



COURSE OUTLINE

EDU118 Foundations of Numeracy

Course Coordinator: Gregory Nash (gnash@usc.edu.au) **School:** School of Education and Tertiary Access

2021 | Semester 1

USC Sunshine Coast
USC Moreton Bay
USC Fraser Coast

ON CAMPUS

Most of your course is on campus but you may be able to do some components of this course online.

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course enables you to gain an understanding of the essential role that numeracy plays in the context of children's learning from early childhood through to the primary school years. It also develops your personal knowledge about numeracy and foundational mathematics concepts for numeracy. Focus is placed on: teacher personal numeracy; the content and process demands of the Australian Curriculum: Mathematics in the primary years, and the principles and practices of teaching and learning that guide instruction.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Lecture – There will be a scheduled weekly lecture of 2 hours that may include pre-recorded lecture material and/or live lecture delivery accessible via face-to-face/technology-enabled mode as well as follow-up lecture activities. Weekly lecture notes will be available to accompany all lectures to support your learning.	2hrs	Week 1	10 times
Tutorial/Workshop – There will be a scheduled weekly tutorial of two hours. Weekly tutorial notes will be available to accompany all tutorials to support your learning. There will be a scheduled weekly tutorial of two hours. .	2hrs	Week 1	10 times

1.3. Course Topics

This course will cover topics associated with numeracy as a cross-curriculum priority. Specific topics include: numeracy across the curriculum; numeracy and mathematics; numeracy in Number and Algebra; numeracy in Measurement and Geometry; numeracy in Probability and Statistics; numeracy in the real-world; authentic numeracy tasks; critical numeracy; national numeracy assessments and the mathematics curriculum.

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
<p>1 Demonstrate your applied knowledge of numeracy as a major educational priority and a professional standard, and design innovative numeracy activities for young learners.</p>	<p>Knowledgeable Creative and critical thinker Empowered Engaged</p>	<p>1 - Know students and how they learn 1.2 - Understand how students learn 2 - Know the content and how to teach it 2.1 - Content and teaching strategies of the teaching area 2.5 - Literacy and numeracy strategies 3.3 - Use teaching strategies 3.7 - Engage parents / carers in the educative process 6.4 - Apply professional learning and improve student learning 7 - Engage professionally with colleagues, parents/carers and the community 7.3 - Engage with the parents/carers</p>
<p>2 Reflect on and evaluate your knowledge and understanding of numeracy as a key educational priority and professional standard, to develop and refine your personal numeracy skills and identify your personal numeracy goals.</p>	<p>Knowledgeable Creative and critical thinker Empowered</p>	
<p>3 Devise, design and organise engaging numeracy opportunities that are appropriate for young learners.</p>	<p>Creative and critical thinker Empowered Engaged</p>	
<p>4 Synthesise research and educational policy to critically evaluate numeracy as a key educational goal, to identify numeracy opportunities in the school curriculum and at home, and communicate the importance of numeracy to a range of audiences.</p>	<p>Knowledgeable Creative and critical thinker Empowered Engaged</p>	

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

In Week 2 a draft copy of your annotated diagram of numeracy policy will be peer reviewed in your tutorial/workshop.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Artefact - Creative	Individual or Group	10%	One page; 500 words equivalent in diagram form	Week 3	Online Assignment Submission
All	2a	Quiz/zes	Individual	30%	Weekly quiz for Week 3-8; approximate time for completion 30 minutes per week.	Week 8	Online Test (Quiz)
All	2b	Quiz/zes	Individual	20%	One hour	Week 8	Online Test (Quiz)
All	3	Artefact - Creative, and Written Piece	Individual	40%	Flyer (approx 1000 words/images) and supporting statement (500-800 words)	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Annotated diagram of Numeracy Policy

GOAL:	The goal of this task is to produce a diagrammatic representation of numeracy as a national education priority.	
PRODUCT:	Artefact - Creative	
FORMAT:	One page diagram with annotations	
CRITERIA:	No.	Learning Outcome assessed
	1	Apply knowledge and understanding of numeracy as a major educational priority and a professional standard. 1

All - Assessment Task 2a: MyMathLab Quiz

GOAL:	The goal of this task is to demonstrate your knowledge and understanding of numeracy as a national educational goal and professional standard
PRODUCT:	Quiz/zes
FORMAT:	Online quiz made available to students from Weeks 3-8. Responses submitted weekly and online. Mathematics and numeracy questions with multiple choice answers to choose or short answer items.

CRITERIA:	No.	Learning Outcome assessed	
	1	Apply knowledge and understanding of numeracy as a professional standard	1 2
	2	Reflect and analyse personal numeracy professional competencies	1 2
	3	Apply personal numeracy competencies to numeracy problem situations	1 2

All - Assessment Task 2b: Online quiz

GOAL:	The goal of this task is to demonstrate your knowledge of numeracy as a professional standard and evaluate your own personal numeracy professional development		
PRODUCT:	Quiz/zes		
FORMAT:	Online Quiz in Blackboard		
CRITERIA:	No.		Learning Outcome assessed
	1	Apply knowledge and understanding of numeracy as a professional standard	1 2
	2	Reflect and analyse personal numeracy professional competencies	1 2
	3	Apply personal numeracy competencies to numeracy problem situations	1 2

All - Assessment Task 3: Parent/care giver Information Flyer

GOAL:	The goal of this task is to demonstrate your understanding of numeracy and development in children and communicate your knowledge to a range of audiences		
PRODUCT:	Artefact - Creative, and Written Piece		
FORMAT:	<p>It is the beginning of the school year. You have decided to produce an information flyer to advise parents of the students in your early years class how they can support and enhance numeracy learning in the home environment. This task will need to be completed in two types of texts for two different audiences. A flyer (for parents/care givers) with a supporting essay (for your tutor). Produce a parent information flyer explaining to parents how children develop an understanding of numeracy and provide strategies/activities that parents/care givers can use with their children at home.</p> <p>Flyer should be an A4 double sided document that is visually appealing, engaging and enthusiastic, informed by research evidence.</p> <p>Written piece should provide research evidence arguing how children can and should learn numeracy at home with parental/care giver support; early numeracy strategies for parents; recommendations for resources that can be found around the home.</p>		
CRITERIA:	No.		Learning Outcome assessed
	1	Apply knowledge and understanding of numeracy as a major educational goal and professional standard	1 3 4
	2	Use credible evidence and sources to justify selection and design of numeracy opportunities for young children	1 3 4
	3	Use written communication skills including correct spelling, grammar, punctuation, APA referencing appropriate for the audience	1 3 4

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	Merrilyn Goos,Vince Geiger,Shelley Dole,Helen Forgasz	2018	Numeracy Across the Curriculum	A&u Academic
Required	Pearson Education	0	My Math Lab Global software licence Details provided on Course Blackboard	n/a

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Submission penalties

Penalties for late submission of assessment tasks

Late submission of assessment tasks will be penalised at the following maximum rate:

5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task

10% (of the assessment task's identified value) for the third day

20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task

A result of zero is awarded for an assessment task submitted seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.8. General Enquiries

In person:

- o **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- o **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- o **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- o **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- o **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- o **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au