

EDUC6781: Contemporary Literacies

Callaghan

Trimester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description	This course will explore language as a social practice and discover its significance in learning and development. Initial Teacher Education Students (ITES) will analyse the literacy demands of different subject areas, and learn strategies for assessing and teaching reading, writing, speaking, listening, viewing, and representing in the secondary classroom. Specific strategies to address intercultural competence and cater for the learning needs of multilingual students or students who require additional language and literacy support are introduced. This course will detail the ways in which new technologies can be used to support and extend student learning. Through a project-based task, ITES will develop the capacity and confidence to employ digital devices and software applications to construct and communicate new knowledge in and beyond the classroom. Attention will also be given to the social impact of technology; frameworks for thinking about the pedagogical use of new technologies; digital, visual and media literacy; and information literacy processes
Academic Progress Requirements	Nil
Requisites	To enrol in this course students must be active in one of the following programs: Master of Teaching (Secondary) [40204]; Master of Teaching (Secondary) [11715]; Graduate Diploma in Teaching (Secondary) [50012] Students who have successfully completed EDUC6741 or EDUC6751 cannot enrol in EDUC6781.
Contact Hours	Callaghan Lecture Online 12 hour(s) per term starting Week 1 Online Activity Online 24 hour(s) per term starting Week 1 Tutorial Face to Face On Campus 36 hour(s) per term starting Week 1
Unit Weighting	20
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

www.newcastle.edu.au

CRICOS Provider 00109J

CONTACTS

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SYLLABUS

- Course Content**
- Literacy and language as social practice.
 - Literacy and language development.
 - The role of technology in knowledge construction and communication.
 - Supporting all students to achieve greater language and literacy proficiency.
 - Strategies for assessing and teaching language and literacies.
 - Teaching English to multilingual students and support strategies for students with additional language and literacy needs.
 - Frameworks for the pedagogical use of new technologies.
 - Digital, visual and media literacy concepts and principles and the information literacy process.
 - The design process and project-based learning of new technologies.
 - Evaluation of new technologies and their social impact.

- Course Learning Outcomes**
- On successful completion of this course, students will be able to:**
1. Identify the literacy and technology demands of different subject areas in Secondary school contexts.
 2. Understand language as a social practice and its significance in student learning and development.
 3. Employ strategies for teaching and assessing reading, writing, speaking, listening, viewing and representing in the Secondary classroom.
 4. Apply strategies (including the use of assistive technologies) to cater for the learning needs of students for whom English is a second language and those who require additional language and literacy.
 5. Relate relevant pedagogical frameworks and curriculum models to classroom use of new technologies.
 6. Use technology as a tool to facilitate quality teaching and learning and communicate new knowledge.
 7. Display an understanding of critical, digital, visual, media, and information literacy.
 8. Work collaboratively on a project-based learning task.

Course Materials **Required Reading:**
Weekly readings are available via the Canvas site.

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	29 Jan	Language, Literacies and Learning: the why of Contemporary Literacies	Introduction to language and literacies in secondary education	
2	5 Feb		Introduction to literacy pedagogies	
3	12 Feb		Literacy across the curriculum	
4	19 Feb		Multimodal literacies	Assignment 1: Friday 23rd February Week 4 at 11:59pm
5	26 Feb	Approaches to Literacy: Planning for instruction and assessment – the what of Contemporary Literacies	Meaning-making: the role of literacies in schooling	
6	4 Mar		Differentiating literacy and numeracy instruction: Learner differences	
7	11 Mar		Assessment Part 1: Types of assessment and feedback	
8	18 Mar		Assessment Part 2: Literacy and numeracy standards and working with data	Assignment 2: Friday 22nd March Week 8 at 11:59pm
9	25 Mar	Literacies for 21st Century Learners: the how of Contemporary Literacies	Digital, Information and Media literacies: Safe, responsible, and ethical uses of ICTs	
10	1 Apr		Intercultural literacies in a globalised world	
11	8 Apr		Literacies for Civics and Citizenship: critical media literacy and critical numeracy	
12	15 Apr		Dynamic literacies: Supporting critical and creative thinking	Assignment 3: Tuesday 16th April Week 12 at 11:59pm
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	Textual deconstruction	Friday, 23rd February, 11.59pm	Individual	30%	1, 2, 3
2	Project: Literacy planning, pedagogy, and assessment.	Friday 22nd March, 11.59PM	Individual	40%	4, 5, 6
3	ICT resource package	Tuesday, 16th April, 11:59pm	Group	30%	1, 6, 7, 8

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 - Textual deconstruction

Assessment Type Purpose

Proposal / Plan

The purpose of this assignment is to demonstrate your understanding of the literacy demands of your subject. This task will also provide you with the opportunity to consider classroom texts typical of your subject and identify strategies to support students in language

Description	<p>development within your specific subject area for secondary teaching (for example, Science, Mathematics, Visual Arts, Geography).</p> <p>PART A: Language characteristics of your KLA</p> <ul style="list-style-type: none">- Provide an overview of the characteristics typical to the language in your subject area. Within your response you should provide an explanation of at least three language characteristics for the subject with reference to curriculum documents and/or academic research. <p>PART B: Textual deconstruction</p> <ul style="list-style-type: none">- Collect two (2) text samples relevant to your subject area and appropriate to syllabus requirements for stages 4 or 5 (years 7-10)- Outline your justification for your selected texts. This should reflect the language characteristics outlined in PART A.- You will then perform a textual deconstruction. The following features of the text should be identified:<ul style="list-style-type: none">- Text type- Specific features of the text- Literacies required to engage with this text and how it may be used in the classroom- Indicate the features of the specialist style of the text that may cause problems for secondary school students requiring explicit instruction and scaffolding (including, but not necessarily limited to, EAL/D learners, Aboriginal and Torres Strait Islander identities, Special Educational needs, and learners exhibiting challenging behaviour/s) <p>PART C: Scaffolding student engagement</p> <ul style="list-style-type: none">- Finally, you will develop strategies to scaffold student engagement with your chosen texts- Your explanation should draw from relevant academic literature (start with course readings), as well as linking your explanation to the language characteristics of your subject area as identified in Parts A & B
Weighting	30%
Length	1200 words (+/-10%)
Due Date	Friday, 23rd February, 11.59pm
Submission Method	Online via Turnitin/Canvas
Assessment Criteria	<p>In order to achieve a pass mark, ITES will:</p> <ol style="list-style-type: none">1. Identify three examples of oral and/or written language which are characteristic of the selected specific subject area for secondary teaching;2. Collect samples typical of the language used in the selected school subject and perform a textual deconstruction;3. Describe the characteristic features of the language of the selected samples;4. Indicate features of this specialist style which commonly cause problems for secondary school students (including, but not necessarily limited to, EAL/D, Aboriginal and Torres Strait Island identities, Special Educational needs, and learners exhibiting challenging behaviour/s);5. Develop strategies to scaffold student engagement with their chosen texts.
Return Method	Online
Feedback Provided	Online - . in-person on request.

Assessment 2 - Project: Literacy planning, pedagogy, and assessment.

Assessment Type	Project
Purpose	This task requires you to demonstrate an application of your theoretical understanding of literacy and numeracy planning, pedagogy, and assessment to practical tasks, as well as being an opportunity to receive constructive feedback for the use of your resources in future teaching. This task requires the creation of an in-class assessment item overview, with an accompanying rationale and classroom ready resources, incorporating Information Communication Technologies (ICTs) as appropriate.
Description	<p>Through this assignment, ITES are required to show they understand how to support effective literacy and numeracy instruction and assess within their specific subject area for secondary teaching (for example, Science, Mathematics, Visual Arts, Geography).</p> <p>In this assignment, you will produce the following:</p> <p>PART A: Assessment and resource package</p> <ul style="list-style-type: none">- Create an assessment overview and task design addressing an area of literacy and/or numeracy in your subject- Design three (3) originally created resources to support students' literacy learning in the lead-up to the planned assessment. At least one (1) of your resources must be in an ICT format. Your resources must include opportunities for students to demonstrate (or communicate) their learning (of the identified area of literacy) to either the teacher or their peers. Your resources should be sequenced, building on students' acquired skills/knowledge as they move from one resource to the next <p>Part B: Written rationale (approx. 1000 words)</p> <ul style="list-style-type: none">- An accompanying written rationale will be submitted that outlines the following:- Rationale for the aspect of literacy (and/or numeracy) chosen as the focus for your assignment (i.e. why is this area of literacy/numeracy relevant to your subject area?)- A rationale for the resources produced, how they will be used in the classroom, alignment to the NESA Syllabus (including stage/topic/outcomes), explicit links to the NSW Quality Teaching model, and references for all material included (including images)- A plan for the differentiation of each resource to cater for a range of students. <p>Please note: The marker must be able to access all aspects of the project during the marking period (web links, online sites that require password access, etc.).</p>
Weighting	40%
Length	2000 words or equivalent
Due Date	Friday 22nd March, 11.59PM
Submission Method	Online
Assessment Criteria	Please see rubric
Return Method	Online
Feedback Provided	

Assessment 3 - ICT resource package

Assessment Type	Presentation
Purpose	This task requires ITES to work collaboratively to consider how ICT resources can be used for literacies development in their teaching area. Through the development of an ICT resource package, ITES can demonstrate their knowledge about teaching visual and critical media literacies including the use of digital technologies, as well as using a range of ICTs to support literacy learning and engage students. Further, this task will provide the opportunity for ITES to evaluate their peers' resource packages and, respond to the feedback they have received.
Description	<p>Students will work in Learning Area (LA) groups of three (3) to produce the following:</p> <p>Part A – Individual:</p> <ul style="list-style-type: none">- Individually, you are to develop a digital resource to support literacy learning appropriate to your teaching area, providing a rationale (approx 500 words) identifying how the resource may be employed in the classroom, linking specifically to curriculum requirements and how your resource would be used to support literacy learning. <p>Part B – Collaborative:</p> <ul style="list-style-type: none">- Using a provided framework as a guide, you will then evaluate the resource packages of two of your peers, providing constructive feedback. (approx. 200 words per resource). This process will be facilitated online.- You are then required to provide a written response to the peer feedback you have received (100 words) to be included in your final submission. <p>Part C – Resource package (group work):</p> <ul style="list-style-type: none">- As a group you will then collect and evaluate a further selection of resources that are appropriate to your learning area. Please note that these do not need to be original, however must be clearly relevant to the NESA syllabus requirements of your subject area. You will need to include within your package three (3) of the following:<ul style="list-style-type: none">- an interactive digital activity;- a website;- an app;- an educational game;- a software package;- a hardware device that has an application within an educational setting;- a media resource;- or other digital artefact. <p>For each resource listed you will use the provided proforma to explain how the resource would be implemented in the classroom (as well as alignment to syllabus requirements); evaluate the strengths and weaknesses of each resource for the classroom; and. the literacies required to engage with the resource.</p>
Weighting	A groupwork report must be produced and included in the submission of this assignment. 30%
Length	1500 words or equivalent (per ITES)
Due Date	Tuesday, 16th April, 11:59pm
Submission Method	Online
Assessment Criteria	<p>In order to achieve a pass mark, ITES will:</p> <ol style="list-style-type: none">1. Demonstrate technological and pedagogical understanding in employing digital ICTs (safely, ethically and responsibly) for literacy instruction;2. understanding of resource design by constructing high quality activities that support student learning of disciplinary literacies, concepts, and skills;;3. Demonstrate an understanding of multiliteracies, through application of digital artefact to current literature and current education trends; and4. Use of a range of appropriate pedagogical strategies and resources to foster interest and support learning
Return Method	Online
Feedback Provided	Online - . in-person on request

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.
- Email: Students will receive communications via their student email account.

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 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 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/respect-at-uni/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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