EDUC6738: K-6 English
Callaghan
Trimester 2 - 2024

COURSE OUTLINE

OVERVIEW

Course Description	This course provides an introduction to teaching and learning in English in K-6 contexts with a focus on children's reception, interpretation and interdependency of verbal, textual and visual literacies including an introduction to the sciences of reading. Students will explore the NSW English K-6 syllabus incorporating the Australian Curriculum and the role and value of English in the broader school curriculum. .
Assumed Knowledge	Nil
Contact Hours	**Callaghan** **Lecture** Online 12 hour(s) per Term Full Term **Tutorial** Face-to-face on Campus 24 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.

CONTACTS

Course Coordinator	**Callaghan** Renae Youman renae.youman@newcastle.edu.au Consultation: by 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

· Theory, concepts and key stages related to the acquisition of knowledge and skills in the reception, interpretation and interdependency of verbal, textual and visual literacies
· The role and value of English in the broader school curriculum
· The place of English in the K-12 English continuum
· English as an additional language or dialect (EAL/D)
· The impact of home and community literacy practices
· Children's literature as a context for literacy learning and teaching
· Principles and practices of teaching and learning of verbal literacy (Oral Language and Communication)
· Principles and practices of teaching and learning of reading including phonological & phonemic awareness, phonics, fluency, vocabulary knowledge and text comprehension, concepts of print and grammar
· Strategies for assessing and reporting aspects of reading
· NSW Syllabus for the Australian Curriculum: English K-10

Course Learning Outcomes

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

1. Demonstrate an understanding of theory, concepts and 'sciences of reading' reading and learning related to the key stages of knowledge and skills in receptive and visual literacies (pre-K - 6).
2. Consider children's home and community literacy practices as a foundation for learning in K-6 contexts.
3. Value children's literature as a context for teaching and learning in English;
4. Identify the key stages in children's early language acquisition.
5. Understand and use the NSW English K-6 syllabus (2023) incorporating the Australian Curriculum (2012) to plan for learning and teaching in receptive literacy.

Course Materials

Required Text:

NESA (2023). English K – 10 Syllabus. https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022.

Recommended Reading:

See course schedule for weekly readings (available via E-Reserve on Canvas) linked to learning modules.

SCHEDULE

Week	Week Begins	Topic	Assessment Due
1	13 May	Course introduction Defining literacy in the 21st Century Introduction to the Australian Curriculum and the NSW Syllabus	
2	20 May	Introduction to the science of reading Theories and models of reading development including the Simple View of Reading and the Reading Rope. Introduction to 'The Big Six' of reading	
3	27 May	Oral language and communication Key stages in oral language acquisition Introduction to EAL/D	Reflection 1, 11:59pm Friday, Week 3
4	3 June	Emergent literacy Phonological awareness Phonemic awareness	
5	10 June	Concepts of print and alphabetic principle Introduction and approaches to phonics	Reflection 2, 11:59pm Friday, Week 5
6	17 June	Systematic Synthetic Phonics Decodable texts	
7	24 June	Word recognition and orthographic mapping Fluency Vocabulary Morphology	Reflection 3, 11.59pm Friday, Week 7
8	01 July	Children's literature Textual concepts Visual literacy and multimodal texts	Assessment Task 2, 11.59pm Friday, Week 8
9	08 July	Reading comprehension Critical literacies	Reflection 4, 11.59pm Friday, Week 9
10	15 July	The impact of literacy at home and in the community Developing culturally relevant practices Diversity in children's literature	
11	22 July	Diversity of learners Reading difficulties Reading interventions	Reflection 5, 11.59pm Friday, Week 11
12	29 July	Reading in the upper primary years Engaging reluctant readers Cross-curricular priorities	Assessment Task 3 In-class test

ASSESSMENTS

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

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Assessment Task 1 – Written assignment	Friday 11.59pm Weeks 3, 5, 7, 9, 11	Individual	30%	1, 2, 4
2	Assessment Task 2 – Written assignment	Friday 11.59pm, Week 8	Individual	40%	1, 2, 4, 5
3	Exam	In class time, Week 12	Individual	30%	1, 2, 3, 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 – Written Assignment

Assessment Type   Written assignment
Purpose   The purpose of this assignment is for students to undertake advanced level scholarly research and reading to demonstrate their understanding of current research on children's literacy.

Description   Using this research, students will begin to form a perspective of teaching and learning linked to evidence-based practice in literacy. To demonstrate regular engagement with concepts, theory, research, and pedagogy explored within the course, students will complete five critical reflections throughout the trimester, each related to module and/or tutorial content. Reflection topics are available on Canvas.

(250 words per response. Word count does not include reference list.)

Weighting   30%
Length   +/- 1250 words
Due Date   Friday 11.59pm. Weeks 3, 5, 7, 9, and 11.
Submission Method   Online via Canvas

Assessment Criteria
1. Application of key concepts related to literacy in the primary classroom
2. Academic standards of writing and referencing

Return Method   Online
Feedback Provided   Online via Canvas

Assessment 2 – Written Assignment

Assessment Type   Case study
Purpose   The purpose of this assignment is for students to develop an understanding and appreciation of quality children's literature by selecting a book as a context for the teaching of reading using the NSW English K-10 Syllabus.

Description   Students will be required to demonstrate an understanding and appreciation of quality children's literature by selecting a suitable book as a context for the teaching of reading. Students will develop a lesson plan for modelled reading (example on Canvas) using NSW English K-10 Syllabus outcomes and content for the explicit teaching of reading.

To demonstrate an understanding of modelled reading and explicit teaching in a practical context, students will present a short, modelled reading of their text (a recorded video) demonstrating the explicit teaching phase of their lesson as a resource to support their lesson planning. See Canvas for more details and supporting resources.

Students will include justification for the planning decisions, selection of resources, explicit teaching focus, activities and decisions through reference to the syllabus, course readings and additional scholarly references (no more than 500 words, included in overall word count).

Weighting	40%
Length	+/- 1500 words
Due Date	Friday, Week 8, 11.59pm
Submission Method	Online via Canvas

Assessment Criteria	1. Lesson plan including syllabus outcomes, content descriptors, learning intentions and lesson orientation.
	2. Content of modelled reading lesson, including explicit teaching, lesson exploration, resources and appendices.
	3. Modelled reading demonstration
	4. Justification of statements, selection of resources, explicit teaching focus, activities and decisions through reference to the syllabus, course readings and additional scholarly references.

Return Method	Online
Feedback Provided	Online via Canvas

Assessment 3 - Exam

Assessment Type	In-class test
Purpose	The purpose of this written in-class test is to assess Students' in-depth knowledge of children's language and literacy development, and strategies for assessing and teaching English using syllabus documents appropriately through an advanced and integrated understanding of the historical, philosophical and socio-cultural contexts of the teaching of English and its implications for contemporary schooling.
Description	In-class test covering all materials presented in lectures, tutorials and course readings.
Weighting	30%
Length	N/A
Due Date	In class time, Week 12
Submission Method	In class
Assessment Criteria	Students demonstrate creativity and initiative by covering material presented in lectures, tutorials and course readings in a formal examination situation with the support of syllabus documents through demonstrating and applying their advanced, specialised and holistic understanding of curriculum, assessment and pedagogies of English.
	Students are assessed on their problem-solving ability to demonstrate a thorough knowledge of children's language and literacy development, and strategies for assessing and teaching English using syllabus documents appropriately.
	Students will be required to demonstrate a thorough knowledge of children's language and literacy development, and strategies for assessing and teaching English using syllabus documents appropriately.
Return Method	Online
Feedback Provided	No feedback

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

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 Coordinator 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 available at: https://policies.newcastle.edu.au/document/view-current.php?id=236

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 at https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures that support a safe and respectful environment at the University.