

EDUC4090: Specialist Studies in English 2

Callaghan and Ourimbah
Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description	This course explores the principles and practices of teaching and learning senior English in New South Wales schools. Students will explore assessment and programming for Stage 6 English; course and assessment requirements of the NSW Higher School Certificate for English; and current issues and trends related to the teaching of English in schools. Informed by the Stage 6 English Prescriptions, attention will also be given to the selection and teaching of appropriate fiction (including adolescent and young adult literature, poetry and drama) and non-literary (film, media and multimedia) texts.
Requisites	Enrolment in this course is dependent on meeting the teacher education admission milestone of successful completion of <ul style="list-style-type: none">- 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 Integrated Learning will typically consist of a series of online activities. Lecture Online 1 hour(s) per Week for 8 Weeks Tutorial Face to Face On Campus 2 hour(s) per Week for 8 Weeks
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 Associate Professor Heather Sharp Heather.Sharp@newcastle.edu.au (02) 4921 8700 Consultation: arrange via email
Teaching Staff	Other teaching staff will be advised on the course canvas site
School Office	School of Education VG30 V Building Callaghan +61 2 4921 6428 Education@newcastle.edu.au HO1.43 Humanities Building Ourimbah +61 2 4349 4962 / 4934

SYLLABUS

Course Content	<ul style="list-style-type: none">• Lesson planning, programming and assessment for Stage 6 English.• Course and assessment requirements of the NSW Higher School Certificate for English.• Current issues and trends related to the teaching of English in schools.• Strategies, technologies and resources for teaching and assessing Stage 6 English.• Stage 6 English prescriptions and approaches to selecting and teaching appropriate fiction (including adolescent and young adult literature, poetry and drama) and non-literary (film, media and multimedia) texts.
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Course Learning Outcomes	<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none">1. Develop lesson plans, programs and assessment tasks for Stage 6 English, using a range of strategies, technologies and resources;2. Interpret the course and assessment requirements of the NSW Higher School Certificate for English;3. Discuss current issues and trends related to the teaching of English in schools; and4. Select and teach appropriate fiction (including adolescent and young adult literature, poetry and drama) and non-literary (film, media and multimedia) texts for Stage 6 English.
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Course Materials	<p>Required Reading:</p> <p>Journal Articles</p> <ul style="list-style-type: none">- Dixon, M., Gold.E., Greene, P., & Small. A. (2016) The English Textual Concepts Program as a foundation of Stage 6 Learning, <i>Metaphor</i>, 3, 4-12.- Manuel, J. & Carter, D. (2019) Resonant continuities: the influence of the Newbolt Report on the formation of English curriculum in New South Wales, Australia, <i>English in Education</i>, 53:3, 223-239, DOI: 10.1080/04250494.2019.1625709- McGowan, S. (2013) Literacy in English: Practical approaches to improving students' writing for the HSC, <i>Metaphor</i>, 3, 22-25. <p>Books</p> <ul style="list-style-type: none">- Agarwal, P. & P. Bain. (2019). <i>Powerful teaching: Unleash the science of learning</i>. San Francisco, CA: Jossey-Bass.- Brown, Peter C. (2014). <i>Make it stick : the science of successful learning</i>. The Belknap Press of Harvard University Press.- Curtis, C., (2019), <i>How to teach English</i>, Crown House Publishing- Killen, R. (2015) <i>Effective teaching strategies: Lessons from research and practice</i> (7 ed.). Melbourne: Thomson/Social Science Press.
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Web Links

- Agarwal, P., *Powerful Teaching Strategies*
<https://booksforpsychologyclass.weebly.com/blog/powerful-teaching-unleash-the-science-of-learning>
- Bartolo, L., *The Amber of the Moment*, <https://lukebartolo.blogspot.com/>
- NESA. Stage 6 English syllabus and support documents. Available:
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english>

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Topic 1. Understanding Assessment in Stage 6 English Curriculum and Stage 6 English. The challenges of Assessment	Understanding curriculum <ul style="list-style-type: none"> • The purpose and value of English • Issues and approaches in assessment • Reading the English syllabuses 	Assessment 1a Due 4 th March
2	4 Mar	Topic 1. Stage 6 structures that inform assessment. Resources, scopes, texts and the Common Module	The curriculum in practice <ul style="list-style-type: none"> • Modules • Scopes and sequences • Analysis of the teaching of a Common Module text • Types of assessment 	Assessment 1b Due 11 th March
3	11 Mar	Topic 1. Assessing Stage 6 English: effective feedback and quality teaching	Quality teaching and feedback <ul style="list-style-type: none"> • NSW QT model and curriculum • Understanding feedback • Work sample analysis 	Assessment 1c Due 15 th March
4	15 Mar	Topic 1. Assessing Stage 6 English: practice marking, notes from the marking centre and setting learning goals	Assessment in action <ul style="list-style-type: none"> • Work sample analysis • Designing and using rubrics • SOLO taxonomies and authentic assessment 	Assessment 1d Due 25 th March
5	25 Mar	Topic 2. Understanding pedagogy in Stage 6 English. Effectively teaching the craft of writing (Module C)	Practicing to learn <ul style="list-style-type: none"> • Cognitive load theory and writing • Explanation, demonstration and coaching skills • Explicitly teaching Module C 	Assessment 1 Part 2a Due 1 st April
6	1 Apr	Topic 2. Effectively teaching Extension 1 English	Talking to learn <ul style="list-style-type: none"> • Cooperative and collaborative learning in Stage 6 • High performance and authentic teaching in Extension 1 	
7	8 Apr	Topic 2. Effectively teaching Extension 2 English	Planning to learn <ul style="list-style-type: none"> • Issues in Extension 2 • Self-regulated learning and Extension 2 • Growth mindset and major projects 	Assessment 1 Part 2b Due 15 th April
Mid Term Break				
Mid Term Break				
8	29 Apr	Topic 2 Lesson planning and resource evaluation	Resources and Lesson planning <ul style="list-style-type: none"> • English lesson plans • Lesson plans and digital delivery • Creating and modifying resources 	Assessment 2a Due 1 st May
9	1 May			
10	8 May			Assessment 2b Due 8 th May
11	15 May			
12	22 May			
13	29 May			
Examination Period				
Examination Period				

ASSESSMENTS

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

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Understanding Senior English Assessment	March 20 th before 11.59pm.	Individual	50%	2,3
2	Lesson Planning and Resource Evaluation	May 8 th before 11.59pm.	Individual	50%	1, 4

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 - Understanding Senior English Assessment

Assessment Type Written Professional Knowledge Tasks

Purpose To develop a deep understanding of outcomes, marking rubrics and moderation processes for Stage 6 English.

Description **Parts 1a, 1b, 1c, 1d, 1e**
This course includes six hours of Independent Learning Modules. The first four have activities that will be included in your first Assessment Task. They are:

- Why do you think Stage 6 English is valuable within, and beyond, the official curriculum? (250 words, 5 marks)
- With reference to mETaphor, write 200 words about the challenges of a particular Common Module text and how they can be met in practice (5 marks)
- Using a 'feed forward' model, relate the work samples you have seen to some specific plans for learning (200 words maximum - 5 marks)
- Choose ONE of the provided sample scripts and track it against the HSC marking rubric provided. Write 200 words that explain your reasons for your decisions. (5 marks)

Part 2a, 2b

During Week 4 of the course you will participate in an HSC marking workshop with a focus on consistency of teacher judgement. Following this workshop:

- Write a 200 word "Notes from the Marking Centre" document intended to advise those teaching this text in the future about the strengths and areas for development in student responses. (10 marks)
- Write a 1,000 word reflection that focuses on how our course content, your knowledge of the HSC marking process and the research you have undertaken have informed your understanding of teaching and learning in HSC English. (20 marks)

Weighting 50%

Length 2000 words total

Due Date Each part is due on the Monday following the relevant tutorial.
Exception: Part 2b is due two weeks after the tutorial
See the course schedule to clarify due dates

Submission Method Online

Assessment Criteria	Quality work will demonstrate that students have: 1. Deep understanding of Stage 6 lesson plans, programs and assessment tasks 2. Accurate interpretation of course and assessment requirements of the NSW Higher School Certificate for English 3. Evaluate appropriate resources for Stage 6 English.
Return Method	In Class
Feedback Provided	Online

Assessment 2 - Lesson Planning and Resource Evaluation

Assessment Type	Multimodal Lesson Planning and Resource Evaluation
Purpose	Quality work will demonstrate that students can develop and modify resources as part of lesson planning, and effectively evaluate resources.
Description	<p>Part A (20 marks)</p> <p>Resources are rarely ready for class delivery. They often need to be modified before they are ready for delivery to a class. Even the best resources are made better by explicit, quality planning.</p> <p>Your task is to choose and modify a resource, and prepare a sequence of three lessons designed to effectively deliver it to the class. This will be part of our tutorial program. Once you have your lesson plans, write 500 words explaining what has been modified. It is essential that you map your lesson plans to the Quality Teaching Framework.</p> <p>Part B (30 marks)</p> <p>For this part of the task you'll be making a five minute multimodal presentation. Five minutes of speaking is approximately 750 words. Because of the multimodal nature of this task, it is equivalent to approximately 1500 words of standard written response.</p> <p>Choose a different resource to the one you chose for the first part of this assignment. This can include:</p> <ul style="list-style-type: none">• articles from professional publications (such as the English Teachers Association• products related to effective teaching provided by NESA or the NSW Department of Education• lesson plans and resources• other relevant examples of practice <p>You may choose a resource for any level of Stage 6 English</p> <p>Prepare and record a five minute multi-modal analysis of this resource. In your analysis you should:</p> <ul style="list-style-type: none">• explore the links to the relevant syllabus• comment on the effectiveness of the resource in meeting the requirements of the module• use research from the course to confirm or critique this resource's effectiveness• communicate how this resource will support the development of students' understanding and skills• prepare a clear, professional multimodal presentation <p>Submit a copy of your chosen resource and a link to your multimodal presentation on CANVAS. Links must be accessible without special permission required.</p>

Weighting	50%
Length	Part A: 500 words Part B equivalent to 1500 words (750 words multimodal presentation)
Due Date	Part 2a – 15 th April Part 2b – 8 th May
Submission Method	Online
Assessment Criteria	A quality performance will show that students have achieved the following: <ol style="list-style-type: none">1. demonstrated ability to develop lesson plans and programs using a range of strategies and technologies2. Accurate interpretation of the course and assessment requirements of the NSW Higher School Certificate for English;3. Successfully discuss current issues and trends related to the productive teaching of Senior English in schools4. Select and evaluate resources for delivery in Stage 6 English
Return Method	Online
Feedback Provided	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:

Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.

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. Please see the [Student Academic Integrity Policy](#) for more information.

Adverse Circumstances 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). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. 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; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the [Adverse Circumstance Affecting Assessment Items Procedure](#)

Important Policy Information 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](#) that support a safe and respectful environment at the University.

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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