

EDUC2050: Specialist Studies in English 1

Callaghan and Ourimbah

Semester 2 - 2023



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description

In this course students will consider the role and value of English education in contemporary society and the broader school curriculum; explore planning and programming for Stage 4/5 English curriculum; course and assessment requirements for junior English; and ways of differentiating curriculum to meet the diverse needs of learners in the English classroom. Specific attention will also be given to Australian literature, and texts that give insights into Aboriginal and multicultural experience; as well as a range of strategies, technologies and resources for teaching and assessing reading, writing, listening, speaking, viewing and representing.

Requisites

Enrolment in this course is dependent on meeting the teacher education admission milestone of successful completion of

- Three HSC band 5s (including one in English) or
- 80 units of UoN courses or
- Regulatory authority approved comparable pathways or
- Commencement in the program pre 2016

Contact Hours

Integrated Learning Session

Online

6 hour(s) per Term Full Term

Lecture

Online

8 hour(s) per Term Full Term

Tutorial

Face to Face On Campus

16 hour(s) per Term Full Term

Unit Weighting

10

Workload

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

CONTACTS

Course Coordinator **Callaghan and Ourimbah**
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Consultation: email please

Teaching Staff Other teaching staff will be advised on the course Canvas site.

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SYLLABUS

Course Content

- The principles and practices of teaching and learning English in secondary schools.
- The role and value of English education in contemporary society and the broader school curriculum.
- Lesson planning and programming for Stage 4/5 English curriculum.
- Course and assessment requirements for junior English.
- The literacy and numeracy demands of English as an area of study.
- Strategies, technologies and resources for teaching and assessing reading, writing, listening, speaking, viewing and representing.
- Differentiating curriculum to meet the diverse needs of learners in the English classroom.
- Approaches for selecting and teaching Australian literature, and texts that give insights into Aboriginal and multicultural experience.

Course Learning Outcomes

On successful completion of this course, students will be able to:

1. Articulate the role and value of English education in contemporary society and the broader school curriculum.
2. Develop lesson plans, programs and assessment tasks for Stage 4/5 English curriculum.
3. Support the literacy and numeracy demands of English.
4. Differentiate the curriculum to meet the diverse needs of learners in the English classroom.
5. Use a range of strategies, technologies and resources for teaching and assessing reading, writing, listening, speaking, viewing and representing.
6. Select appropriate Australian literature, and texts that give insights into Aboriginal and multicultural experience.

Course Materials **Required Reading:**

- Bartolo, Luke. Access points: Differentiating English for students through adjusted resources [online]. Metaphor, No. 01, Mar 2018: 13-17.
- Bond, Dianne. Challenging your students through film: A unit for stage 5 [online]. Metaphor, No. 2, Jun 2014: 52-58.
- Burke, Kerri-Jane. Music videos - multimodal texts to engage and inspire [online]. Metaphor, No. 4, Sep 2014: 11-16.
- Dixon, Mel. Creative writing in the 7-10 classroom [online]. Metaphor, No. 4, Nov 2016: 31-36.
- Gresham, Peta. Fostering creativity through digital storytelling : 'It's a paradise inside a cage's [online]. Metaphor; n.1 p.47-56; 2014.
- Lia, Stefanie. Listening: The forgotten mode [online]. Metaphor, No. 4, Sep 2014: 17-21.
- MacIntyre, Timothy. Instagram - a contemporary possibility? [online]. Metaphor, No. 2, 2018: 52-53.
- McMullen, Sean. The quest for literacy: Using fantasy and sci fi to strengthen reading skills [online]. Metaphor, No. 2, May 2015: 15-17.
- Rothwell, Emma. Navigating NAPLAN data: Programming for improved literacy outcomes [online]. Metaphor, No. 2, 2017: 38-39.
- Sloan, Jane. Yolgnu with mobile phones: A context for teaching Ringtone [online]. Metaphor, No. 3, 2018: 25-27.
- Wong, Troy. Spitting fire: Spoken word poetry in secondary English [online]. Metaphor, No. 1, Feb 2016: 17-22.
- Wong, Troy. The secret voice: How I kept two year 10 classes engaged in writing poetry for four weeks after their end-of-year exams [online]. Metaphor, No. 1, Apr 2019: 36-42.
- Wooldridge, Tessa. Series fiction and Sally Ripin's 'Billie B Brown' series: The 'most important continuous reading children do on their own' [online]. Metaphor, No. 3, Aug 2015: 30-35.
- Yule, Rod. Persuading the world: Persuasion - the art of rhetoric, propaganda or marketing? [online]. Metaphor, No. 1, Feb 2015: 27-32.

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	17 Jul	Being an English Teacher-teachers' work	Stage 4 Truth and Fiction Multi-text Exemplar Unit: Understanding the Australian Curriculum Performance descriptors, NSW Outcomes, Backward Design and 5e Instructional Model.	
2	24 Jul	Contentious Issues: The state of English teaching (STELLA, PLATO, The English Wars)	Working with our six Stage 4 student cases (academic and emotional development profiles), modelled refinements of a lesson sequence to meet the specific and diverse needs of these students. Generic literacy and numeracy strategies	
3	31 Jul	Unpacking the three threads of the NSW Junior Syllabus	Modelled refinement activities using exemplars from comparative units The Storyteller and the Story	
4	7 Aug	How students learn	Building lessons and formative tasks	
5	14 Aug	Bringing discipline and pedagogical knowledge together	Building lessons and formative tasks- looking at modes and how differentiation can be effective for our case students	
6	21 Aug	Differentiation and articulating pedagogical decisions	Building lessons and formative tasks- Explicit Procedural Criteria, lesson sequencing, transitions, pacing in relation to NSW Junior Syllabus	
7	28 Aug	Visual Literacy and deconstructing texts	Reassembling a summative assessment task using the Quality Teaching framework.	
8	4 Sep	A Deep Knowledge Map of Teaching English	Reassembling a summative assessment task:	
9	11 Sep	Developing Deep knowledge of Language Features	Definitions, adapting language drills to unit context, building purposeful mini-lessons on language	
10	18 Sep	Taking up the challenge of group work in the secondary classroom	Establishing explicit resources and protocols to support inquiry based group work	
Mid Term Break				
Mid Term Break				
11	9 Oct	Building targeted resources for Truth and Fiction Unit	Collaboration to complete the refined Stage 4 Truth and Fiction Unit for student use.	
12	16 Oct			
13	23 Oct			
Examination Period				
Examination Period				

ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Lesson Planning and Critical Reflection	September 4, 2023 before 11.59pm	Individual	50%	1, 2, 3
2	Reflective Unit Plan	October 6, 2023 before 11.59pm.	Individual	50%	4, 5, 6

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Lesson Planning and Critical Reflection

Assessment Type Description

Written Assignment

During tutorials and integrated learning time you will be required to refine the Truth and Fiction unit of work for Stage 4 students. Five lessons (5) will target the needs of a specific grouping of students (2 Year 8 students with low prior achievement in literacy and numeracy- see 8C case studies).

In this first assessment task you will be required to produce a 5 minute multi-modal resource outlining the differentiation strategies used to support the targeted students.

You will be required to include:

1. An explanation of the choice of texts, modes, content and skills to be explicitly taught in the lesson sequence;
2. An explanation of the pedagogical decisions made to support student learning;
3. Use a minimum of three modes

Weighting

50%

Length

2,000 word equivalent

Due Date

September 4, 2023 before 11.59pm

Submission Method

Online

Assessment Criteria

You will be assessed on the extent to which you:

- # Have articulated the role and value of English education in contemporary society and the broader curriculum (course outcome 1)
- # Have developed lesson plans based on a program of work and assessment
- # Have demonstrated the use of a range of strategies for supporting reading, writing, listening, speaking, viewing and representing.
- # Have demonstrated a research-based knowledge of the pedagogies used in the junior English classroom (NSWTS 1.1.2)
- # Have demonstrated a range of literacy strategies to meet the needs of all students (NSWTS 2.1.6)

Return Method

Online

Feedback Provided

In Class - .

Assessment 2 - Reflective Unit Plan

Assessment Type Description

Proposal / Plan

Reassemble the summative task for the Truth and Fiction unit with specific focus on Anne Frank. The task outcomes chosen must align with the redeveloped learning sequences of this unit. In your tutorial and integrated learning time you will be required to refine the summative assessment task that will enable your students to demonstrate deep understanding of the essential questions of the unit.

In this second assessment task you will be required to write a critical analysis of your refinements to the assessment task using the NSW Quality Teaching Practice Guides (Classroom and Assessment).

Weighting
Length
Due Date
Submission Method
Assessment Criteria

You will be required to provide:

1. An explanation of how the assessment task aligns with the learning outcomes and will gather data on student achievement of the outcome/s;
2. Explain how the refinements are supported by at least three elements of the QT framework; and
3. Correct APA 6th referencing

50%

2000 words

October 6, 2023 before 11.59pm.

Online

You will be assessed on the extent to which you:

1. Have demonstrated knowledge of your subject content and how to teach that content(NSWTS1)
2. Have demonstrated your knowledge of how students learn (NSWTS2)
3. Have demonstrated planning and assessment skills to support effective learning (NSWTS3)
4. Have communicated explicit learning goals for students (NSWTS4)

Return Method
Feedback Provided

Online

Online - .

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)	As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure . In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule .
Academic Misconduct	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35 .
Adverse Circumstances	<p>The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s).</p> <p>Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:</p> <ol style="list-style-type: none">1. the assessment item is a major assessment item; or2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;3. you are requesting a change of placement; or4. the course has a compulsory attendance requirement. <p>Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at: https://policies.newcastle.edu.au/document/view-current.php?id=236</p>
Important Policy Information	<p>The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures that support a safe and respectful environment at the University.</p>

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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EDUC2050 Assessment Task 1 Marking Rubric					Student name:
In your critical analysis:	Correct APA 7 th Referencing Yes/No				
How well have you articulated your application of the principles of Quality Teaching in refining the learning sequence?	Not provided accurate analysis of the extent to which Quality Teaching were evident in the learning sequence; or other _____	Some statements about how Quality Teaching were evident but partial substantiation with either explanations or examples that have inconsistencies.	Some statements about how Quality Teaching were evident but partial substantiation with either explanations or examples.	Provided a thorough analysis of the extent to which Quality Teaching was evident in your lesson but with some examples not supporting the analysis	Provided a thorough and accurate analysis of the extent to which Quality Teaching was evident in your refined lesson.
	0-3	4-5	6-7	8-9	10
How well have you demonstrated your understanding of differentiated curriculum in the junior English classroom?	Identification of only the tasks used with no analysis of their use or impact on students' learning; or other	Identification of one question or task with some analysis of how students may benefit from its inclusion	Identification of two differentiation approaches with some analysis of how students may benefit based on research	Analysis of two strategies for addressing the needs of learners through differentiation, purpose and function of strategies explained	Analysis demonstrates through references to at least one significant example from lesson how the learning has been differentiated to support student learning and assessment performance
	0-3	4-5	6-7	8-9	10
How well have you demonstrated knowledge of subject content and skills?	Limited knowledge of subject content and skills with lack of alignment between content, set tasks and summative assessment or _____	Identification of relationship between subject content, skills and assessment but no analysis.	Identification of relationship between subject content, skills and assessment with some analysis of the importance of matching knowledge with learning outcomes.	Analysis demonstrates alignment between lesson planning and assessment, explaining how specific subject content or skill has been designed to support students in demonstrating the learning outcomes.	Analysis demonstrates alignment between lesson planning and assessment, identifying how subject content and skills have been designed to support students in demonstrating the learning outcomes to meet stage appropriate standards.
	0-3	4-5	6-7	8-9	10
How well have you demonstrated the capacity to select appropriate texts to support learning outcomes?	Identification of the text, no analysis of suitability	Identification of the text, some explanation of choice and suitability	Identification of the text, explanation of fit to curriculum and assessment	Analysis of text choice that considers curriculum and student needs in relation to assessment	Analysis of text choice that considers curriculum and student needs in relation to assessment and relationship to other decisions regarding learning strategies
	0-3	4-5	6-7	8-9	10
How well have you communicated your analysis?	Inability to control basic language form and features, or to compose for purpose and context in order to	Variable control over basic language form and features. Variable control over ability to compose for purpose	Exhibits an ability to control language form and features, and to compose for purpose and context,	Exhibits an ability to control language forms and features, and to compose for purpose and context, such as to interpret or critically analyse, in order to	Exhibits an ability to control language forms and features, and to compose for purpose and context, such as to interpret or critically analyse, in order to

	communicate ideas and information	and context. Miscommunication of meaning occurs due to lack of control.	such as to interpret or critically analyse, in order to explore and communicate ideas and information. Errors do not affect meaning.	explore and communicate ideas and information. Control is sustained with more extensive word choice and textual detail	explore and communicate ideas and information. Sustained precision.
	0-3	4-5	6-7	8-9	10
Comments					/50

EDUC2050 Assessment Task 2 Marking Rubric			Student name:		
In your critical analysis:	Correct APA 7th Referencing Yes/No				
Have demonstrated knowledge of your subject content and how to teach that content(NSWTS1) Have you demonstrated planning and assessment skills to support effective learning ? (NSWTS3)	Not provided accurate enough rationale to demonstrate knowledge of content, planning and assessment processes that support student demonstration of deep understanding	Some statements about how changes have improved task for students, very superficial	Some statements about planning and assessment that show student learning needs considered	Provided a thorough demonstration of planning and assessment but with some statements not supporting the task's purpose to support students demonstrating deeper understanding of Truth and Fiction Unit	Provided a thorough and accurate demonstration of subject content, planning and assessment skills that are supported by the literature of best assessment practices to support student performance.
	0-3	4-5	6-7	8-9	10
Have you communicated explicit learning goals for students and demonstrated your knowledge of how students learn ? (NSWTS2) (NSWTS4)	Identification of only the task components with no analysis of their use or impact on students' performance	Identification of aspects of the changes with little analysis of how students may benefit	Identification of changes with some analysis of how students may benefit	Analysis of strategies for addressing the needs of learners through differentiation, purpose and function of strategies explained	Analysis demonstrates through references to at least three significant changes how the learning has been differentiated to support student learning and assessment performance
	0-3	4-5	6-7	8-9	10
Have you created a safe and challenging learning environment ? (NSWTS5)	No support of changes	Identification of a change with supportive statement	Identification of changes with some supportive statements that are loosely related	Analysis demonstrates alignment between assessment and creating better conditions for students, but support from authority appears indirect or ambiguous or generic	Analysis demonstrates alignment between assessment and creating better conditions for students, that are supported by an authority
	0-3	4-5	6-7	8-9	10
Have you demonstrated improvement in your professional knowledge and practice (NSWTS6)	No statement made linking changes and improved understanding	Identification of improved understanding	Identification of new understanding about student assessment needs	Some analysis of how changes are related to statements of new understanding from undertaking this type of teacher's work.	Analysis of how changes are related to statements of new understanding from undertaking this type of teacher's work. Considers how new insights into curriculum and student needs in relation to assessment have improved their practice.
	0-3	4-5	6-7	8-9	10

How well have you communicated your analysis?	Inability to control basic language form and features, or to compose for purpose and context in order to communicate ideas and information	Variable control over basic language form and features. Variable control over ability to compose for purpose and context. Miscommunication of meaning occurs due to lack of control.	Exhibits an ability to control language form and features, and to compose for purpose and context, such as to interpret or critically analyse, in order to explore and communicate ideas and information. Errors do not affect meaning.	Exhibits an ability to control language forms and features, and to compose for purpose and context, such as to interpret or critically analyse, in order to explore and communicate ideas and information. Control is sustained with more extensive word choice and textual detail	Exhibits an ability to control language forms and features, and to compose for purpose and context, such as to interpret or critically analyse, in order to explore and communicate ideas and information. Sustained precision.
	0-3	4-5	6-7	8-9	10
PART A TOTAL					/50
Comment					