EDUP1002
English, Literacy and Learning

Unit of Study Outline

Session 1, 2014

Last revised: Mon, 03 Mar 2014 11:05:58 +1100
Unit of Study Details

Credits: 6
Prerequisites: None
Preparation:

Teaching Staff Details

Unit of study coordinator: Dr. Jon Callow
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Email: jon.callow@sydney.edu.au

Arrangements for student consultation:
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Other staff:
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Assoc Prof Alyson Simpson: alyson.simpson@sydney.edu.au

What is the unit about

Rationale

This unit of study is designed to develop students’ understanding of early language and literacy learning in schools, including the role of children’s literature and key teaching approaches in literacy. It is the first unit of study in the sequence of four units of English to be completed within the Primary program. Unit two will focus on the social nature of language (with an emphasis on literacy in the early years of schooling), unit three will examine the relationship between literacy and informative texts and unit four will develop students’ understanding of how English K-6 is a core factor in planning for teaching in the primary curriculum.

The unit provides an introduction to visiting the primary classroom through exploring K-2 literacy and practice, with a particular focus on how children learn to read and write. You will become familiar with observing children in classrooms, working with young learners over your 3 school visit sessions.

Australian Teaching Standards

1. Know students and how they learn
Focus areas 1.1, 1.2, 1.3, 1.4 are addressed in Assignments 1 and 2-, where observation and assessment of a small group is undertaken and discussed, as well content in the week 8, 9 and11 lectures and tutorials.

2. Know the content and how to teach it
Focus areas 2.1, 2.2 & 2.3 are addressed through the classroom visits and small group assessment and teaching tasks, as well as assessment tasks 1, 2 and 3 (weekly tasks and reader role presentation). Focus area 2.4 is addressed in the lecture in week 8. Focus areas 2.5 is developed by the assessment tasks in school visits and in assignments 2 and 3. Focus area
2.6 is addressed in weekly tasks where students create blogs and create and post audio files as well as begin a digital resources repertoire as part of week 12 content tasks.

3. Plan for and implement effective teaching and learning
Focus areas 3.1, 3.2, 3.3 & 3.4 are addressed in the observation of whole class and small group activities while on school visits, which is also documented in assignments 2 and 3.
Assessment, which includes Focus area 5.1, is also part of assignment 2, where literacy skills are assessed, and then recorded for the assignment. The week 9 lecture and tutorial further support assessment knowledge and practice. Focus area 3.5 is addressed when working with students in small group assessment and literacy tasks.

4. Create and maintain supportive and safe learning environments
Focus areas 4.1 and 4.2 are developed by working with two children as part of assessment and literacy activities in the school visits.

5. Assess, provide feedback and report on student learning
Focus area 5.1, is part of assignment 3, where literacy skills are assessed, and then recorded for assignment 3. The week 9 lecture and tutorial further support assessment knowledge and practice.

**Priority Areas**

4. Literacy and numeracy

Literacy is a key focus of the entire unit of study, as noted in outcomes 1, 2, 3 and 5-9.

**Desired outcomes**

As a result of successfully completing this unit of study students should be able to:

1. Describe introductory concepts about the social construction of literacy. (1.1; 1.3; 2.1)
2. Consider key theoretical approaches to talking, listening, reading and writing in the primary school context. (1.2; 2.1; 2.5; 3.4)
3. Understand the needs of diverse learners, including English as an Additional Language learners. (1.3; 1.4; 2.4)
4. Work collaboratively with peers and cooperating teacher to discuss observations, assist in classroom activities and to prepare and implement small group learning. (2.1; 2.3; 3.5)
5. Develop a knowledge of and an interest in a range of children’s literature, especially picture books, for use with emergent readers and writers. (2.1; 2.2)
6. Gather and collate information to support personal reflective practice, critical reading and small group learning activities. (1.1; 2.1; .5; 3.1; 3.2; 3.4)
7. Demonstrate and reflect on the personal and professional skills needed as a teacher, including planning, critical reading, research, communication and writing skills. (2.1; 2.6; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2)
8. Implement effective literacy assessment and teaching principles and practices with an individual learner / small group. (2.2; 5.1)
9. Demonstrate a range of skills and knowledge needed to work with literacy learners, including English grammar, spelling, handwriting and technology use. (1.1; 1.2; 2.6; 3.4)

**Topics**

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<th>TOPICS</th>
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<td>Section</td>
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<td>ways of thinking about learning</td>
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<td>The Literacy classroom</td>
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<td>language development &amp; functions - Halliday</td>
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<td>English and literacy</td>
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<td>current definitions of literacy</td>
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<td>Children’s literature</td>
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<td>Reading Theory</td>
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<td>register of text</td>
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<td>roles of reader</td>
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<td>cue systems</td>
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<td>lesson observation</td>
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<td>preparation for school visit</td>
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<td>Reading practices in context</td>
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<td>classroom resources</td>
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<td>modelled reading</td>
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<td>comprehension</td>
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<td>using cues to plan lessons</td>
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<td>All types of texts – visual and verbal, purpose and structure</td>
<td>1,2,9</td>
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<td>multimodal texts</td>
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<td>persuasive and information texts</td>
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<td>audience, purpose and structure</td>
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<td>Spoken and written language</td>
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<td>working with English as additional language</td>
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<td>oral language in the classroom</td>
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<td>Assessing young learners in literacy</td>
<td>2,3,4,6,7,8</td>
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<td>assessment</td>
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<td>assessing phonemic awareness and phonics</td>
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<td>comprehension</td>
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<tr>
<td>Teaching Writing</td>
<td>1,2,9</td>
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## Writing with young children
- jointly constructing with young learners
- grammar and literary texts

## Building a digital repertoire of resources for teaching literacy –
- using technology in the classroom
- working with multimodal texts
- building your resources for literacy

### Timetable and Teaching Mode

The Faculty of Education and Social Work requires attendance of at least 90 per cent of all seminars, workshops or lectures. Where a student is unable to attend at the required rate evidence of illness or misadventure may be required and the student may be required to undertake extra work. Students should discuss the circumstances of their absence(s) with the co-ordinator of the unit of study.

Where a student is unable to attend at the required rate, excuse may be granted for limited periods on the production of evidence of illness, misadventure or Leave of Absence having been granted. For longer periods, Special Consideration may need to be applied for. Where an excuse, Special Consideration or Leave of Absence has been accepted, work missed through lack of attendance must be made up independently and accepted as satisfactory before the Unit of Study Coordinator may recommend a final mark and grade. Where no excuse, Special Consideration or Leave of Absence application has been accepted or granted, failure to meet attendance requirements will result in Unit of Study failure. The grade AF (Absent Fail) will be submitted. It is your responsibility to contact your seminar leader in regards to any absence to determine the completion of additional work.

The lecture will be held:
Monday 10-11am

Please refer to your personal timetable for your tutorial group and time.

In addition, students will be involved in 3 school visits. The visits will be organised on Fridays during weeks 5, 9 and 11. You must attend 100% of the 3 school visits; any days missed must be made up. It is your responsibility to ensure that you do not have any clashes with lectures and seminars for other Units of Study on Fridays. The Faculty of Education and Social Work requires attendance of at least 90 per cent of all seminars, workshops and lectures. Where a student is unable to attend at the required rate evidence of illness or
misadventure may be required and the student may be required to undertake extra work. Students should discuss the circumstances of their absence(s) with the co-ordinator of the unit of study.

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Weekly Overview 2014

<table>
<thead>
<tr>
<th>EDUP1002</th>
<th>Topics/ content</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>English and changing education paradigms</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>The Literacy classroom</td>
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</tbody>
</table>
Week 3
English and literacy
- current definitions of literacy
- roles of the reader


**Recommended reading:**

Week 4
Children’s literature
- literary texts
- literacy and literature
- importance of literature


**Recommended reading:**
Spence, B. (2004). Reading aloud to children. PEN - Primary English Teachers Association, 146

Week 5
School Visit 1 – Literacy session with modelled reading of quality literature
<table>
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<tbody>
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<td>- cue systems</td>
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<tr>
<td>- lesson observation</td>
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<tr>
<td>- preparation for school visit</td>
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</tbody>
</table>

### Week 6

Reading practices in context
- classroom resources
- modelled reading
- comprehension
- using cues to plan lessons


**Recommended reading:**


### Week 7

All types of texts – visual and verbal, purpose and structure
- multimodal texts
- persuasive and information texts
- audience, purpose and structure


- Variety of annotated sample texts to support readings.

### AVCC

#### Week 8

**Spoken and written language**
- working with English as additional language
- oral language in the classroom

**Recommended Readings:**

#### Week 9

**Assessing young learners in literacy**
- assessment
- assessing phonemic awareness and phonics
- comprehension

**School Visit 2 – Literacy session with modelled reading and reading strategy taught with phonics focus**


#### Week 10

**Teaching Writing**
- register of text
- levels of text
- teaching learning model
- literary recount

**Recommended Readings:**
- Appendix 2 – Text types pp. 183-198
Week 11
Writing with young children
- jointly constructing with young learners
- grammar and literary texts

School Visit 3 – Literacy session with a joint construction of text with the children


Recommended readings:

Week 12
Lecture only – tutorial is online blog task
Building a digital repertoire of resources for teaching literacy –
- using technology in the classroom
- working with multimodal texts
- building your resources for literacy


Assessment

Assessment policies

All assessment in this Unit of Study occurs in conformity with the policies of the Faculty of Education and Social Work as outlined on the Faculty web-site. Please refer to this on such matters as:

• Marking and grading
• Questioning a mark
• Submitting an assignment
• Exams
All students enrolled in this Unit of Study are expected, without exception, to familiarise themselves with these policies. They are available at the following web-site:

http://sydney.edu.au/education_social_work/current_students/assistance_forms/policies.shtml

All assignments must be submitted with the Faculty cover-sheet attached and completed. This is available from the Faculty of Education and Social Work web-site (http://sydney.edu.au/education_social_work/current_students/assistance_forms/resources/assignment_coversheet.pdf).

The University of Sydney has adopted severe but fair procedures for dealing with plagiarism. It is imperative that students understand what constitutes plagiarism. The threat of being accused of plagiarism is generally relieved by expert referencing of your assignments. If you are not sure how to reference well, please refer to the publications of the Faculty mentioned above, and in particular the following web-site:


### Assessment tasks in this unit of study

<table>
<thead>
<tr>
<th>Task</th>
<th>Weight</th>
<th>Word count</th>
<th>Due date</th>
<th>Outcomes</th>
<th>Australian Teaching Standards</th>
</tr>
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<tbody>
<tr>
<td>School Visits</td>
<td>P/F</td>
<td>N/A</td>
<td>See submission instructions</td>
<td>3,4,5,6,7,8,9</td>
<td>1.1, 1.2, 1.3, 1.4 ; 2.1, 2.2, 2.3 &amp; 2.5; 3.1, 3.2, 3.3, 3.4 &amp; 3.5; 4.1,4.2</td>
</tr>
<tr>
<td>Tutorial tasks - compulsory requirement as part of attendance &amp; contribution to the weekly tutorials.</td>
<td>These tasks are required for your contribution to the weekly tutorials.</td>
<td>See submission instructions</td>
<td>1,2,7,9</td>
<td>1.1, 1.2, 1.3, 1.4 ; 2.1, 2.2, 2.3 &amp; 2.6; 3.1</td>
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</tbody>
</table>
1. School Visits

**Due date for completion:** See submission instructions

**Submission instructions:**
You must attend all school visits in weeks 5, 9 and 11

**Detail:**

**School Visits**
In order to complete assignments 2 and 3, you must attend the three school visits. You will see a demonstration lesson then work with a young learner on short learning and assessment activities. You will need to prepare for each visit and use the supplied observation guide to take notes. These notes will be submitted as part of assignments 2 & 3 as well as form part of the data you use to complete the assignments.

**Assessment criteria:**
To pass the unit of study you must have attended each of the school visits

2. Tutorial tasks - compulsory requirement as part of attendance & contribution to the weekly tutorials.

**Due date for completion:** See submission instructions

**Submission instructions:**
Most tasks require you to bring a hard copy to tutorials each week, while some will be online.

**Detail:**
See Blackboard site / class blog for full details of each weekly task.
http://2014edup1002englishliteracylearning.wordpress.com

**Assessment criteria:**
Each task is outlined in detail on the links in the Blackboard website. The tasks complement your weekly readings, the group task and your professional experience. Each one will be checked and all need to be completed in order to pass the unit.

**3. Assignment 1 - Reading Role circles**

**Due date for completion:** See submission instructions
**Submission instructions:**
To be completed in class in weeks 5 and 9
Small groups and dates will be determined in the week 2 tutorial

**Detail:**
**Reading Roles tutorial Activity 20% (equivalent to 800 words)**
Oral group activity is presented in tutorials week 5 and 9.

This assignment requires you to prepare and present in writing a reading role that you will be participating in during tutorials. The purpose of the task is to deepen your own understanding of the reading as well as support your group’s understanding of the reading.

1. Form a reading role group of 4-5 members in week 2. (Reading roles will be discussed in tutorials in where further instructions will be given)
2. Each group member is assigned a reader role that you will prepare for the set readings for weeks 5 and 9. You will be assigned a different reader role for the second presentation.
3. Each group member prepares for their role. Provide reader role ideas and materials (where needed) to stimulate your group’s oral response to the reading during the tutorials in weeks 5 and 9. You will be given 5 minutes to present your role in the group, engaging them in discussion about the key ideas from the reading that your role explores.
4. In class the following week you then submit a 300 word written reflection on the set reading, plus 100 words on how your understanding was developed by participation in the group.

**Assessment criteria:**
- Demonstrate understanding of key concepts when implementing reader roles
- Demonstrate understanding about key concepts from the set readings
- Demonstrate ability to collaborate in an educational context.
- Clarity of written and oral expression (including accuracy, spelling, grammar, punctuation, use of language, expression of ideas)

Compulsory requirements to be met for this assignment:
The demonstrated ability to fluently read and understand written texts is a necessary prerequisite for successful achievement of this assignment task.

The use of appropriate language, grammar, spelling and punctuation is a necessary prerequisite for successful achievement of this assignment task.

The ability to create and respond appropriately to spoken texts is a necessary prerequisite for successful achievement of this assignment task.

4. Assignment 2 - Teaching reading and children’s literature

Due date for completion: Thursday April 17th 4pm
Submission instructions:
Thursday April 17th  4pm in the assignment box with EDUP1002 label. On level 4 of the Education Building
You must attach a cover sheet with your name, ID and your tutor's name and tutorial day and time.

Detail:
Assignment 2 – 45% - 2200 Words
How can we use children’s literature when teaching reading?

This assignment is based on your first school visit, where you will observe a demonstration lesson then work in pairs with two students in a book selection activity. In order to answer the question for this assignment, you will need to include the following sections in your assignment:

• Define and discuss quality children’s literature. Cite an example from your school visit (used by teacher or in your sharing session with child)
• Using relevant theory and references, explain what roles reading involves (as in Luke & Freebody) and how children’s literature helps to develop these reader roles
• Discuss reading practices that are appropriate to use in the K-2 classroom, citing examples from your classroom visit as well as using appropriate references

You will need to draw on your readings, lecture and tutorial notes and your school visits. When discussing the points above, you should not just describe what you saw but use the readings/ lectures to analyse and reflect on the information you present.

Include a number of different items from your school visits as appendices for this assignment. Use the proformas provided:

• Original (handwritten) observation notes from the demonstration lesson
• Original (handwritten) observation notes in the book selection activity
• A list of four children’s books you took to share with your child, with a short explanation about why you chose each book.

Assessment criteria:

• Aspects – all aspects of the question are addressed
• Communication skills- general development of logical thought, relevant information, moving to synthesis and critical reflection.
• Appendix items - All items are included
• **Quality of inclusions** - previous three criteria points show depth, appropriate content and use of theory, readings and unit content where relevant.

• **Clarity of expression** – (including accuracy, spelling, grammar, punctuation, use of language, expression of ideas). Able to write clearly and in an academic style, using APA referencing style correctly.

**Compulsory requirements to be met for this assignment:**
The demonstrated ability to fluently read and understand written texts is a necessary prerequisite for successful achievement of this assignment task.
The use of appropriate language, grammar, spelling and punctuation is a necessary prerequisite for successful achievement of this assignment task.

5. Assignment 3- Teaching reading and writing in an inclusive classroom

**Due date for completion:** Tuesday 10th June by 5pm

**Submission instructions:**
Place in the box labelled with the unit no. and title "EDUP1002 Language, the learner and school' on level 4 of the Education Building.

**Detail:**

**Assignment 3 – 35% -2500 words**

**How can we teach and assess reading and writing in an inclusive classroom?**
For this assignment, you should address the following areas:

• Describe what different elements and activities should be in a literacy session for K-2 learners.

• Using your observation notes from your second school visit, explain how letter / sound knowledge can be taught as part of reading. Report on one way you can assess phonics/phonemic awareness citing observations with your young learners. What outcomes and content descriptors were evident from your assessment?

• Discuss the importance of jointly constructing texts with students

• What activities from your school visits would also support Aboriginal students or students learning English as an additional language or dialect (EAL/D)? Explain needs of EAL/D students and how your chosen activities would support their learning.

You should use examples from your observation notes and assessment of your learner to illustrate your points, as well as using supporting references from the set readings.

You will need to include a number of items from your school visits as appendices for this assignment:

• Original (hand written) observation notes from the demonstration lessons from visits 2 and 3

• Original (hand written) notes from the activities in which you observed your student’s phonics/phonemic awareness and their writing development during visits 2 and 3

• A sample of your student’s writing, annotated with the content descriptors from your observation.
Completion of your week 12 Digital Repertoire Blog posts is required as part of your completion of this assignment. See Blackboard for details of this task.

Assessment criteria:

• **Aspects** – all aspects of the question are addressed

• **Communication skills** - general development of logical thought, relevant information, moving to synthesis and critical reflection.

• **Appendix items** - All items are included, including satisfactory completion of blog postings

• **Quality of inclusions** - previous three criteria points show depth, appropriate content and use of theory, readings and unit content where relevant.

• **Clarity of expression** – (including accuracy, spelling, grammar, punctuation, use of language, expression of ideas). Able to write clearly and in an academic style, using APA referencing style correctly.

Compulsory requirements to me met for this assignment:
The demonstrated ability to fluently read and understand written texts is a necessary prerequisite for successful achievement of this assignment task.
The use of appropriate language, grammar, spelling and punctuation is a necessary prerequisite for successful achievement of this assignment task.

Student evaluation

*We welcome feedback on this Unit of Study. Please take the time to offer constructive written feedback at the end of the semester. The teaching team is committed to the participation of learners in the process of planning and evaluation of courses.*

*The following changes have already been made to this Unit of Study as a result of student feedback:*

Feedback from the 2012 cohort was very positive, with over 83% of student evaluations showing agreement or strong agreement with aspects of the unit, such as relevance, engaging teaching, motivation, relevance of assessment and effective communication. 99% of students noted overall satisfaction with the unit.

References and readings

*All Required Readings for this unit of study can be located in the Resource Book.*

The essential texts for this unit of study are:

EDUP1002 Literacy, learning and professional Experience 1 Book of Readings 2014 (*The book of readings for this unit may be purchased from University Printing Service.)*

**Recommended Reading**

Board of Studies, N. S. W. (2013). *NSW syllabus for the Australian curriculum: English K-10 Syllabus*: Board of Studies NSW.