



# EDST4100

## Teaching English Language and Literacies in the later Primary School Years

Session 1, In person-scheduled-weekday, North Ryde 2025

*Macquarie School of Education*

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#### Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Unit Convenor

Dr Kerry-Ann O'Sullivan

[kerryann.osullivan@mq.edu.au](mailto:kerryann.osullivan@mq.edu.au)

Contact via iLearn

25WW522

Tutor, Marker

Dr Jennifer Barr

[jennifer.barr@mq.edu.au](mailto:jennifer.barr@mq.edu.au)

Contact via iLearn

Tutor, Marker

Jo Fitzgibbon

[jo.fitzgibbon@mq.edu.au](mailto:jo.fitzgibbon@mq.edu.au)

Contact via iLearn

Tutor, Marker

Dr Catherine Martin

[catherine.martin@mq.edu.au](mailto:catherine.martin@mq.edu.au)

Contact via iLearn

Tutor, Marker

Dr Lisa White

[lisa.white@mq.edu.au](mailto:lisa.white@mq.edu.au)

Contact via iLearn

Credit points

10

Prerequisites

EDST3100 or EDST310

Corequisites

Co-badged status

### Unit description

This unit introduces students to teaching principles and strategies for promoting the language and literacy skills of diverse learners across the later primary school years. Building on EDST3100, the focus of EDST4100 moves from 'learning to read' and 'learning to write' to 'reading to learn' and composing effective written and multimodal texts. The unit will also examine how teachers can use oral language interactions and a range of quality everyday and literary texts in their classrooms. The pedagogic emphasis is on a continuous cycle of explicit, systematic, and evidence-based instruction for all students.

## 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 children's literature across the curriculum in later primary school (Yr 3 – 6) contexts.

**ULO2:** Apply evidence based literacy strategies for students in the later years of primary school.

**ULO3:** Design and implement learning experiences to 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.

## General Assessment Information

### General Submission Information

Please format assessments using 12-point font and 1.5 spacing.

All assessments must be submitted electronically. Turnitin plagiarism detection software is used to check all written assessments. It is the responsibility of all students to ensure that their submitted work is in a format compatible with Turnitin software for plagiarism checking. Submissions must meet the required file type and formatting specifications outlined in the assessment guidelines. Failure to submit work in an acceptable format may result in delays in processing your submission and potential penalties for non-compliance with assessment requirements. If you are unsure about the file format or have technical difficulties, it is your responsibility to seek assistance before the submission deadline. Students should be careful to 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. 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 contact the unit convenor.

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.

Word limits are strictly applied. Work above the word limit will not be marked.

### **Use of Artificial Intelligence (AI)**

Students should be aware of and apply the University policy on academic integrity (see: <https://policies.mq.edu.au/document/view.php?id=3>). Any student suspected of using unauthorised AI in an assignment will be referred to the Faculty of Arts Discipline Committee. Penalties can include reduced marks for an assessment, being awarded '0' for a task, failing an entire unit, being excluded from a course of study. Please see each assessment task description/rubric for expectations about AI.

### **Special Consideration / Late Penalties**

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day an assessment is not submitted, up until the 7th day (including weekends) (see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>). Applications for extensions must be made via [Service Connect](#). 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 assessments (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. A Special Consideration outcome may result in a new question or topic.

### **Marking**

All assessments are marked using a rubric.

Marking of all assessments is moderated by the Unit Convenor.

### **University Policy on Grading**

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the [University's Grading System](#) and [University Assessment Policy](#).

To attain a pass or higher grade in Professional Experience a student must obtain a satisfactory in both the Professional Experience component **and** a pass or higher grade in the academic component. For Professional Experience units the Professional Experience Evaluation Report is marked as Satisfactory or Unsatisfactory. The Macquarie Teaching Performance Assessment (MQTPA - in final WIL/PEX units) is marked as Not met, Met or Exceeds.

## Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed because 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 [Service Connect](#).

## Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via [Service Connect](#) 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.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Task 1</a>	50%	No	23.55 30/3/2025
<a href="#">Task 2</a>	50%	No	23.55 10/6/2025

## Task 1

Assessment Type [1](#): Report

Indicative Time on Task [2](#): 40 hours

Due: **23.55 30/3/2025**

Weighting: **50%**

Selection and justification of multimodal text choices (1700 words)

Based on a unit of work in a given KLA, students select and justify the suitability of two texts (one fiction and one non-fiction) for a specified year group.

A) Students will select and annotate two excerpts to demonstrate the suitability of chosen texts.

B) Students will substantiate their choices with at least 5 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 the role and value of language, literacy and children's literature across the curriculum in later primary school (Yr 3 – 6) contexts.
- Apply evidence based literacy strategies for students in the later years of primary school.
- Design and implement learning experiences to 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.

## Task 2

Assessment Type <sup>1</sup>: Essay

Indicative Time on Task <sup>2</sup>: 40 hours

Due: **23.55 10/6/2025**

Weighting: **50%**

Adaptation of a published unit for English/literacy teaching and learning (2300 words)

Students adapt a published unit. Students design literacy teaching / learning to support diverse learners to engage with a published unit of work on a STEM or HSIE topic.

A) Students will adapt a published unit of work to support learners with diverse abilities to understand the meanings constructed through language and other communication modes in quality children's literature and disciplinary texts on the topic.

B) Students will elaborate and substantiate their differentiated teaching with academic readings.

On successful completion you will be able to:

- Explain the role and value of language, literacy and children's literature across the curriculum in later primary school (Yr 3 – 6) contexts.
- Apply evidence based literacy strategies for students in the later years of primary school.
- Design and implement learning experiences to 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.

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<sup>1</sup> 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.

<sup>2</sup> 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. (2023). *Teaching language in context* (3<sup>rd</sup> ed.). Oxford University Press.

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

**Highly recommended text:**

Thomas, D., & Thomas, A. (Eds.) (2022). *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* (2<sup>nd</sup> ed.). The Guildford Press.

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

Cremin, T. (2015). *Teaching English creatively* (2<sup>nd</sup> ed.). Routledge.

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

Carnine, D.W., Silbert, J., Kame'enui, E.J., Slocum, T.A., & Travers, P. (2017). *Direct Instruction Reading* (6<sup>th</sup> 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* (3<sup>rd</sup> 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* (3<sup>rd</sup> 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* (2<sup>nd</sup> edition). Oxford University Press.

Humphrey, S., Droga, L., & Feez, S. (2012). *Grammar and meaning* (2<sup>nd</sup> 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* (8<sup>th</sup> 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*. (5<sup>th</sup> 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.

**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 external students especially are 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

Email: [help.mq.edu.au](mailto:help.mq.edu.au).

On Campus: Ground floor at 18 Wally's Walk

## **Structure**

The unit structure can be found in the university timetable: <https://students.mq.edu.au/study/enrolling/create-timetable>

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**

EDST4100 consists of 4 Modules over 7 weeks of on campus classes or through 2 days of online classes.

Module 1: Introduction - Language, literacy and literature in Years 3 to 6. Week 1 / Day 1

Module 2: Reading for learning and student engagement in Years 3 to 6. Weeks 2 to 4 / Day 1

Module 3: Writing in the later Primary School Years . Weeks 5 and 6 / Day 2

Module 4: English Teaching for diverse learners. Week 7 / Day 2

All students are required to attend their classes with preparation as required and the readings completed. Details are provided on the Unit Schedule on iLearn.

## **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](https://connect.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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 for the Macquarie School of Education apply to this unit.

### Academic Progression Policy

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.

## Communication

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

- Official MQ Student Email Address
- The Dialogue function on iLearn
- Other iLearn communication functions

## Attendance and Participation

See the University timetable for information about when classes begin in this unit. [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](#)

**Attendance at all synchronous activities, completion of non-synchronous formative/ diagnostic class tasks and involvement in professional forums is expected as the BA BED is a professional qualification.** Activities completed during weekly tutorials (DAY or ONLINE DAY mode) or on campus days (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 and/or on campus days is expected and will be recorded.**

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 to request a change.

### Infrequent Attendance Students

**Information about the dates of the on-campus sessions can be found in the university timetable.** [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](#)

**The 2 online full days sessions are essential to student engagement and learning and attendance is expected.** Failure to attend or not to have an approved Special Consideration may result in a Fail grade.

Prior to the 2 online sessions, students should have completed the required preparation as detailed on the Unit Schedule, read the prescribed readings and listened to the lectures, summarise the main points, and make notes of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.

- 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.
- Further details of each day's plan and the zoom links will be posted on iLearn as an Announcement during first half of the semester.

## 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/](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.

## **Attendance for undergraduate units**

See the university timetable for information about when classes begin in this unit.

Activities completed during weekly tutorials (DAY or ONLINE DAY mode) or on campus days (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

## **Infrequent Attendance Students**

**Information about the dates of the on-campus or online sessions can be found in the university timetable.**

- The on-campus or online sessions are essential to student engagement and learning and attendance on all days is expected. 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.
- Prior to the on-campus or online sessions, 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.
- 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.
- Further specific details and any updates about times and locations will be posted on iLearn as an Announcement during first half of the semester.

## **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.

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Unit information based on version 2025.01R of the [Handbook](#)