



# EDCU12044 Literacy and Numeracy for Teachers

## Term 1 - 2017

Profile information current as at 06/05/2024 04:21 am

All details in this unit profile for EDCU12044 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

### Corrections

### General Information

#### Overview

Literacy and Numeracy for Teachers develops students' personal competence in the content knowledge required to teach literacy and numeracy in primary school settings. In the area of literacy, students learn the components of the clause as the basic unit of meaning in the English grammar system and develop a metalanguage for identifying and describing the language used to express and connect ideas in written text. They apply this knowledge in a series of test situations to identify and use specific grammatical features and to proofread and analyse samples of written language. Personal competence in spelling is also developed in this unit through acquisition and application of the four areas of spelling knowledge to the maintenance of a personal spelling journal throughout the unit. In Numeracy, students participate in a series of challenges that focus on real-world application of mathematical terminology and processes for calculating and using rational numbers, using measurement and displaying and interpreting statistical information. Personal proficiency will be assessed through a test at the completion of the unit.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

#### Offerings For Term 1 - 2017

- Bundaberg
- Distance
- Mackay
- Noosa
- Rockhampton

#### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

#### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Portfolio**

Weighting: 30%

#### 2. **Written Assessment**

Weighting: 20%

#### 3. **In-class Test(s)**

Weighting: 50%

### Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Feedback from students and tutors.

##### Feedback

Concerns were expressed about the length and complexity of the Spelling Journal task and the need to align the suggested format of the journal more closely with the selection criteria provided.

##### Recommendation

Review these issues when looking at the format of the Moodle site in September 2016.

##### Action

Action was taken as a result of this feedback last year and the task was modified as a result. Given the nature of some of the comments this year, it would appear that in the eyes of some students, this was not enough. Next year I will ensure that students have access to an exemplar in the unit materials.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Identify specific language features and their function in a range of text types using appropriate metalanguage.
2. Apply the conventions of Standard Australian English to construct and proofread written text.
3. Devise strategies for spelling acquisition based on phonological, visual, morphemic and etymological features of vocabulary.
4. Select appropriate operations, formulae and communication strategies and technologies to estimate, calculate and validate solutions to authentic mathematical problems.
5. Display, interpret and make predictions based on given or collected data.

Successful completion of the unit Literacy and Numeracy for Teachers provides opportunities for students to demonstrate the Australian Professional Standards for Teachers focus areas of 2.1, 2.5 and 6.2. Assessment tasks in this unit determine personal levels of literacy and numeracy competence required for progress throughout the course according to the recommended structure.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Portfolio - 30%	•	•			
2 - Written Assessment - 20%			•		
3 - In-class Test(s) - 50%				•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•	•	•	•
2 - Problem Solving		•	•	•	•
3 - Critical Thinking	•	•	•	•	•
4 - Information Literacy					
5 - Team Work					
6 - Information Technology Competence					
7 - Cross Cultural Competence					
8 - Ethical practice					
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Portfolio - 30%	•	•	•							
2 - Written Assessment - 20%	•	•	•							
3 - In-class Test(s) - 50%	•	•	•							

## Textbooks and Resources

### Textbooks

EDCU12044

#### Prescribed

##### Grammar and meaning

(2012)

Authors: Humphrey, S., Droga, L., & Feez, S.

PETAA

Newtown , NSW , Australia

ISBN: 978 1 875622 91 7

Binding: Paperback

EDCU12044

#### Prescribed

##### Pearson illustrated Maths dictionary

Edition: 5th ed. (2014)

Authors: De Klerk, J., & Marasco, A.

Pearson Australia

Melbourne , VIC , Australia

ISBN: 978 1 4860 0983 1

Binding: Paperback

#### Additional Textbook Information

No

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Greg Wilkes** Unit Coordinator

[g.wilkes@cqu.edu.au](mailto:g.wilkes@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Language and its functions	Set text: Chapter 1	

### Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
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The clause as the basic unit of meaning  
Strategies for spelling acquisition

Set text: Chapter 2

### Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Sentence structure and clause types Patterns in spelling	Set text: Chapter 3	

### Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Text organisation and purpose Proofreading for spelling in use	Set text: Chapters 4 & 5	In-class test No. 1 for Assessment Task 1

### Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Texts and context - Considering audience and purpose Dictionary usage and spelling	Set text: Chapter 4 & 6	In-class test No. 2 for Assessment Task 1

### Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Language for interacting with others Introduction to numeracy for teachers	Set text: Chapter 4	In-class test No. 3 for Assessment Task 1

### Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Estimation, calculation and validation with whole number operations	See relevant terms in the Pearson Illustrated Dictionary	

### Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Fractions, decimals and percentages and proportional thinking		<b>Written Assessment</b> Due: Week 8 Friday (5 May 2017) 11:30 pm AEST

### Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Measurement	Set text pp. 189 - 190.	

### Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Recording and interpreting data	See relevant terms in the Pearson Illustrated Dictionary	

### Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Thinking mathematically for modelling and problem solving	CRO: Haylock (2014), Chapters 4 & 5	

### Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Review - In-class test		In-class test in tutorial time for on-campus students Online test for Distance students

### Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Portfolio

#### Assessment Type

Portfolio

#### Task Description

The portfolio is made up of a series of three (3) short in-class tests conducted in Weeks 4, 5 and 6 of the course. Each test will have a weighting of 10% of the overall marks available for the course. The marks for the three tests will be combined to calculate the total mark for this assessment task. Distance students will access each test online and complete them under timed conditions.

For each test you will be required to demonstrate personal competence in the use of Standard Australian English and knowledge of the appropriate metalanguage (terminology for discussing language function) by completing the following tasks:

- Identification of grammatical elements in a given text
- Proofreading and use of metalanguage to justify corrections
- Production of a written text according to the features of a given text type.

Further details about the content and conduct of each in-class test will be provided on the course Moodle site.

#### Assessment Due Date

On-campus students will complete the tests during their scheduled tutorial in Weeks 4, 5 and 6. Distance students will access the tests online through the link provided on the Moodle site. Tests will be open from midday until 11pm on Friday of Weeks 4, 5 and 6. Students must complete the test within a half hour timeframe. Timing will commence from the first access to the test via the Moodle link.

#### Return Date to Students

Feedback on this assessment task will be ongoing during Weeks 4, 5 and 6. Where possible, marked work will be available no later than 2 weeks after completion of each test.

#### Weighting

30%

#### Minimum mark or grade

Students must achieve an overall mark of at least 75% or (22.5 out of 30) to pass this task. A supplementary task will be offered for overall marks that fall between 65 and 75 per cent. A Fail for this task will result in a Fail overall for the course.

#### Assessment Criteria

Knowledge of levels of grammatical structure and specific language elements for expressing ideas

Ability to proofread written text and provide feedback on language use

Knowledge of metalanguage for describing language functions

Ability to construct cohesive texts using structure and language features that meet audience and purpose

#### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

#### Submission

Offline Online

#### Submission Instructions

Distance students will submit completed work through the link provided on the Moodle site. On-campus students will complete the tests during tutorial time and provide a hard copy to their tutor for marking on the day of the test.

#### Learning Outcomes Assessed

- Identify specific language features and their function in a range of text types using appropriate metalanguage.

- Apply the conventions of Standard Australian English to construct and proofread written text.

#### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking

## **2 Written Assessment**

#### **Assessment Type**

Written Assessment

#### **Task Description**

This assessment involves the construction and maintenance of a personal spelling journal that records your attempts to evaluate and improve your personal spelling competence. You will be expected to record at least five (5) additions to your list of words each week from Weeks 2 - 8 of the term. A structure for setting up your journal will be provided on the Moodle site for this course.

In your journal you will be expected to identify strategies for acquiring spelling using phonological, visual, morphemic and etymological knowledge and apply these strategies to your own word study and vocabulary extension.

In addition, the entry for each week must be accompanied by a brief evaluation of the effectiveness of these areas of knowledge in improving your spelling and understanding of the English spelling system.

Further details for this task will be provided on the course Moodle site.

#### **Assessment Due Date**

Week 8 Friday (5 May 2017) 11:30 pm AEST

#### **Return Date to Students**

Feedback on this task will be provided following moderation.

#### **Weighting**

20%

#### **Assessment Criteria**

Knowledge of the English spelling system

Understanding of strategies that improve spelling acquisition

Application of phonological, visual, morphemic and / etymological knowledge to the deconstruction of vocabulary

Ability to evaluate own competence and select words that enhance personal spelling competence.

#### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

#### **Submission**

Online

#### **Learning Outcomes Assessed**

- Devise strategies for spelling acquisition based on phonological, visual, morphemic and etymological features of vocabulary.

#### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking

## **3 In-class Test(s)**

#### **Assessment Type**

In-class Test(s)

#### **Task Description**

##### **Test of Mathematical Proficiency**

Throughout the term, you will build knowledge of Mathematical content, skills and communication that are integral to your role as a teacher. You will complete a 2-hour end-of-term test that draws on the content you have covered throughout the course. The test will include a range of question types including short answer and modelling and problem-solving questions. You will be required to show all working using appropriate mathematical terminology and communication methods in the application section of the test. An emphasis will be placed on the number, measurement and statistics knowledge required to perform the role of a teacher in school settings.



Further details about this task and revision quizzes to prepare for the final test will be provided on the Moodle site for this course.

### **Assessment Due Date**

The test will be conducted in Week 12 during tutorial time for on-campus students. Distance students will access the test online. The test will be available from midday until 11pm on Friday of Week 12.

### **Return Date to Students**

Feedback on this final assessment response will be available after moderation and in line with university policy on certification of grades.

### **Weighting**

50%

### **Minimum mark or grade**

Students must receive a grade of at least 75% (or 37.5 out of 50) to pass this task. Students whose marks fall within the 65-74% range will be eligible for a supplementary task. A Fail for this task will result in a Fail overall for the course.

### **Assessment Criteria**

Demonstration of personal competence in mathematical focus areas of number, measurement and statistics and probability

Use of communication methods to justify mathematical reasoning

Ability to select appropriate methods for solving real world applications of mathematical knowledge

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

Offline Online

### **Submission Instructions**

On-campus students will complete the test in tutorial time and submit responses in hard copy form on the day of the test. Distance students will access the test online and submit responses using the link on the course Moodle site.

### **Learning Outcomes Assessed**

- Select appropriate operations, formulae and communication strategies and technologies to estimate, calculate and validate solutions to authentic mathematical problems.
- Display, interpret and make predictions based on given or collected data.

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem