students with <u>EITHER</u> low reading levels in literacy <u>OR</u> EAL/D students.

You need to provide a paper copy of each task (and marking rubric where required) for your lecturer to annotate during your presentation. Other material should be displayed electronically.

Assessment Task 2 is due following in the week following your presentation. This will allow you to reflect on peer and teacher feedback as well as adjust your own content if required as a result of the presentation.

Student Name: Student No.:

Assessment Task 1: Texts for explicit literacy teaching

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • Understanding of the task and its relationship to relevant areas of theory, research and practice • Clarity and accuracy in use of key terms and concepts					
Depth of analysis and/or critique in response to the task • Ability to reflect deeply on the literacy challenges evident in Text 1, the needs of low-level literacy students and on adjustments required to meet these needs •					

Student Name: Student No.:

Assessment Task 2: Formative Assessment Practices for Literacy

SPECIFIC CRITERIA	(-) ⟶ (+)
Understanding of the question or issue and the key concepts involved • demonstrate knowledge of effective assessment practices, especially backward mapping so that there are clear links between the learning intentions, success criteria and assessment tasks • design a range of five effective assessment tasks •	