TEP 442

English as a Second Language in Schools I

D2 2012

Education

Contents

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General Information

Unit convenor and teaching staff
Unit Convenor
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C3A810

Credit points
3

Prerequisites
3cp in LING units

Corequisites
TEP402 or TEP404

Co-badged status

Unit description
This unit is designed for students who plan to teach English as a Second language (ESL) in schools. It provides students with an introduction to provision, knowledge and strategies for teaching ESL in primary or secondard schools. Students must be concurrently enrolled in a Professional Experience unit. It is available only as a minor teaching subject for secondary and must be combined with a teaching major. Please consult the TEP guides for appropriate discipline study for this area.

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:

Acquire and demonstrate knowledge about the importance of English as a Additional Language in the school curriculum; describe the nature of EAL provision in the primary and secondary curriculum in NSW schools

Identify and analyse areas of EAL literacy need in Australian students from many different backgrounds, and identify equity issues.

Acquire and demonstrate knowledge about variety of differentiated literacy learning

resources used in the EAL classroom

Acquire and demonstrate skills in appreciating the role that the EAL teacher plays in addressing racism and equity issues in the school community

Assessment Tasks

Name	Weighting	Due
Assessment 1	25%	Week 7
Assessment 2	35%	Week 10
Assessment 3	40%	Week 13

Assessment 1

Due: **Week 7**
Weighting: **25%**

Rationale: The ESL field is supported by a number of government structures and policies, an array of acronyms, and basic theoretical understandings of literacy. ESL teachers are expected to display a range of significant concrete knowledge and skills. This is best assessed in a short class test form. Test 1 hour, definitions and short answers.

On successful completion you will be able to:

- Acquire and demonstrate knowledge about the importance of English as a Additional Language in the school curriculum; describe the nature of EAL provision in the primary and secondary curriculum in NSW schools

Assessment 2

Due: **Week 10**
Weighting: **35%**

Length: approx 1200 words

Topic: You have assessed a small ESL class's writing sample using the ESL Scales. In either primary or secondary context, you will choose the level and perceived common area in need of support. This is your rationale.

Design a 10 minute lesson to address one aspect of language development.

Supply these 3 things:

- Detailed lesson plan,

- a copy of original resources used in the lesson,

- a 750 word explanation of the lesson rationale (analysis of errors, perception of needs) , including references.

It may be directed to either a specific aspect of syntax or writing skills, or it may be a resource which breaks down the language of a specific content area.

You will be assessed on your 750 word text (40% of total) and on your presentation of the lesson to the class (quick oral rationale of need for lesson, lesson plan, resources, engaging presentation skills) (60 %of total). Presentations will be done on Wed 19 October. If class size is greater, then they will be allocated timeslots across 19 Oct and 26 October, allocated on random basis.

References

You are advised to read the relevant support documents published on the Curriculum Support site (http://www.curriculumsupport.nsw.edu.au).

You are also advised to study the Professional Teaching Standards framework available from the NSW Institute of Teachers on-line, and read the article in *Curriculum Support for teaching in Languages, Vol. 8 No. 4, 2003 Quality Teaching: a view from the classroom*, p. 1-4, which will be given in class.

Your work on this assignment will be evaluated against these criteria:

- Identification of learning need and alignment of lesson with that need.

- Effective Design of lesson plan

- Effectiveness of resource(s)

- Effectiveness of presentation (engagement, appropriateness, structure, use of time, assessment)

On successful completion you will be able to:

- Acquire and demonstrate knowledge about variety of differentiated literacy learning resources used in the EAL classroom

Assessment 3

Due: **Week 13**
Weighting: **40%**

Length: Notionally 1500-2000 words (Part A - 600 words max; Part B – As needed, no specified limit; Part C 300 words max)

NB Due to the wide diversity of school placements and the diversity of ESL provision in schools, a **flexible approach** to this assignment is needed, and accepted. Lessons may be small group work, one-to-one, dedicated ESL classes, or integrated activities in regular classes. Where

different KLAs not available, the analysis of diverse ESL provision is acceptable. Where lessons are not available in sequence, isolated lessons OK.

Part A: Observe at least **TWO** lessons, consecutive sequence if possible. If possible/available , also observe ESL provision in TWO different subject areas (KLAs). Write a reflection on the lessons observed, indicating difficulties that appeared to arise for ESL students. Include details of how the problems occurred and what steps were taken by the classroom teacher, if applicable, to address the issues as they arose. Ensure that the class, stage, lesson length and ESL learner phases are included.   *Word length: no more than 600 words.*

Part B: Show how you would plan **TWO**   follow-up ESL lesson/s. Select appropriate teaching and learning strategies (and resources, if applicable) to address the issues that you observed in class. Refer explicitly to the content and language outcomes for ESL students. Indicate ways in which the success of ESL students' learning can be monitored. *No specified word length.*

Part C: Critically reflect with your Master Teacher, or another teacher on staff, on the suitability of the ESL strategies and resources that you have selected. *Word length: no more than 300 words.*

Your work on this assignment will be evaluated against these criteria:

Your **ability to**

- critically observe classes with a view to assessing ESL students' needs

- determine desired learning outcomes before teaching

- select strategies appropriate to students' learning stages, ages, needs, interests, subjects etc.

- evaluate how ESL supports the students in their achievement of certain outcomes at different stages

- reflect collaboratively with your Master Teacher and document any suggestions that were made by the Master Teacher; note any action that you need to take to change/adapt your strategies.

On successful completion you will be able to:
- Acquire and demonstrate knowledge about the importance of English as a Additional Language in the school curriculum; describe the nature of EAL provision in the primary and secondary curriculum in NSW schools
- Identify and analyse areas of EAL literacy need in Australian students from many different backgrounds, and identify equity issues.
- Acquire and demonstrate knowledge about variety of differentiated literacy learning resources used in the EAL classroom
- Acquire and demonstrate skills in appreciating the role that the EAL teacher plays in

addressing racism and equity issues in the school community

Delivery and Resources

EAL and ESL

This field (and the name of this unit) has long been known as ESL (English as a Second Language). EAL (English as an Additional Language) is today however the world wide acceptable term as it recognises that many students learn English as their third or fourth language. The Australian Curriculum uses EAL. You may also see the term EALD (English as an Additional Language or Dialect) to recognise the inclusion of Aboriginal English, but this is not being used so commonly across all regions of Australia. You will however continue to see the acronym ESL in many contexts.

GENERAL INFORMATION

· This unit examines current approaches to EAL teaching theory and practice and their application to syllabus requirements in New South Wales Primary and Secondary schools. TEP 442 links closely to the school experience component of the teacher education course.

· As EAL student teachers, and later as qualified professionals you will play an important role in the school community. Using creative strategies, you will inspire your students with a passion for learning both English and a new culture.

· The composition of schools in Australia is becoming increasingly multicultural, reflecting changes we are seeing in communities and schools around the world. The EAL teacher is in a unique position to enable students to communicate with others in the language they need in school, for their everyday lives and to compete in formal examinations.

· Macquarie University values highly the outstanding Master Teachers who are the mentors of our students. The key to a successful student teacher experience is in building strong partnerships between the student, the Master Teacher and the course lecturer.

English in Australian Society English is a cohesive and unifying element in Australian society. It contributes to national and cultural identification and allegiance and serves as the common language of communication for Australians from different language backgrounds. English is also the primary and dominant language of the economic, social, cultural, educational and administrative sectors of public and private life. It is the dominant language of the media, of the delivery of public services and of the dissemination of information. Social and economic opportunities for all Australians are therefore largely dependent on mastery of written and spoken English.   From: Commonwealth Dept of Education, *National Policy on Languages*, (Lo Bianco), AGPS, Canberra, 1987, p. 71.

Aims

TEP 442 should be regarded as <u>an introduction</u> to teaching English as an Additional Language. Successful students will acquire the knowledge and put into practice the skills and values required to begin their careers as EAL teachers and valued members of the wider school community. In addition to outcomes in knowledge and skills listed below TEP442 aims to develop

values and attitudes in student. Aligned with the complex role of the EAL teacher, TEP 442 gives students the opportunity to develop a positive attitude and

· the desire to transmit their EAL enthusiasm to pupils

· an appreciation of the ethical standards required of school teachers

· a reflective approach to all aspects of the teacher's work

· a desire and willingness to collaborate and cooperate with members of the school staff

· flexibility in dealing with classroom EAL situations as they arise

· an understanding of the teacher's welfare role as an advocate for children

Structure

The unit comprises a two hour weekly seminar, with iLearn site.

ACADEMIC CONTENT

Credit Points

TEP 442 is a 3 credit point unit. This means that, as well as 2 hours of face to face contact, or equivalent, students are expected to engage in additional hours of study (reading, revision, assignment preparation, etc.) per week.

Prerequisite: 3 credit points at 100-level or above in relevant units in Linguistics; major/minor Languages

Corequisite : TEP404, or TEP 402.

AITSL Professional Teaching Standards (Graduate teacher)

 TEP442 enables students to work towards achievement of some of the AITSL Graduate Teaching Standards. The **AITSL Professional Teaching Standards** provides a common reference point to describe, recognise and support the complex and varied nature of teaching, and prescribe the competencies expected of a beginning teacher. Students of TEP442 should familiarise themselves with this documentation. TEP442 develops these standards:

Standard 1: **Know students and how they learn**

1.3	Students with diverse linguistic, cultural and socioeconomic backgrounds	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

Standard 2 Know the content and how to teach it

2.1	Content and teaching strategies of the teaching area	Demonstrate understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.

Standard 3: Plan and Implement effective teaching and learning

3.1	Establish challenging learning goals	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.

Standard 4: Create and maintain supportive and safe learning environments

4.1	Support student participation	Identify strategies to support inclusive student participation and engagement in classroom activities.

Requirements

§ A satisfactory level of English is expected for ALL assessment tasks. All tasks must be word processed. Handwritten tasks (specifically quizes and exams) should be clear and legible. Headings, sub-headings and clear organisation of information are encouraged. Specific criteria for assignments can be found in the Unit Guide.

§ Students must attempt all components of the assessments. All components of the assessment program must be completed and submitted on time in order to satisfy course requirements.

§ Students may be excluded for unsatisfactory attendance (less than 80%).

§ If you have queries about your assignment grades, you should consult the assignment marker or your tutor in the first instance. If you wish to make a formal appeal about your grade, this should be made <u>in writing</u> to the unit convenor **within one week of the marked assignment being returned.** You will need to submit a clean, unedited copy of the assignment together with the marked copy and a covering letter to the School of Education Office (C3A 829). Clearly mark the envelope for the attention of Dr Robyn Moloney

Attendance

TEP442 is a workshop-based unit of study. Students are, therefore, required to satisfy the tutorial attendance requirements specified by the Department of Education. The relevant rule states that students must attend **at least 80 per cent of the scheduled class** time. Where the student fails to meet this requirement they may be asked to show cause as to why they should not be excluded from, or fail, the unit. Where a student thinks their attendance may fall below the 80 per cent requirement they should be prepared to substantiate their reasons by supplying the relevant documentation (for example, doctors' certificates). Students should also consider lodging a 'special consideration' application through the University's 'Student Office'. Punctuality at 4pm is appreciated and good professional practice.

DELIVERY AND RESOURCES

TEP442 will be delivered as an internal day time unit, Wednesday 4pm-6pm C5A 218 . For current updates, lecture times and classrooms please consult the MQ Timetables website: htt p://www.timetables.mq.edu.au.

TECHNOLOGIES USED AND REQUIRED

It is necessary to access the Internet in order to complete this Unit. You must visit iLearn TEP442 weekly . There are many computers on campus (in the library and the Student Union and the TEL Centre at C5A) for this purpose.

Required reading

This text has been ordered and is available in The University Co-op Bookshop

Gibbons, P (2002) *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom,* Heinemann.

Other helpful references are:

ESL SCALESCurriculum Corporation http://www.curriculumpress.edu.au/main/goproduct/12237

Vale, D., Scarino, A., & McKay, P (1991) *Pocket ALL*: *Australian Language Levels Guidelines. A user's guide to the teaching of languages and ESL*, Curriculum Corporation.

Brown, H. Douglas (1994*)Teaching by Principles, an Interactive Approach to Language Pedagogy*, Longman

Ur, P., & Wright, A. (1992) *Five Minute Activities*, , Cambridge, Cambridge University Press.

 Current information is contained in the Board of Studies and Curriculum Support sites. Students are requested to download the syllabus documents that relate to EAL from the New South Wales Board of Studies web-site. The Charles Sturt HSC online and **DEC Curriculum Support web-sites** provide valuable materials that students will need to incorporate into their planning documents and teaching strategies.

 The Curriculum section on level 3 of the library holds a variety of textbooks, each spelling out its particular methodology and rationale. Seek out ones that offer a variety of interactive language-learning opportunities. The Primary section has a vast range of toys and games that could be used to teach English as an Additional Language.   Areas P 51 and 53 hold texts about language acquisition and the classroom. Look for: Ur's book about teaching language at P51.U7; Dulay, Burt and Krashen at P53.D76; *Designing Tasks* at P53.N86; *The Card Book* P53.2.T65; Ainslie's *Mixed Ability Teaching* P53.A46 and Brumfit's *Communicative Methods* P53.B793 (Reserve). You can find these or similar books in local resource centres and libraries specialising in teaching and learning. Rivers'*, Communicating Naturally in a Second Language* and Barroso's *At the Chalkface – Practical Techniques in Language Teaching* are invaluable. *Idea Bank* by

Stephen Sadow (Newbury House, 1982) contains creative strategies and games. The skills-focused series called *Resource Books for Teachers* (ed. Maley, Oxford University Press) links task types to student levels of learning.

Students should begin to save useful material in a digital portfolio, along with details of useful web-sites on learning English as an Additional Language.

 F**eedback and unit evaluation**

In this unit you will receive a range of verbal and written feedback on your assessment tasks and work in class or online.

To monitor how successful we are in providing quality teaching and learning, the Faculty of Human Sciences also seeks feedback from students. One of the key formal ways students have to provide feedback is through unit and teacher evaluation surveys. The feedback is anonymous and provides the Faculty with evidence of aspects that students are satisfied with and areas for improvement. The Faculty also holds two student feedback meetings per year. Please watch for advertisements for these meetings and take the opportunity to share your suggestions for improvement. At present, the Faculty is prioritising feedback on assessment and feedback.

 Whats new in this unit?

This unit has had changes made to it in structure and assessments, since its last offering, in response to evaluation, student input and consultation.

Unit Schedule

	LECTURES	TUTORIALS	ASSESSMENTS / EXTERNALS / NOTES
WEEK 1	Introduction to the course: What/who is an ESL teacher?		
WEEK 2	Language Development		
WEEK 3	Who are our students?		
WEEK 4	The role of the IEC in the education process		
WEEK 5	Language across the curriculum		
WEEK 6	Developing reading skills		
WEEK 7	Analysis of needs;focus on listening		assessment 1 class test
MID SEMESTER BREAK			
WEEK 8	Focus on primary K-6		
WEEK 9	Modifying a curriculum unit		
WEEK 10	ESL in Stage 6		assessment 2 due

WEEK 11	Testing and the ESL student		
WEEK 12	ESL and Indigenous speakers, ESL role and resources in combating racism		
WEEK 13	Overview, Future directions, Evaluation, Celebration.	assessment 3 due	

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://www.mq.edu.au/policy/docs/assessment/policy.html

Grade Appeal Policy http://www.mq.edu.au/policy/docs/gradeappeal/policy.html

Special Consideration Policy http://www.mq.edu.au/policy/docs/special_consideration/policy.html

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Macquarie University has a range of policies that relate to learning and teaching, including assessment, unit guide and special consideration. They can be found at Policy Central (http://www.mq.edu.au/policy/).

GENERAL INFORMATION ABOUT ASSESSMENT

Basic Requirements

- A satisfactory level of English is expected for ALL assessment tasks. Assessment Tasks MUST be word processed. Headings, sub-headings and clear organisation of information are encouraged. Specific criteria for assignments can be found at the end of the Unit Guide.

- Students must attempt all components of the assessments. All components of the assessment program must be completed and submitted on time in order to satisfy course requirements.

- Students may be excluded for unsatisfactory attendance (less than 80%).

- No assignment grades will be released over the telephone or email. Please do not phone School of Education Office staff for this information.

- If you have queries about your assignment grades, you should consult the assignment marker in the first instance.

- If you wish to make a formal appeal about your grade, this should be made in writing to the unit convenor within one week of the marked assignment being returned. You will need to submit a clean, unedited copy of the assignment together with the marked copy and a covering letter to the School of Education Office (C3A 829). Clearly mark the envelope for the attention of Dr Robyn Moloney.

Submission of assignments

- Assignments can be submitted (with the appropriate cover sheet) through the Assignment Boxes Level 3 on C3A in order to ensure security.

- Students will use School of Education referencing procedures in all essays.

- The School of Education subscribes to the American Psychological Association (APA) referencing guidelines. You are expected to adopt these in your assignments.

- A copy of the referencing procedures can be obtained form the School of Education Office.

- All assignments MUST be word processed.

- Assignments must NOT be placed in plastic sleeves or display folders.

- Assignments must be submitted with the cover sheets.

- All assignments should represent your own work. Plagiarism is an offence and will be penalised (see below).

- Ensure that your assignment meets the requirements outlined on the front of your Assignment Cover Sheet.

- Assignments should be typed on one side of an A4 page, with a margin of at least 3cm. Use 1.5 line spacing.

- A penalty may be applied to assignments exceeding the word limit. A 'rule of thumb' is 10 % plus or minus the limit.

- Applications for extensions must be made in writing. The appropriate form is available from the School Office.

- Under no circumstances will assignments be accepted after the return of marked work.

- Lost assignments: Students should keep a photocopy of assignments. In all but exceptional circumstances, claims re 'lost' assignments cannot be made where the photocopy cannot be produced.

Return of assignments

- Assignments will be available for return after marking in the Education Office level 3 (C3A). Students will be informed, via email when assignments will be ready for collection or they will be returned at subsequent weekly workshops.

Extensions:

Ordinarily, no extension of time for submission of written work will be granted. If an extension is required for medical or other extenuating circumstances, you must submit an online request via www.ask.mq.edu.au

Extensions will be granted only in special circumstances and with documentary support by the unit convenor only.

There are ONLY two possible grounds for extension a) illness and b) misadventure (circumstances beyond the student's control, not pressure of accumulated assignments). Professional experience is not an acceptable reason for extensions.

You cannot submit your assignment after the marked assignments have been returned. In exceptional circumstances, you may be given an alternative topic.

 Late Submissions:

If you have not been granted an extension, or if you submit after your extension date, you will be penalised at a rate of 10% of the maximum mark for the assignment for each day it is late.

No assessable work will be accepted after the return of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic must be set.

Lost assignments:

Students should keep an electronic copy/ photocopy of assignments. In all but exceptional circumstances, claims re "lost" assignments cannot be made where an electronic copy or photocopy cannot be produced.

Resubmissions:

Where a student is awarded a 'fail' grade for a specified assessment task they may be asked to resubmit the task, This opportunity is restricted to tasks that incorporate an essential, competency-based component such as producing a lesson plan or a unit of work. No more than one supplementary submission is permitted in any one unit.

The resubmitted task will be graded as either 'satisfactory' or 'unsatisfactory'. A 'satisfactory' grade indicates that the student has met the minimum standard expected of a student teacher at this stage of their professional development. Where a student fails to resubmit the task or the supplementary task fails to meet the minimum standard expected, the student may be deemed as having failed the unit.

The student's final grade for the unit will be determined by the grade and mark allocated to the original submission.

Special consideration

You must apply ONLINE for Special Consideration, at www.ask.mq.edu.au

Students who experience a disruption to their studies through ill-health or misadventure are able to apply for 'Special Consideration'. Information related to University's policy on special consideration can be found at: http://www.mq.edu.au/policy/docs/special_consideration/policy.html.

If you experience serious, unavoidable disruption to any aspect of your study not covered by an extension request, such as tutorial attendance, you may be eligible for special consideration. Special consideration forms must be lodged online, as above, within **5 days**. Those with chronic conditions should contact Campus Wellbeing.

Extension and Special Consideration Exclusions

Some circumstances routinely encountered by students are not acceptable grounds for claiming either an extension or special consideration:

- Routine demands of employment or need for financial support

- Routine demands of practical placements

- Routine family demands and/or problems (e.g. tensions with parents or spouses)

- Difficulty adjusting to university life or to the demands of academic work

- Stress or anxiety associated with any aspect of academic work

- Routine demands of sport or clubs, or social or extra-curricular activities

- Conditions existing prior to the commencement of a unit of study

PLAGIARISM & ACADEMIC HONESTY

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. Plagarism includes, but is not limited to, any of the following acts:

- copying out part(s) of any document or audio-visual material or computer code or website content without indicating their origins

- using or extracting another person's concepts, experimental results, or conclusions

- summarising another person's work

- submitting substantially the same final version of any material as another student in an assignment where there was collaborative preparatory work

- use of others (paid or otherwise) to conceive, research or write material submitted for assessment

- submitting the same or substantially the same piece of work for two different tasks (self-plagiarism).

You must read the University's practices and procedures on plagiarism. These can be found in the *Handbook of Undergraduate Studies* or on the web at: http://www.student.mq.edu.au/plagiarism/

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

Please see the University policy on Academic Honesty at http://www.mq.edu.au/policy/docs/academic_honesty/policy.htm

UNIVERSITY POLICY ON GRADING

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results.

It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit. In fact it does something like the opposite, in requiring examiners to explain their actions if more than 20% of students fail in a unit.

The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark.

For an explanation of the policy see http://www.mq.edu.au/policy/docs/grading/policy.html

http://www.mq.edu.au/senate/MQUonly/Issues/Guidelines2003.doc

or http://www.mq.edu.au/senate/MQUonly/Issues/detailedguidelines.doc.

Please read this carefully.

Criteria for awarding grades in the unit.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: http://www.mq.edu.au/policy/docs/grading/policy.html. The following generic grade descriptors provide university-wide standards for awarding final grades.

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: Except where specified numerical marks will NOT be awarded for specific assessment. They will only be awarded with your final grade.

APPEALS AGAINST GRADES

University regulations allow for students to appeal a unit grade if they feel they have been disadvantaged.

Grading appeals can be lodged on the following grounds:

 - The unit coordinator did not provide the outline as required;

- Assessment requirements as specified in the unit outline were varied in an unreasonable way;

- A clerical error has occurred in the computation of the grade;

- Due regard has not been paid to the evidence of illness or misadventure that was submitted by the specified date;

- I have been disadvantaged in some way due to the conduct of the final examination; and

- The examiner's judgement was not objectively applied because of prejudice against the individual.

Further information can be found on the Dean of Students website: http://www.deanofstudents.mq.edu.au/grades.html

Appeals must be lodged on the appropriate university form. This can be accessed at: http://www.registrar.mq.edu.au/academic-index.htm

A Grade Review or Grade Appeal may result in:

- no change to the awarded Standardised Numerical Grade, or

- a reduced Standardised Numerical Grade, or

- an increased Standardised Numerical Grade

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: http://students.mq.edu.au/support/.

UniWISE provides:

- Online learning resources and academic skills workshops http://www.mq.edu.au/learning_skills/
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

Student Wellbeing

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at http://www.student.mq.edu.au.

Special Consideration Policy

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. This policy supports students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level.

http://mq.edu.au/policy/docs/special_consideration/policy.html   for further advice.

Advice for International Students

Macquarie International is the first point of contact for international students.

http://www.international.mq.edu.au/   See also http://www.international.mq.edu.au/studentservices/index.aspx

International students can make individual or small group appointments to see the Study Skills Adviser, or drop-in for quick questions to E3A, Level 1. Don't forget to bring your unit outlines with you to your appointment.

Study Skills Support Unit

Assistance is provided through a range of programs for students.

See: http://www.mq.edu.au/studyskillssupport/

http://www.ling.mq.edu.au/support/writing_skills/index.htm

Writing Skills:

Unit staff are not expected to help you with basic writing advice. Further, in fairness to other students, unit staff will not provide you with information and advice concerning assessments, which is not readily available to all students in the unit.

Macquarie University offers a number of courses and services to help students with writing problems, whether they be first or second language speakers of English. If you find writing difficult, you are advised to:

- Visit the Macquarie Gateway site (http://online.mq.edu.au/pub/EDUCGATEWAY) where you will find detailed help and advice related to writing skills

- Contact Sue Spinks, Writing Skills Coordinator, Department of Linguistics, W6A531. Telephone: 9850 8770

- Contact the Writing Skills Adviser, Centre for Open Education, X5B. Tel: 9850 7470.

- See also: Peters, P. (1985). Strategies for student writers. Brisbane: John Wiley.

Student Services and Support

Students with a disability are encouraged to contact the Disability Support Unit who can provide appropriate help with any issues that arise during their studies.

Advice for students with disabilities/ health conditions

The Disability Support Unit provides support and assistance to students with a disability/ health condition to enable them to achieve their academic potential. Service provision is tailored to

individual need following an interview and the provision of supporting documentation.

Students who are enrolled at Macquarie University can register with the Disability Support Unit by downloading and returning an Advice of Disability/Health Condition form from

www.registrar.mq.edu/academic-index.htm and making an appointment to see a Disability Advisor.

Annual registration with the Disability Support Unit is required for all disability/health conditions.

Karen Gregory, Academic Disability Liaison Officer, Department of Education,

Ph: 9850 8619 karen.gregory@mq.edu.au

Nicole Saunders, Administrative Assistant, Disability Support Unit ph 9850 6494   email: disability@mq.edu.au

Sondra Wibberley, Disability Services Co-ordinator, Counselling & Health Services students with Disabilities. Student Services Building, Ph: 9850 7490

In person: Level 2, Lincoln Building (C8A). www.sss.mq.edu.au/equity

Student Enquiries

Details of these services can be accessed at http://www.student.mq.edu.au/ses/.

IT Help

If you wish to receive IT help, we would be glad to assist you at http://informatics.mq.edu.au/help/.

When using the university's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students and it outlines what can be done.

General IT Support and Troubleshooting

Please do NOT contact the Unit Convener or Tutors regarding technical support for your computer access.

For support with access to wireless and other general technology matters, please contact the Macquarie University Library Student IT Help Desk (Phone: 9850 4357; Email: support@mq.edu.au).

Please do NOT contact the Unit Convener regarding Blackboard technical support. CONTACT Macquarie University Library Student IT Help Desk. Phone: 9850 4357, Email: support@library.mq.edu.au

Technology requirements

It is assumed that students enrolled in TEP units have access to a computer and the Internet. There are a number of university computers in C5C (Rooms 211, 213 and 217) as well as in the dedicated teaching spaces for students studying Education (the TEL Labs C5A201, 204 and 210). Computers in Room C5A210 can be accessed at specified times.

In order to successfully complete various TEP units students need to ensure they have a reasonable level of competence in ICTs and Information Literacy skills. If you feel uncertain about your competency it is your responsibility to undertake training to acquire or improve these skills as soon as possible as they will be assumed in the workshops.

Getting Help with Computers @ Uni

http://www.lib.mq.edu.au/help/ithelp/email.html

Phone: (02) 9850 HELP (4357) or Freecall: 1800 063 191 Internet Chat: MSN Messenger at ithelp@mq.edu.au Face to Face: IT Help Desk, Level 1, University Library Email: Just Ask form http://www.library.mq.edu.au/justask/ 24x7 Follow the Sun Helpdesk email: ithelp@mq.edu.au

Want to Develop Your Computer Skills?

Access to online training and training notes for library courses is also available from the library web site (http://www.lib.mq.edu.au/training).

ICT skills training

The Library (telephone 02-9850 7500) offers excellent training courses in information literacy and ICT skills. Students who are newly arrived at the University, are encouraged to attend the Library Tour. http://www.lib.mq.edu.au/training/ . For a full list of library services see: http://www.lib.mq.edu.au/services/ .

Graduate Capabilities

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Acquire and demonstrate knowledge about the importance of English as a Additional Language in the school curriculum; describe the nature of EAL provision in the primary and secondary curriculum in NSW schools
- Acquire and demonstrate knowledge about variety of differentiated literacy learning resources used in the EAL classroom

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcome

- Identify and analyse areas of EAL literacy need in Australian students from many different backgrounds, and identify equity issues.

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcome

- Acquire and demonstrate skills in appreciating the role that the EAL teacher plays in

addressing racism and equity issues in the school community

Assessment tasks

- Assessment 2
- Assessment 3

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- Acquire and demonstrate skills in appreciating the role that the EAL teacher plays in addressing racism and equity issues in the school community

Assessment task

- Assessment 3