

Course Outline

Code: EDU417

Title: Literacy and Numeracy across the Curriculum

School of: Education
Teaching Session: Semester 2
Year: 2020
Course Coordinator: Dr Anne Bennison Email: abenniso@usc.edu.au
Course Moderator: Dr Margaret Marshman

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 will develop your capacity to identify literacy and numeracy demands in school subjects and design learning experiences to support the development of students' literacy and numeracy capabilities. Definitions of literacy and numeracy are examined to broaden conceptualisation of these two terms as encompassing more than basic skills. You will refine your own personal literacy and numeracy skills and competencies, and consider the literacy and numeracy requirements of teachers in the 21st century.

1.2 Field trips, WIL placements or activities required by professional accreditation

Activity	Details
N/A	N/A

2. What level is this course?

400 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 4th 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?

Specific Learning Outcomes	Assessment tasks	Graduate Qualities or Professional Standards mapping
On successful completion of this course, you should be able to:	You will be assessed on the learning outcomes in task/s:	Completing these tasks successfully will contribute to:
Demonstrate and describe a range of theoretical and practical approaches, including the Four Resources Model and 21st century Numeracy Model, to assist	Task 2, Task 3, Task 4	Knowledgeable.

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Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to:
the development of literacy and numeracy across the curriculum		
Reflect on personal literacy and numeracy skill development and facilitate personal learning.	Task 1, Task 4	Empowered.
Apply knowledge of English language structures and descriptive grammars, and critically analyse how such knowledge contributes to the creation of texts so as to interpret, implement, integrate and adapt learning for individuals and community needs.	Task 3	Creative and critical thinkers. Knowledgeable.
Engage and collaborate with colleagues to facilitate professional learning and apply your reflections on this experience to your future professional practice, particularly in relation to the responsibility of all teachers being teachers of literacy and numeracy.	Task 2, Task 3	Empowered.
Critically analyse the repertoires of practice, including the Four Resources Model and 21st Century Numeracy Model, to ethically support students acquire competence in literacy and numeracy whilst considering social justice and inclusion for all.	Task 2, Task 3	Creative and critical thinkers.
Knowledge and understanding of curriculum, pedagogy and assessment.	Task 2, Task 3, Task 4	Knowledgeable.

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 Enrolment restrictions

This course is only available to students enrolled in AE304, ED315 or SE303.

5.2 Pre-requisites

Nil

5.3 Co-requisites

Nil

5.4 Anti-requisites

EDU211 or EDU221

5.5 Specific assumed prior knowledge and skills (where applicable)

Not Applicable

6. How am I going to be assessed?

6.1 Grading scale

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

6.2 Details of early feedback on progress

In Week 2, students will receive formative feedback on the literacy and numeracy skills they demonstrated in Task 1, which was completed in Week 1.

6.3 Assessment tasks

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Quiz/zes	Individual	0%	2 x 45-minute quizzes	Week 1, Friday 4pm	Blackboard (SafeAssign)
2	Group Task	Group	30%	1500 words	Week 4, Friday 4pm	Blackboard (SafeAssign)
3	Written Piece	Individual	40%	1800 words	Week 7, Friday 4pm	Blackboard (SafeAssign)
4	Quiz/zes	Individual	A: 15% B: 15%	45-minute online quiz (numeracy) 45-minute on class quiz (literacy)	Week 7	Online
			100%			

Assessment Task 1: Personal literacy and numeracy quiz

Goal:	The goal of this task is to demonstrate your personal literacy and numeracy capabilities as required for teaching
Product:	Quiz/zes
Format:	Part A: Numeracy A multiple choice and short answer personal numeracy quiz. Part B: Literacy A multiple choice and short answer quiz on key spelling and grammar conventions; and including a short written reflection of personal literacy and numeracy areas of strength and weakness, and a plan for developing graduate level personal literacy and numeracy skills, competence and confidence.
Criteria:	<ul style="list-style-type: none"> • Knowledge and understanding of literacy and numeracy concepts • Reflection upon literacy and numeracy competencies required for teaching

Assessment Task 2: Rich investigative task

Goal:	The goal of this task is to engage and collaborate with colleagues to facilitate professional learning and apply your reflections on this experience to your future professional practice, particularly in relation to the responsibility of all teachers being teachers of numeracy.
Product:	Written Piece

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Format:	<p>This task gives you the opportunity to work with 2-4 colleagues to create a rich investigative task for developing conceptual understanding of a topic in your specialist teaching area that is also designed to promote your students' numeracy capabilities. The task you create should be authentic and linked to the Year 7 to 10 Australian Curriculum. The task will be designed to engage your students in critical and creative thinking and problem-solving as well as collaborative group work (i.e., the task will be a group task for your students).</p> <p>Task Sheet</p> <p>The task description (Task Sheet) will be self-explanatory and be able to be implemented in the class of your choice.</p> <p>This part of your submission is likely to be 1-2 pages (500 words equivalent).</p> <p>Reflective essay</p> <p>The Reflective Essay provides the rationale for the task and should include:</p> <ul style="list-style-type: none"> • A discussion of the definitions of numeracy and the implications for teaching • An explanation of the teachers' role in developing students' numeracy capabilities • An analysis of the task in relation to how the task promotes conceptual understanding in the target learning area and promotes students' numeracy capabilities in relation to all dimensions of the 21st Century Numeracy Model. <p>This part of your submission is likely to be approximately 1000 words.</p>
Criteria:	<ul style="list-style-type: none"> • Knowledge and understanding of numeracy demands in a specific Learning Area • Critical analysis of the role of all teachers as teachers of numeracy • Academic literacy skills including English expression, APA referencing conventions, grammar and technical accuracy.

Assessment Task 3: Text analysis based on the Four Resources Model

Goal:	The goal of this task is to apply the <i>Four Resources Model</i> to a text from one of your teaching areas and identify how you as the teacher would develop learning experiences to support a specific group of secondary school learners.
Product:	Written Piece
Format:	A critical analysis of a text of your choice and a discussion of the repertoires of practice needed to understand, deconstruct and interact with that text effectively using Luke and Freebody's <i>Four Resources Model</i> for a specific group of learners. Include in your analysis how the model applies to one of the following groups of learners: Aboriginal and Torres Strait Islander students; or learners with English as an additional language or dialect; and or learners with literacy learning difficulties. Texts relevant to your teaching areas will be suggested on Blackboard.
Criteria:	<ul style="list-style-type: none"> • Knowledge and understanding of language as social interaction • Analysis of text using the theory underpinning the <i>Four Resources Model</i> • Appropriate use of teaching strategies to align with the teaching content and the selected learners • Academic literacy skills including English expression, APA referencing conventions, grammar and technical accuracy.

Assessment Task 4: Online quiz on literacy and numeracy

Goal:	The goal of this task is to evidence your knowledge of literacy and numeracy across the curriculum.
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Product:	Quiz/zes
Format:	Part A: Numeracy An online quiz on key topics and content from course material and tutorial activities explored throughout the semester. Part B: Literacy An online quiz on key topics and content from course material and tutorial activities explored throughout the semester.
Criteria:	<ul style="list-style-type: none"> • Knowledge and understanding of literacy and numeracy across the curriculum • Literacy and numeracy concepts necessary for teaching • Written communication and academic literacies including grammar, English expression, and technical accuracy.

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. A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

This course will be delivered via technology-enabled learning and teaching. All lectures will remain in this mode for Semester 2 2020. When government guidelines allow, students that elected on-campus study via the class selection process will be advised when on campus tutorials and practical sessions will resume.

Location: Specific Campus(es) or online:	Directed study hours for location:
Sippy Downs	35
Online	5

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

Please note that 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 as they are required:

Author	Year	Title	Publisher
Goos, M., Geiger, V., Dole, S., Forgasz, H., & Benison, A.	2019	Numeracy across the curriculum	Allen & Unwin

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 as a student 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. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module 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

If standard graded course, add:

Eligibility for Supplementary Assessment

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

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

If Limited graded course, add:

Limited Graded Course:

This course will be graded as Pass in a Limited Grade Course (PU) or Fail in a Limited Grade Course (UF) as per clause 4.1.3 and 4.1.4 of the Grades and Grade Point Average (GPA) - Institutional Operating Policy of the USC.

In a course eligible to use Limited Grades, all assessment items in that course are marked on a Pass/Fail basis and all assessment tasks are required to be passed for a student to successfully complete the course. Supplementary assessment is not available in courses using Limited Grades.

10.3 Assessment: Submission penalties

If standard graded course, add:

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.

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- A result of zero is awarded for an assessment task submitted after 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.

If Limited graded course, add:

You must contact your Course Coordinator and provide the required documentation if you require an extension or alternate assessment.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Wellbeing Services

Student Wellbeing Support Staff are available to assist on a wide range of personal, academic, social and psychological matters to foster positive mental health and wellbeing for your success. Student Wellbeing is comprised of professionally qualified staff in counselling, health and disability Services.

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, mental health issue, learning disorder, injury or illness, or you are a primary carer for someone with a disability, [AccessAbility Services](#) can provide assistance, advocacy and reasonable academic adjustments.

To book an appointment with either service go to [Student Hub](#), email studentwellbeing@usc.edu.au or accessability@usc.edu.au or call 07 5430 1226

10.6 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>

10.7 General Enquiries

In person:

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

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Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au