EDST8208

Teaching English in the Primary School 3

Session 1, In person-scheduled-weekday, North Ryde 2022

Macquarie School of Education

Contents

Disclaimer

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General Information

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Credit points
10

Prerequisites
EDST8207

Corequisites

Co-badged status

Unit description

This unit builds on knowledge and skills developed in EDST8206 and EDST8207. The unit extends students' understanding of teaching principles and strategies for promoting the language and literacy skills of diverse learners across the later primary school years, including students with English as an Additional Language or Dialect (EAL/D). Building on EDST8207, the focus of EDST8208 moves from 'learning to read' and 'learning to write' to 'reading to learn' and composing effective written and multimodal texts for a range of purposes and audiences. The unit also examines research-informed ways teachers can use oral language interactions and a range of quality children's literature and everyday texts in Stage 2 and Stage 3 classrooms. The pedagogic emphasis is on a continuous cycle of explicit, systematic, and evidence-based instruction in vocabulary, comprehension, and the composition of written and multimodal texts across the curriculum for students of all capabilities. Collegial, co-operative configurations and relationships underpin work in this unit, and autonomous learning scaffolds skills and reflective capacity needed for continued development as a teacher of English in primary schools.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: Explain and evaluate the role and value of language, literacy and children's literature across the curriculum in later primary school (Yr 3 – 6) contexts.

ULO2: Analyse and evaluate syllabus & research-informed literacy strategies for students from diverse backgrounds in the later years of primary school.

ULO3: Design and critique creative, evidence-based learning experiences that support the reading and writing development of students in the later years of primary school.

ULO4: Apply knowledge of differentiated literacy instruction to cater for diverse learners.

ULO5: Develop strategies for and engage in research and reflexive practice to ensure quality student outcomes and nurture evidence-based practice.

General Assessment Information

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.

- Please type all assignments using 12-point font and 1.5 spacing.

- All assessments must be submitted through Turnitin in .doc or .pdf format

- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.

- Faculty assignment cover sheets are NOT required. (In fact, they just create more scrolling for markers using Turnitin, so please don't use them in EDST8208.)

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.

- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.

- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.

- Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

- Students should regularly save a copy of all assignments before submission.

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: https://students.mq.edu.au/study/my-study-program/special-consideration

- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via https://ask.mq.edu.au/. This will ensure consistency in the consideration of such requests is maintained.

- **Late submissions:** Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply - **10/100 marks of credit (10% of the total assessment weighting) will be deducted per day for assignments submitted after the due date** – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessment - e.g., quizzes, online tests. A zero result for the assignment will be recorded after the late submission period has ended if no task has been received.

- If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a re-assessment of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria**. Evidence from your assignment must be provided to support your judgements.

Note:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.

- The outcome of a re-mark may be **a higher/lower or unchanged grade**.

- Grades are standards referenced and effort is NOT a criterion.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the assessment policy: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass)	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Note: *If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of the placement.*

Withdrawing from this Unit

If you are considering withdrawing from this unit, please seek academic advice via https://ask.mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due
Task 1	50%	No	6 April 2022 (Week 7)
Task 2	50%	No	1 June 2022 (Week 13)

Task 1

Assessment Type [1]: Report
Indicative Time on Task [2]: 40 hours
Due: **6 April 2022 (Week 7)**
Weighting: **50%**

Report (3000 words)

Selection and justification of multimodal text choices. Based on a unit of work in a given KLA and for a nominated class, students use data and other evidence to select and justify the suitability of a range of disciplinary texts for a specified case study.

A) Selection and annotations: Students will select and complete research and Syllabus supported annotations of three excerpts to demonstrate the suitability of chosen texts

B) Syllabus and scholarly justifications: Students will substantiate their choices with at least 10 relevant academic readings. Students should also explain the teaching strategies they would use to teach the texts. Students should also consider integration with other KLAs

On successful completion you will be able to:
- Explain and evaluate the role and value of language, literacy and children's literature across the curriculum in later primary school (Yr 3 – 6) contexts.
- Analyse and evaluate syllabus & research-informed literacy strategies for students from diverse backgrounds in the later years of primary school.

- Design and critique creative, evidence-based learning experiences that support the reading and writing development of students in the later years of primary school.
- Apply knowledge of differentiated literacy instruction to cater for diverse learners.
- Develop strategies for and engage in research and reflexive practice to ensure quality student outcomes and nurture evidence-based practice.

Task 2

Assessment Type [1]: Learning plan
Indicative Time on Task [2]: 40 hours
Due: **1 June 2022 (Week 13)**
Weighting: **50%**

Adaptation of published unit of work (3000 words)

A) Adaptation & annotations: Students will adapt a published unit of work to support learners with diverse abilities to understand how meaning is constructed through a range of language modes in disciplinary texts.

B) Research-informed justification. Students will elaborate and justify their differentiated teaching with reference to Syllabus and academic readings.

On successful completion you will be able to:
- Explain and evaluate the role and value of language, literacy and children's literature across the curriculum in later primary school (Yr 3 – 6) contexts.
- Analyse and evaluate syllabus & research-informed literacy strategies for students from diverse backgrounds in the later years of primary school.
- Design and critique creative, evidence-based learning experiences that support the reading and writing development of students in the later years of primary school.
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[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

2 Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Prescribed and recommended readings

Compulsory Text:

Derewianka, B & Jones, P. (2016). *Teaching language in context* (2nd ed.). Oxford University Press.

Some literary texts for children will also be set as compulsory readings, and advised on iLearn.

Highly recommended text:

Thomas, D., & Thomas, A. (Eds.) (2021). *Teaching and learning Primary English.* Oxford University Press.

Recommended additional texts:

Beck, I.L., McKeown, M.G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction* (2nd ed.). The Guildford Press.

Carnine, D.W., Silbert, J., Kame'enui, E.J., Slocum, T.A., & Travers, P.A. (2017). *Direct instruction reading* (6th ed.) Pearson. [Chapter 21: Direct instruction in content area reading, pp. 234–275]

Cremin, T. (2015). *Teaching English creatively* (2nd ed.)*.* Routledge.

Derewianka, B. (2020). *Exploring how texts work* (2nd ed.). Primary English Teaching Association Australia.

Carnine, D.W., Silbert, J., Kame'enui, E.J., Slocum, T.A., & Travers, P. (2017). *Direct Instruction Reading (6th ed.)* (pp. 234-275: Chapter 21: Direct Instruction in Content Area Reading). Pearson.

Cremin, T. (2015). *Teaching English creatively*. London & New York: Routledge.

Flint, A.S., Kitson, L., Lowe, K., Shaw, K., Humphrey, S., Vicars, M., Rogers, J., & Ware, S. (2020). *Literacy in Australia: Pedagogies for engagement* (3rd ed.). Pearson.

Graham, S., MacArthur, C.A., & Fitzgerald, J. (2013). *Best practices in writing instruction*. The Guildford Press.

Graham, S., MacArthur, C.A., & Hebert, M. (eds). (2018). *Best practices in writing instruction* (3rd ed.). Guildford Press.

Hammond, J., & Miller, J. (Eds.) (2015). *Classrooms of possibility: Supporting at-risk EAL students.* Primary English Teaching Association Australia.

Harper, H., & Feez, S. (Eds.)(2021). *An EAL/D Handbook: Teaching and learning across the curriculum when English is an additional language or dialect.* PETAA.

Henderson, R. (Ed.)(2019). *Teaching literacies: Pedagogies and diversity (2nd edition)*. Oxford

University Press.

Humphrey, S., Droga, L., & Feez, S. (2012). *Grammar and meaning* (2nd ed.). Primary English Teaching Association Australia.

Humphrey, S. & Vale, E. (2020) *Investigating model texts for learning*. Primary English Teaching Association Australia.

Johnston, R. R. (2017). *Australian literature for young people.* Oxford University Press, Australia.

McDonald, L. (2017). *A literature companion for teachers (2nd ed.).* Primary English Teaching Association Australia.

Milton, M. (Ed.) (2017). *Inclusive principles and practices in literacy education.* Emerald Publishing Limited.

Morgan, A-M., Comber, B., Freebody, P., Nixon, H. (2014). *Literacy in the middle years: Learning from collaborative classroom research.* Primary English Teaching Association Australia.

Richardson, J.S., Morgan, R.F, & Fleener, C.E. (2012). *Reading to learn in the content areas* (8th edition). Cengage Learning.

Rose, D., & Martin, J. R. (2012). *Learning to write, reading to learn: Genre, knowledge and pedagogy in the Sydney School*. Equinox.

Simpson, A., White, S., Freebody, P., & Comber, B. (2013). *Language, literacy and literature.* Oxford University Press.

Stuart, M., & Stainthorp, R. (2015). *Reading development and teaching.* SAGE.

Wing Jan, L. & Taylor, S. (2020). *Write ways*. (5th ed.). Oxford University Press.

Wolsey, T.D. & Lapp, D. (2016). *Literacy in the disciplines: A teacher's guide for Grades 5 – 12*. Guilford Press.

Zbaracki, M. (2015). *Writing right with text types.* Oxford University Press.

iLearn site

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted there, as will other relevant unit notices and materials.

Various activities and materials for discussion and tutorial preparation will be provided. Electronic links and suggested references will be included in the Leganto section, which is linked to the library. Please check the *iLearn* site for the unit regularly.

Lectures

Lectures will be available on the web through the Echo360 component. You must *listen to and view* all lectures. PowerPoint slides will be available in the Echo360 section. You are encouraged to create your own notes, however, rather than only downloading slides.

Access and technical assistance

Information for students about access to the online component of this unit is available at https://ilearn.mq.edu.au/login/index.php. You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

No extensions will be given for any technical issues. Allow enough time for uploading your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

• **Internet access**: The i*Learn* site contains materials for this unit; it is also required for the online submission of all assessment tasks, and for the use of Turnitin submission for ALL tasks.
• **Word processing, visual representations, and document formatting**: You are required to use an appropriate form of software to present your assignments.
• **Uploading** of assessment tasks to **iLearn**.

Structure

The unit will be delivered using a combination of lectures and tutorials. There will be a weekly 1-hour lecture. All lectures will be recorded and available in Echo360. Weekly 2-hour tutorials/ workshops will be held for 'weekday attendance' [internal] students, while 'infrequent attendance' [external] students will have two half-day on-campus sessions. All MTeach units include an option for students unable to attend campus.

In tutorials and at the on-campus sessions (as relevant to their enrolment mode), students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. Students are required to participate in small group activities and whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. Sometimes short 'homework' tasks will be set, which also need to be completed as tutorial preparation. The weekly program for the course with the accompanying

readings/ preparation will be available on the unit iLearn site.

Unit Schedule

Module 1 Introduction: Language, literacy and children's literature

This module will provide an orientation to the unit, and revisit some of the key knowledge that students are expected to bring to this unit from earlier ones, with a focus on this knowledge as foundational for supporting students to engage with and create effective imaginative, persuasive and informative texts in Years 3-6.

Module 2 Reading for learning and student engagement

This module helps students understand the explicit teaching and assessment of reading comprehension appropriate to learners in Years 3-6. Based on research evidence related to teaching reading, students develop ability to design units of work and teaching plans that incorporate children's literature alongside other quality multimodal texts and the effective use of literacy teaching strategies, including ICT that cater to learner diversity.

Module 3 Writing in the later primary school years

This module draws on research evidence about writing pedagogies to help students understand the explicit teaching of writing appropriate to the level of young learners. It also develops students' knowledge of a range of resources and strategies, including ICT to support literacy learning and provide additional support to cater for student diversity.

Module 4 English teaching for all capabilities and revision

This unit focuses on understanding the pervasive nature of literacy and its role in everyday situations, and the importance of home and community literacy practice. It will raise students' awareness of specific strategies to cater for students of diverse abilities, including students with EALD (English as an Additional Language or Dialect).

For further details, please refer to the iLearn site, where a unit schedule will be made available.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy

- Fitness to Practice Procedure
- Assessment Procedure
- Complaints Resolution Procedure for Students and Members of the Public
- Special Consideration Policy

Students seeking more policy resources can visit Student Policies (https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.

School of Education Procedures

In addition, the following policies and procedures of the Macquarie School of Education are applicable in this unit.

Attendance

All Internal tutorials begin in Week 1 of Session.

Activities completed during weekly tutorials (internal/'weekday') or on campus days (external/'infrequent') are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit and to meet the AITSL Graduate Teacher Standards.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Master of Teaching (Primary and Secondary)

The Master of Teaching is a professional, NESA accredited qualification. Attendance at all synchronous activities, completion of non-synchronous formative/diagnostic class tasks and involvement in professional forums is **mandatory.** *All students must meet the 80% attendance requirement.*

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials

- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official MQ Student Email Address [Note: Please do not email staff from any email account other than your uni email account.]

- The Dialogue function on iLearn

- Other iLearn communication functions

External Students

1. The two half-day on-campus sessions on March 26 and April 30, 9am-1pm, are essential to student engagement and learning, and attendance is compulsory. Failure to attend, or to have an approved Special Consideration, may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.

2. Prior to each on-campus session, you should have read the prescribed readings and listened to the lectures. Summarise the main points, and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.

3. Please make effective use of the online component of the unit and

access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

On-campus sessions

There are two half-day on-campus sessions in this unit:

- 26 March 2022 (Saturday)
- 30 April 2022

Further details and any updates about times and locations will be posted on iLearn as an Announcement.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
- Access StudyWISE
- Upload an assignment to Studiosity
- Complete the Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

Student Services and Support

Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual assault
- Social support including information about finances, tenancy and legal issues

Student Enquiries

Got a question? Ask us via AskMQ, or contact Service Connect.

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/ offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.