



EDST3100

Teaching English Language and Literacies in the Early Primary School Years

Session 2, Online-scheduled-weekday 2024

Macquarie School of Education

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Disclaimer

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General Information

Unit convenor and teaching staff

Ruth French

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Please email to organise a time if you would like a meeting with me.

Tutor

Catherine Martin

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Tutor

Rosemary Dunn

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Tutor

Susan Markose

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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

- 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 unless specifically advised otherwise in the task instructions.
- 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.

Quiz Assessments

Quizzes are an individual assessment task and **MUST BE COMPLETED by each student individually**.

Academic integrity, including use of artificial intelligence tools

In accordance with the Academic Integrity Policy a student must take responsibility, be proactive, take ownership and hold oneself responsible for ensuring all information and content, including citations and references in their assessment, have been generated and communicated in an ethical, honest and responsible manner. Failure to show responsibility by checking the accuracy and integrity of your own content, citations and references, or the submission of falsified content, is a breach of the Academic Integrity Policy.

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 (PEX) 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.

Descriptive Criteria for awarding grades in the unit

To meet the unit outcomes and successfully pass this unit, students should attempt all assessment tasks.

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 <https://ask.mq.edu.au>

Assessment Tasks

Name	Weighting	Hurdle	Due
Key Competencies Task	0%	Yes	23:55 26/08/204
Major assignment 1	50%	No	23:55 08/09/204
ASSET survey	5%	No	23:55 11/10/2024
Major assignment 2	45%	No	23:55 03/11/2024

Key Competencies Task

Assessment Type [1](#): Quiz/Test

Indicative Time on Task [2](#): 1 hours

Due: **23:55 26/08/204**

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 08/09/204**

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 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 11/10/2024**

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 03/11/2024**

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.

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

Unit Readings

Required Text:

Fellowes, J. & Oakley, G. (2024). *Language, literacy and early childhood education* (4th ed.). Oxford University Press.

Students may use the previous edition of this textbook if that is what they already own from a previous unit of study.

Curriculum Document:

NSW Education Standards Authority. (2022). *English K–10 syllabus*. <https://curriculum.nsw.edu.au>

[u/learning-areas/english/english-k-10-2022/overview](https://unitguides.mq.edu.au/unit_offerings/163308/unit_guide/print)

Structure

The unit will be delivered using a combination of lectures and tutorials.

Lectures

Lectures are pre-recorded and are available along with lecture slides from the iLearn site's Echo360 component. Students **must listen to and view all lectures**, making use of the full multimodal text of the lectures (i.e., not merely listening without watching). **It is expected that students will engage in the active learning strategy of note-making**, that is, creating their own notes of all lectures. This helps to build long-term memory and develop deeper understanding, because selecting key points to write down involves thought and not merely transcription.

There are 10 hours of lecture content across the 10 teaching weeks. A schedule of lectures is available on iLearn.

Tutorials

For ALL students there are **weekly 2-hour tutorials held in Weeks 1 to 10**. Total tutorial time: 20 hours. **Attendance at all tutorials is expected.**

In tutorials, students will discuss issues and questions arising from the lectures and prescribed readings. 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. Students are expected to base their arguments/discussions on evidence from published research and other relevant material. Students attending online tutorials are expected to enact professional courtesies including having their cameras on and engaging fully in the participatory aspects of tutorials, including small group work.

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

Information about the unit 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 here, as will other relevant unit notices and materials.

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 the 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.

Unit Schedule

Week of Session	Content & key information
Week 1	Module 1: Introduction – Language, literacy and children's literature (1 week)
Weeks 2, 3 and 4	Module 2: Learning to read This module develops understanding of the explicit teaching of reading. It includes understanding the pervasive nature of literacy and its role in everyday situations, and the importance of home and community literacy practices. Based on research evidence related to teaching reading, students develop their ability to develop units of work and teaching plans that incorporate the effective use of literacy strategies. Lecture 2: Focus on vocabulary and fluency Lectures 3 and 4: Focus on phonics
Week 5	Module 3: Reading pedagogies for diverse learners This module helps students understand the explicit teaching of reading appropriate to early year learners, with a focus on teaching and supporting English as an Additional Language and/or Dialect (EAL/D) students. Lecture 5: Focus on comprehension
Weeks 6, 7 and 8	Module 4: Learning to write This module helps students understand the explicit of teaching writing appropriate to the level of young learners based on research evidence related to teaching writing, and the feedback required to support learning. It also develops students' knowledge of a range of resources and strategies to support literacy learning and provide additional support to cater for student diversity. Lectures 6, 7 and 8: Learning to write
Sep 16 to 29	MQ recess. This time intended for unit reading and assignment preparations.
Weeks 9 and 10	Module 5: Conclusion and pulling it all together This module helps students understand the literacy demands of the curriculum areas they teach, and develop effective teaching and formative, diagnostic and summative assessment strategies in reading and writing. Lecture 9: An overview of teaching English language and literacies in the early primary school years, including the relationship between learning to read and learning to write. The cycle of ongoing assessment, planning, and instruction. Lecture 10: Using a range of children's literature; ways to organise and program for English and literacy learning in K–2.

Weeks
11 to 13

No classes in EDST3100. Most students will be on professional experience placements in EDST3000.

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 connect.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 the [Service Connect Portal](#), 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

All classes in this unit begin in Week 1. See the university timetable for information about class times and venues: [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](https://unitguides.mq.edu.au/unit_offerings/163308/unit_guide/print)

Activities completed during weekly tutorials (DAY and ONLINE DAY 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. **Attendance at all tutorials 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

This unit is a part of a professional course listed on Schedules 2 and 3 of the Academic Progression Policy. This course has additional requirements that are applicable for the full duration of the course, including course-specific inherent requirements, Fitness to Practice requirements and other compulsory course requirements. It also has rigorous academic progression standards. Inability to meet these requirements may result in a withdrawal of offer of admission and/or permanent exclusion from the course in accordance with the General Coursework Rules.

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 Major Assignment 1 feedback to inform Major Assignment 2. Both Major Assignment 1 and Major Assignment 2 include a reflective evaluation component.

Responsive to students, colleagues, parents and professional communities. In both major assignments, students will design explicit and systematic literacy and language learning experiences that are engaging and motivating to a broad range of students. Major Assignment 2 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 Major Assignment 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 major assignments, students use a research-informed approach to complete the tasks.

Unit information based on version 2024.02 of the [Handbook](#)