



EDST3100

Teaching English Language and Literacies in the Early Primary School Years

Session 2, Online-scheduled-weekday 2023

Macquarie School of Education

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Disclaimer

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General Information

Unit convenor and teaching staff

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Credit points

10

Prerequisites

160cp at 1000 level or above including EDST2100 or EDST210

Corequisites

Co-badged status

Unit description

This unit engages students in a study of English language and literacy pedagogy in the early primary school years, with a focus on "learning to read" and "learning to write". This unit covers evidence-based teaching instruction for promoting language and literacy skills across the transition to school and early primary school years. It emphasises the need for a continuous cycle of explicit, systematic, and evidence-based instruction for all students. It also introduces strategies for supporting children in learning to read and write through a range of quality everyday and literary texts, and in ways that consider children's oral language development and diverse linguistic and cultural experiences.

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 the role and value of language, literacy and literature across the curriculum in prior-to-school and school (K–6) contexts.

ULO2: Design explicit and systematic literacy and language learning experiences that are engaging and motivating to a broad range of students.

ULO3: Critically reflect upon pedagogy and appropriate evidence-based teaching

strategies for quality literacy learning experiences.

ULO4: Analyse significant issues in literacy education drawing upon current research, policies, curriculum and practices.

ULO5: Collaboratively demonstrate competence in personal use of language and literacy in a variety of forms, including ICT.

ULO6: Develop understanding of the requirements of a Graduate Teacher.

General Assessment Information

This section provides students with general information about assessment tasks and how to submit them.

- Students should be aware of and apply the University policy on academic honesty (see: <https://policies.mq.edu.au/document/view.php?id=3>)
- Unless a Special Consideration (see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>) request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of, 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11:55pm. A 1-hour grace period is provided to students who experience a technical issue. This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc).
- Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.
- Please format assessments using 12-point font and 1.5 spacing.
- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.
- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.
- Word limits are strictly applied. Work above the word limit will not be marked.

- All assessments are marked using a clear marking scheme or a rubric.
- Marking of all assessments is moderated by the Unit Convenor.
- Applications for extensions must be made via AskMQ (<https://ask.mq.edu.au/>).
- It is not the responsibility of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Units with Quiz Assessments

Quizzes are an individual assessment task and **MUST BE COMPLETED** by each student individually. Similarities in responses between students will be checked and investigated for possible collusion.

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. For Professional Experience units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds. 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.

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 your course progression.

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
Key competencies hurdle task	0%	Yes	23:55, 28/08/2023
Major assignment 1	50%	No	23:55, 8/09/2023
ASSET survey	5%	No	23:55, 06/10/2023

Name	Weighting	Hurdle	Due
Major assignment 2	45%	No	23:55, 01/11/2023

Key competencies hurdle task

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 1 hours

Due: **23:55, 28/08/2023**

Weighting: **0%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Students demonstrate knowledge of phonics and phonological awareness. This is assessed by students completing an online quiz. This is a hurdle task and students repeat the task until they receive a 90% or higher grade for the quiz.

On successful completion you will be able to:

- Explain the role and value of language, literacy and literature across the curriculum in prior-to-school and school (K–6) contexts.
- Develop understanding of the requirements of a Graduate Teacher.

Major assignment 1

Assessment Type ¹: Lesson plan

Indicative Time on Task ²: 35 hours

Due: **23:55, 8/09/2023**

Weighting: **50%**

Group component (Part A). In a group, students design a thematic sequence of four lesson plans that span across the six language and literacy modes for a group of target learners in K–2. The unit should align with the literacy profile of an assigned school. The unit must include a one-page unit overview and a 400 word rationale for the choice of texts and overall coherence of the learning sequence.

Individual component (Part B). Students submit a summary and justification of resources mentioned in the one of the four lesson plans and planning for assessment. Students will provide research-referenced rationales for the specific literacy pedagogies applied in one of the four lesson plans. (700 words)

On successful completion you will be able to:

- Explain the role and value of language, literacy and literature across the curriculum in prior-to-school and school (K–6) contexts.
- Design explicit and systematic literacy and language learning experiences that are engaging and motivating to a broad range of students.
- Critically reflect upon pedagogy and appropriate evidence-based teaching strategies for quality literacy learning experiences.
- Analyse significant issues in literacy education drawing upon current research, policies, curriculum and practices.
- Collaboratively demonstrate competence in personal use of language and literacy in a variety of forms, including ICT.

ASSET survey

Assessment Type **1**: Participatory task

Indicative Time on Task **2**: 3 hours

Due: **23:55, 06/10/2023**

Weighting: **5%**

Completing the Annual Student Survey of Education for Teaching (ASSET) forms part of the assessment for this unit. The survey is in 5 parts and students will be awarded 1% for completion of each part.

On successful completion you will be able to:

- Develop understanding of the requirements of a Graduate Teacher.

Major assignment 2

Assessment Type **1**: Portfolio

Indicative Time on Task **2**: 31 hours

Due: **23:55, 01/11/2023**

Weighting: **45%**

Extending on the design of the four lessons in Task 2 and based on a professional experience: submit two additional lesson plans designed with a focus on: (1) learning to read and (2) learning to write. The two lesson plans must include how students would cater for adjustment and extension of the individual learners in the class based on the professional experience classroom.

Students need to recommend and justify two additional learning resources to support the lesson plans.

On successful completion you will be able to:

- Explain the role and value of language, literacy and literature across the curriculum in prior-to-school and school (K–6) contexts.
 - Design explicit and systematic literacy and language learning experiences that are engaging and motivating to a broad range of students.
 - Critically reflect upon pedagogy and appropriate evidence-based teaching strategies for quality literacy learning experiences.
 - Analyse significant issues in literacy education drawing upon current research, policies, curriculum and practices.
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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

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 here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and students enrolled in INFQ mode are especially encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures if you do not attend these 'live'.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

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.

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Log a request: help.mq.edu.au.

On Campus: Ground floor at 18 Wally's Walk

Other useful information about how the teaching is structured. Suggested wording below. Please amend for your unit.

Structure

The unit structure can be found in the university timetable <https://timetables.mq.edu.au/2023/> In the tutorial 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. There will be a supporting iLearn site for the unit providing additional readings, links and materials.

The weekly program for the course with the accompanying readings/ preparation is available on the unit iLearn site

Unit Schedule

The weekly program for the course with the accompanying readings/ preparation is available on the unit iLearn site

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](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 \(https://students.mq.edu.au/support/study/policies\)](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 \(https://policies.mq.edu.au\)](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](#).

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 Advocacy](#) provides independent advice on MQ policies, procedures, and processes

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.

School of Education Procedures

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

Attendance for undergraduate units

See the university timetable for information about when classes begin in this unit. <https://timetables.mq.edu.au/2023/>

Activities completed during weekly tutorials (internal/DAY or ONLINE DAY mode) or on campus days (external/INFQ mode) 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 and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken. Make up tasks may be given if attendance is missed to ensure all content is covered to meet accreditation requirements.

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.

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
- The Dialogue function on iLearn
- Other iLearn communication functions

Fail Rule

General Coursework Rule 17 stipulates that where a student is enrolled in a practical, clinical or Professional course with fitness to practice requirements:

- if a student fails one practical, clinical or professional activity they may be permanently excluded from that course; or
- if a student fails an essential unit twice or fails the equivalent of 20 credit points they may be permanently excluded from further enrolment in that course.

Students completing a double degree will be able to continue with their other degree program provided they meet the academic progression requirements of the Academic Progression Policy.

Students completing a single Education degree (such as the BTeach/MTeach) are advised to seek academic advice.

5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course.

Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling.

In this unit, you will learn using the 5Rs framework in the following important ways:

Reflexive in their teaching practice. Students reflect upon Task 2 feedback to inform Task 3. Both Task 2 and 3 include a reflective evaluation component.

Responsive to students, colleagues, parents and professional communities. In Tasks 2 and 3, students will design explicit and systematic literacy and language learning experiences that are engaging and motivating to a broad range of students. Task 3 specifically requires students to cater for adjustment and extension of target learners.

Ready to learn. Students engage collaboratively in small group discussions in tutorials, based on professional reading and engagement with lectures. Students demonstrate preparedness to learn as they develop mastery of key competencies relevant to teaching handwriting, phonological awareness and phonics in Task 1. In developing group-based assessment tasks, students collaboratively demonstrate competence in personal use of language and literacy in a variety of forms, including ICT.

Research-engaged throughout their career. Students critically reflect upon pedagogy and appropriate evidence-based teaching strategies for quality literacy learning experiences. They analyse significant issues in literacy education drawing upon current research, policies, curriculum and practices. In both Tasks 2 and 3, students use a research-informed approach to complete the tasks.

Unit information based on version 2023.02 of the [Handbook](#)