

EDUC6025: TESOL Curriculum and Methodology

Callaghan and Online
Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

| | |
|---------------------------|--|
| Course Description | Develops understanding of curriculum theories and its application in ESL/EFL Syllabus design and ESL/EFL program writing in schools and universities. The pedagogic principles and practices of ESL/EFL teaching will be discussed in relation to curriculum development. It also aims to develop students' understanding of the importance of curriculum innovation in accordance with the global, national and local educational contexts in the 21st century. |
| Requisites | This course has similarities to EDUC6888 and EDUC6889. If you have completed either of these courses or are currently enrolled in either of these courses, you cannot enrol in this course. |
| Contact Hours | Callaghan Lecture Face to Face On Campus 1 hour(s) per Week for Full Term Tutorial Face to Face On Campus 1 hour(s) per Week for Full Term Online Integrated Learning Session Online 2 hour(s) per Week for 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 Online Dr Helena Sit Helena.Sit@newcastle.edu.au Consultation: please email for an appointment |
| Teaching Staff | Other teaching staff will be advised on the course Canvas site. |
| School Office | School of Education V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428 |

SYLLABUS

| | |
|---------------------------------|---|
| Course Content | <ol style="list-style-type: none">1. Key concepts of curriculum theory and its application;2. ESL/EFL syllabus design and ESL/EFL program writing;3. Pedagogical approaches to teaching ESL/EFL;4. Materials and resources to support TESOL; and5. New directions of teaching English as an international language. |
| Course Learning Outcomes | <p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none">1. Understand and analyse key concepts of curriculum theory and its application;2. Apply core knowledge to ESL/EFL syllabus design and ESL/EFL program writing;3. Critically evaluate pedagogical approaches to teaching ESL/EFL;4. Design and develop materials and resources to support TESOL;5. Discuss and synthesize new directions of teaching English as an international language. |
| Course Materials | <p>Lecture Materials: Guidelines and lecture notes of the weekly topic. Recommended journal articles</p> <p>Recommended Reading:</p> <ul style="list-style-type: none">- A reading list is provided through Canvas. The textbook is recommended to use for this course:- B. Kumaravdivelu. (2006) Understanding language teaching: from method to postmethod. New York: Routledge. |

SCHEDULE

| Week | Week Begins | Topic | Learning Activity | Assessment Due |
|---------------------------|-------------|---|---|--------------------------------------|
| 1 | 26 Feb | Week 1 Introduction to the course | Group discussion on the course outline Questions and answers | Brief assessment tasks of the course |
| 2 | 4 Mar | Week 2 The definition of curriculum | Class discussion Questions and answers | Reminder of the first assignment |
| 3 | 11 Mar | Week 3 Four types of language syllabus | Cooperative learning Class discussion and group work | No assessment due |
| 4 | 18 Mar | Week 4 Content and process | Group discussion Demonstration of teaching strategies | No assessment due |
| 5 | 25 Mar | Week 5 Writing a lesson plan and a unit plan | Workshop Class discussion | The first assignment due in Week 5 |
| 6 | 1 Apr | Week 6 Evaluating a program | Workshop Group discussion Cooperative learning | No assessment due |
| 7 | 8 Apr | Week 7 Development of L2 teaching methods | Group discussion Students' research | Reminder of the second assignment |
| Mid Term Break | | | | |
| Mid Term Break | | | | |
| 8 | 29 Apr | Week 8 The definitions of approach and method | Class discussion Questions and answers | No assessment due |
| 9 | 6 May | Week 9 Language-centred methods | Class discussion Questions and answers | The second assignment due in Week 9 |
| 10 | 13 May | Week 10 Learner-centred methods | Class discussion Questions and answers | Reminder of the third assignment |
| 11 | 20 May | Week 11 Multiliteracies in language education | Classroom presentation | No assessment due |
| 12 | 27 May | Week 12 Framework and Approaches to Assessment in Language Education | Classroom presentation | No assessment due |
| 13 | 3 Jun | Week 13 New directions in TESOL | Classroom presentation | The third assignment due in Week 13 |
| Examination Period | | | | |
| Examination Period | | | | |

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

| | Assessment Name | Due Date | Involvement | Weighting | Learning Outcomes |
|---|---|-----------------------------|-------------|-----------|-------------------|
| 1 | Essays/Written Assignments (report of a case study) 20% | Thursday 28 Mar 2024 Week 5 | Individual | 20% | 1, 2 |
| 2 | Essays/Written Assignments 40% | Friday 10 May 2024 Week 9 | Individual | 40% | 3, 4 |
| 3 | Essays/Written Assignments (A teaching program) 40% | Friday 7 June 2024 Week 13 | Individual | 40% | 1, 2, 3, 4, 5 |

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 - Essays/Written Assignments (report of a case study) 20%

Assessment Type

Case Study / Problem Based Learning

Purpose

To apply the theoretical concepts of curriculum development to an investigation on a real case of curriculum implementation.

To evaluate the appropriateness of various L2 syllabi in the social and cultural context of the student's home country.

Description

To assess student's writing skills and overall learning outcomes
Based on your own experience of teaching or learning ESL/EFL in previous schools or universities in your country as a case study, identify the weaknesses as well as strengths of the language teaching. Provide suggestions for ways to improve the language teaching. This case study must be in essay form with up-to-date references as support for your arguments (Native English speaking students who have no experience of teaching and learning ESL/E can focus on learning a foreign language or English as their first language).

Weighting

20%

Length

1000 words

Due Date

Thursday 28 Mar 2024 Week 5

Submission Method

Online using Turnitin

This assignment needs to be submitted through Canvas.

Assessment Criteria

1. Thorough understanding of the L2 syllabus.
2. Thorough understanding on the concepts of syllabus design.
3. Appropriate links between theory and the case study of practice in the home country.
4. A critical analysis of the major issues related to syllabus.
5. A high quality of literacy and overall presentation.

Return Method

Online

Feedback Provided

Online - Week 7.

Assessment 2 - Essays/Written Assignments 40%

Assessment Type

Written Assignment

Description

Weighting

40%

Length

2000 words

Due Date

Friday 10 May 2024 Week 9

Submission Method

Online using Turnitin

This assignment needs to be submitted through Canvas.

Assessment Criteria

1. Thorough understanding of methods of language teaching
2. Thorough understanding of a variety of teaching approaches and strategies.

3. Appropriate links between methods and the teaching practice in the home country.
4. A critical analysis of the major issues related to the teaching methodology.
5. High quality academic writing skills and overall presentation.

Return Method Online
Feedback Provided Online - Week 11.

Assessment 3 - Essays/Written Assignments (A teaching program) 40%

Assessment Type Written Assignment
Purpose To apply theory to practice in language curriculum design.
To synthesize knowledge and skills relevant to curriculum and methodology.
To locate relevant resource and to organize learning activities.
Description To assess and evaluate students' overall learning outcomes.
Prepare five detailed lesson plans for a sequence of ESL lessons as a unit suitable for a future class that you wish to teach. Provide a brief description of the class and classroom and show how you would incorporate motivation, communication, assessment and support for the achieving of your stated outcomes.
Weighting 40%
Length 2000 words
Due Date Friday 7 June 2024 Week 13
Submission Method Online using Turnitin
This assignment needs to be submitted through Canvas.
Assessment Criteria
1. Well-justified objectives appropriate to your intended students.
2. A clear unit timetable indicating the teaching schedule.
3. Five detailed lessons with various activities in a logical sequence.
4. Various assessment tasks to check learning outcomes.
5. Overall high quality organisation and presentation.
Return Method Online
Feedback Provided Online - Two weeks after Week 13.

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).

| | |
|-------------------------------------|---|
| Attendance | Attendance/participation will be recorded in the following components: <ul style="list-style-type: none">- Lecture (Method of recording: roll-calling in the class)- Tutorial (Method of recording: roll-calling in the class) |
| Communication Methods | Communication methods used in this course include: <ul style="list-style-type: none">- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.- Email: Students will receive communications via their student email account.- Face to Face: Communication will be provided via face to face meetings or supervision. |
| 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 | 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: <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. 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 |
| Important Policy Information | The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures. |

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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EDUC6025: Assessment Tasks

1. Assessment Task One (AT1): Case Study

Based on your own experience of teaching or learning ESL/EFL in previous schools or institutions in your country as a case study, identify the weaknesses as well as strengths of the language teaching. Provide suggestions for ways to improve the language teaching.

This case study must be in essay form with up-to-date references as support for your arguments (Native English-speaking students who have no experience of teaching and learning ESL/EFL can focus on learning a foreign language or English as their first language).

Length: 1000 words Value: 20% Due Date: Thursday 28 Mar 2024 Week 5

Purpose of this task:

- To apply the theoretical concepts of curriculum development to an investigation on a real case of curriculum implementation.
- To evaluate the appropriateness of various L2 syllabi in the social and cultural context of the student's home country.
- To assess student's writing skills and overall learning outcomes.

To prepare this assignment, you need to ask yourself a couple of questions:

- What are the purposes of this Assessment Task One?
- What have you learned from Week 1 to Week 4?
- What does the lecturer expect you to do in this assignment?
- How can you demonstrate that you have achieved good learning outcomes in the first 4 weeks?

Here are some tips to help you to clarify some possible doubts:

- 1000 words is not a long essay, your writing should be concise and focused. The lecturer will not count the words exactly. 5% more or less than 1000 words are acceptable.
- Your writing should be related to the concepts of syllabus, objectives, learning outcomes and "two sides of one coin".
- You need to identify the weakness and strengths in terms of syllabus design. The reasons for your argument should be convincing.
- If you have no teaching experience, you can focus on your learning experience when you were in schools or universities.

- Your reference should be up to date. Most of them should be after 2010.
- Please use APA7th referencing style. If you do not know, please visit the website of UoN Library <https://www.newcastle.edu.au/library/learn/referencing#ref>.

The following marking sheet is provided for your reference. It gives you a general idea about how your assignment is marked:

MARKING SHEET 1 NAME: TOTAL MARKS: / 20

| Marking Criteria | Unsatisfactory | Satisfactory | Credit | Distinction | Higher Distinction |
|--|--|---|--|--|--|
| Knowledge Development of Subject & Details /5 | No evidence of understanding of the subject/content and key ideas in L2 syllabus Few or no relevant details Less than 2.5 | Inaccurate or basic understanding of the subject/content and key ideas in L2 syllabus. Details lack elaboration; important details omitted or inaccurate 2.5 | Adequate understanding of the subject/content and key ideas in L2 syllabus Adequate, accurate, and relevant details with clear elaboration 3 | Sophisticated understanding of the subject/content and key ideas in L2 syllabus Specific details/elaboration to enhance knowledge development 4 | In-depth analysis of subject/content. Highly sophisticated understanding of theoretical concepts in L2 syllabus. Rich supporting details are fully elaborated to enhance knowledge development 5 |
| Knowledge Application & Information Integration /5 | Unclear introduction to and synthesis of the case study of curriculum implementation in the social and cultural context of one's home country No connection between subject/content and task Less than 2.5 | Basic introduction to and synthesis of the case study of curriculum implementation in the social and cultural context of one's home country Few connections to subject/content and task 2.5 | Good introduction to and synthesis of the case study of curriculum implementation in the social and cultural context of one's home country Implied connection between subject/content and task 3 | Sophisticated introduction to and synthesis of the case study of curriculum implementation in the social and cultural context of one's home country Clear connections between subject/content and task 4 | Highly sophisticated introduction and evaluation of the case study of curriculum implementation in the social and cultural context of one's home country Insightful connections between subject/content and task 5 |
| Academic Literacy /5 | Written expression is unclear with significant errors in grammar or sentence structure Less than 2.5 | Basic developed points to present, but some minor errors in grammar or sentence structure 2.5 | Good constructed points, but with minor errors in grammar or sentence structure 3 | Well-constructed points, with very minor errors (if any) in grammar or sentence structure 4 | Outstanding constructed points; flawless grammar and sentence structure 5 |
| APA 6 th (or above) Referencing Style /5 | No APA 6 th or above referencing present; APA 6 th or above referencing with significant errors; Less than 2.5 | APA 6 th or above referencing with some errors 3 | APA 6 th or above referencing with minor errors 3 | APA 6 th or above referencing is almost all correct, but with very minor errors (less than 2) 4 | APA 6 th or above referencing is correct 5 |

EDUC6025: Assessment Tasks

Assessment Task Two: Methodology Analysis

You will be given a specific teaching method. You then research its historical background, major authors or representative figures and theoretical foundation behind the teaching method. Review the effectiveness of the approach and explain how you would adapt its techniques to suit your classroom in the social and cultural context of your own country. Give reasons for selecting or not selecting the approach in the current educational climate in your ESL classroom. Presentation will be required to demonstrate your understanding of the identified English language teaching method.

Due date: Week 9 Friday 10 May 2024 Value: 40% Length: 2000 words

Purpose of this task:

- To research methods of L2 teaching
- To analyse a specific language teaching method in the light of a theoretical framework.
- To link the concepts of methodology with the practice of teaching L2.
- To assess students' writing and speaking ability and overall learning outcomes.

To prepare this assignment, you need to ask yourself a couple of questions:

- What are the purposes of this Assessment Task Two?
- What does the lecturer expect you to do in this assignment?
- How can you demonstrate that you have achieved good learning outcome?

Here are some tips to help you to clarify some possible doubts:

- This is a 2000-word essay therefore your writing should demonstrate a discussion in depth. The lecturer will not count the words exactly. 5% more or less than 2000 words are acceptable.
- Your writing should focus on a specific teaching method although you can consider other strong points from other teaching methods. In doing so, the reasons for your argument should be convincing.
- Your reference should be up-to-date.
- Please use APA 6th or above referencing style. If you do not know, please visit the website of UoN Library <https://www.newcastle.edu.au/library/learn/referencing#ref>
- Please submit your work via Turnitin.

The following marking sheet is provided for your reference. It gives you a general idea about how your assignment is marked:

EDUC6025: MARKING SHEET FOR ASSIGNMENT TWO

NAME:

TOTAL MARKS:

/ 40

| Marking Criteria | | | | | |
|--|---|--|---|---|---|
| | Unsatisfactory | Satisfactory | Credit | Distinction | Higher Distinction |
| Knowledge Development of Subject & Details /10 | Limited/minimal understanding of the subject/content and main knowledge components in ESL/EFL teaching methods Few or no relevant details Less than 5 | Inaccurate or basic understanding of the subject/content and main knowledge components in ESL/EFL teaching methods Details lack elaboration; important details omitted or inaccurate 5-6 | Adequate understanding of the subject/content and main knowledge components in ESL/EFL teaching methods Adequate, accurate, and relevant details with clear elaboration 6.5-7 | Sophisticated understanding of the subject/content and main knowledge components in ESL/EFL teaching methods Specific details/elaboration to enhance knowledge development 7.5-8 | In-depth analysis of subject/content. Highly sophisticated understanding of theoretical concepts and coherent philosophy of construction and their interrelationships on a specific language teaching method Rich supporting details are fully elaborated to enhance knowledge development 8.5-10 |
| Knowledge Application & Information Integration /10 | Limited/minimal analysis of the chosen language teaching method; No evidence of the evaluation of the method or link theory about teaching methods with practice in the social and cultural context of one's own country No connection between subject/content and task Less than 5 | Basic analysis of the chosen language teaching method; No evidence of the evaluation of the method or link theory about teaching methods with practice in the social and cultural context of one's own country Few connections to subject/content and task 5-6 | Firm analysis of the chosen language teaching method; No evidence of the evaluation of the method or link theory about teaching methods with practice in the social and cultural context of one's own country Implied connection between subject/content and task 6.5-7 | Sophisticated analysis of the chosen language teaching method; No evidence of the evaluation of the method or link theory about teaching methods with practice in the social and cultural context of one's own country Clear connections between subject/content and task 7.5-8 | Highly sophisticated analysis of the chosen language teaching method; No evidence of the evaluation of the method or link theory about teaching methods with practice in the social and cultural context of one's own country Insightful connections between subject/content and task 8.5-10 |
| Academic Literacy /10 | Written expression is unclear with significant errors in grammar or sentence structure Less than 5 | Basic developed points to present, but some minor errors in grammar or sentence structure 5-6 | Good constructed points, but with minor errors in grammar or sentence structure 6.5-7 | Well-constructed points, with very minor errors (if any) in grammar or sentence structure 7.5-8 | Outstanding constructed points; flawless grammar and sentence structure 8.5-10 |
| Organisation & Format /5 | Unclear focus organisational strategy Paper format is inconsistent with assignment Less than 2.5 | Established but lacks focus and organisation Major formatting issues found 2.5 | Maintains a clear focus Part of the paper is formatted correctly with some minor inconsistencies 3 | Clear and appropriate focus A majority of the paper is formatted correctly 4 | Clear and appropriate focus Entire paper is formatted correctly 5 |
| APA 6 th (or above) Referencing Style /5 | No APA 6 th or above referencing present; APA 6 th or above referencing with significant errors; Less than 2.5 | APA 6 th or above referencing with some errors 2.5 | APA 6 th or above referencing with minor errors 3 | APA 6 th or above referencing is almost all correct, but with very minor errors (less than 2) 4 | APA 6 th or above referencing is correct 5 |

EDUC6025: Assessment Tasks

Assessment Task Three (AT3): Program design

Prepare five detailed lesson plans for a sequence of ESL lessons as a unit suitable for a future class that you wish to teach. Provide a brief description of the class and classroom and show how you would incorporate motivation, communication, assessment and support for the achieving of your stated outcomes.

Length: 2000 words Value: 40% Due date: Week 13 Friday 7 June 2024

Purpose of this task:

- To apply theory to practice in language curriculum design.
- To synthesize knowledge and skills relevant to curriculum and methodology.
- To locate relevant resource and to organize learning activities.
- To assess and evaluate students' overall learning outcomes.

To prepare this assignment, you need to ask yourself a couple of questions:

- What are the purposes of this Assessment Task Three?
- What have you learned from Week 1 to Week13?
- What does the lecturer expect you to do in this assignment?
- How can you demonstrate that you have achieved good learning outcome for the whole semester?

Here are some tips to help you to clarify some possible doubts:

- The assignment does not indicate a length, therefore you are free to write a unit as you like. But your writing should not be less than 2000 words since its weight is 40%.
- Your writing should be related to the concepts of syllabus, objectives, learning outcomes and “two sides of one coin”.
- Your work should include a table of unit plan with five detailed lesson plans.
- The unit plan and lesson plan should be workable for the students you are going to teach.
- If you use any reference or teaching materials, you should acknowledge the resource.
- Please use APA 6th or above referencing style. If you do not know, please visit the website of UoN Library <https://www.newcastle.edu.au/library/learn/referencing#ref>
- When you finish the final draft, please submit your work via turnitin.

The following marking sheet is provided for your reference. It gives you a general idea about how your assignment is marked:

EDUC 6025: MARKING SHEET FOR ASSIGNMENT THREE

NAME:

TOTAL MARKS: / 40

| Marking Criteria | | | | | |
|---|---|---|--|--|---|
| | Unsatisfactory | Satisfactory | Credit | Distinction | Higher Distinction |
| <p>Knowledge Development of Subject & Details</p> <p>/10</p> | <p>Limited/minimal understanding of the key concepts of ESL/EFL program design</p> <p>Few or no relevant details</p> <p>Less than 5</p> | <p>Inaccurate or basic understanding of the key concepts of ESL/EFL program design</p> <p>Details lack elaboration; important details omitted or inaccurate</p> <p>5-6</p> | <p>Adequate understanding of the key concepts of ESL/EFL program design</p> <p>Adequate, accurate, and relevant details with clear elaboration</p> <p>6.5-7</p> | <p>Sophisticated understanding of the key concepts of ESL/EFL program design</p> <p>Specific details/elaboration to enhance knowledge development</p> <p>7.5-8</p> | <p>Highly sophisticated understanding of theoretical concepts and coherent philosophy of construction on ESL/EFL program design</p> <p>Rich supporting details are fully elaborated to enhance knowledge development</p> <p>8.5-10</p> |
| <p>Knowledge Application & Information Integration</p> <p>/10</p> | <p>Limited/minimal evidence to demonstrate the syllabus has a coverage of language skills, structure, and functions</p> <p>No unit plan provided and five detailed lessons with various activities in a logical sequence</p> <p>No connection between subject/content and task</p> <p>Less than 5</p> | <p>Basic evidence to demonstrate the syllabus has a coverage of language skills, structure, and functions</p> <p>Unit plan provided or only five lesson plans shown in the program design</p> <p>Few connections to subject/content and task</p> <p>5-6</p> | <p>Firm evidence to demonstrate the syllabus has a coverage of language skills, structure, and functions</p> <p>Clear unit plan and five detailed lessons are provided in a logical presentation</p> <p>Implied connection between subject/content and task</p> <p>6.5-7</p> | <p>Sophisticated evidence to demonstrate the syllabus has a coverage of language skills, structure, and functions</p> <p>Well-designed unit plan and five detailed lessons are provided in a logical presentation</p> <p>Clear connections between subject/content and task</p> <p>7.5-8</p> | <p>Highly sophisticated evidence to demonstrate the syllabus has a coverage of language skills, structure, and functions</p> <p>Excellent unit plan and five detailed lessons are provided in a logical presentation</p> <p>Insightful connections between subject/content and task</p> <p>8.5-10</p> |
| <p>Academic Literacy</p> <p>/10</p> | <p>Written expression is unclear with significant errors in grammar or sentence structure</p> <p>Less than 5</p> | <p>Basic developed points to present, but some minor errors in grammar or sentence structure</p> <p>5-6</p> | <p>Good constructed points, but with minor errors in grammar or sentence structure</p> <p>6.5-7</p> | <p>Well-constructed points, with very minor errors (if any) in grammar or sentence structure</p> <p>7.5-8</p> | <p>Outstanding constructed points; flawless grammar and sentence structure</p> <p>8.5-10</p> |
| <p>Organisation & Format</p> <p>/5</p> | <p>Unclear focus organisational strategy</p> <p>Paper format is inconsistent with assignment</p> <p>Less than 2.5</p> | <p>Established but lacks focus and organisation</p> <p>Major formatting issues found</p> <p>2.5</p> | <p>Maintains a clear focus</p> <p>Part of the paper is formatted correctly with some minor inconsistencies</p> <p>3</p> | <p>Clear and appropriate focus</p> <p>A majority of the paper is formatted correctly</p> <p>4</p> | <p>Clear and appropriate focus</p> <p>Entire paper is formatted correctly</p> <p>5</p> |
| <p>APA 6th (or above) Referencing Style</p> <p>/5</p> | <p>No APA 6th or above referencing present; APA 6th or above referencing with significant errors;</p> <p>Less than 2.5</p> | <p>APA 6th or above referencing with some errors</p> <p>3</p> | <p>APA 6th or above referencing with minor errors</p> <p>3</p> | <p>APA 6th or above referencing is almost all correct, but with very minor errors (less than 2)</p> <p>4</p> | <p>APA 6th or above referencing is correct</p> <p>5</p> |