



# EDCU12044 Literacy and Numeracy for Teachers

## Term 1 - 2021

Profile information current as at 28/04/2024 08:50 pm

All details in this unit profile for EDCU12044 have been officially approved by CQUUniversity 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.

## 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 - 2021

- Bundaberg
- Cairns
- Mackay City
- Online
- Rockhampton
- Townsville

### 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 Student feedback.

##### **Feedback**

Review day and times of assessment tests.

##### **Recommendation**

Alternative arrangements will be offered for assessment tests.

## 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 this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:**

- 2.1 Content and teaching strategies of the teaching area  
2.5 Literacy and numeracy strategies  
6.2 Engage in professional learning and improve practice

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

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

### Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes                          | Learning Outcomes |   |   |   |   |
|--|-------------------|---|---|---|---|
|  | 1                 | 2 | 3 | 4 | 5 |
| <b>1 - Communication</b>                     | •                 | • | • | • | • |
| <b>2 - Problem Solving</b>                   |                   | • | • | • | • |
| <b>3 - Critical Thinking</b>                 | •                 | • | • | • | • |
| <b>4 - Information Literacy</b>              |                   |   |   |   |   |
| <b>5 - Team Work</b>                         |                   |   |   |   |   |
| <b>6 - Information Technology Competence</b> |                   |   |   |   |   |
| <b>7 - Cross Cultural Competence</b>         |                   |   |   |   |   |

| Graduate Attributes  | Learning Outcomes |   |   |   |   |
|--|-------------------|---|---|---|---|
|  | 1                 | 2 | 3 | 4 | 5 |
| <b>8 - Ethical practice</b>                                |                   |   |   |   |   |
| <b>9 - Social Innovation</b>                               |                   |   |   |   |   |
| <b>10 - Aboriginal and Torres Strait Islander Cultures</b> |                   |   |   |   |   |

## Alignment of Assessment Tasks to Graduate Attributes

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

## Textbooks and Resources

### Textbooks

EDCU12044

#### Prescribed

##### Grammar and Meaning

Edition: First (2012)

Authors: Humphrey, Droga and Feez

PETAA (Primary English Teaching Association Australia)

Newtown , NSW , Australia

ISBN: 978-1-875622-91-7

Binding: Paperback

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#### Prescribed

##### Pearson Illustrated Maths Dictionary

Edition: 5th (2014)

Authors: De Klerk and Marasco

Pearson Australia

Melbourne , VIC , Australia

ISBN: 978-1-4860-0983-1

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Access to a scanner and a printer (Distance students only)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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 - 08 Mar 2021

| Module/Topic   | Chapter | Events and Submissions/Topic |
|--|---------|------------------------------|
| Introduction to the unit. Details regarding all assessment tasks. Define key terms that are used to describe the functions of language. Compare and contrast the language features of spoken and written texts. Refer to prior knowledge to identify the language features of a range of familiar text types. Discuss the effects of audience and purpose on making language choices in effective texts. |         |                              |

### Week 2 - 15 Mar 2021

| Module/Topic   | Chapter | Events and Submissions/Topic |
|--|---------|------------------------------|
| Introduction to Word Study.<br>Introduction to the English spelling system and learning to spell accurately. Further details regarding the Spelling Journal.<br>On completion of this topic students should be able to: <ul style="list-style-type: none"><li>◦ use knowledge of the levels of grammatical structure to express ideas in a cohesive text</li><li>◦ define the clause as the basic unit of meaning in English</li><li>◦ identify the function of groups of words within a clause</li><li>◦ locate the process in a clause and classify the type of verb used to express the idea</li><li>◦ reflect on personal spelling and strategy use to select words for closer study that will enhance spelling competence</li></ul> |         |                              |

### Week 3 - 22 Mar 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Identification of errors in sentence structure and subject-verb agreement. Use of metalanguage to classify noun groups and circumstances. Analysis of text samples to make links between language features and the author's purpose. Analysis of a range of sentence structures for effective written expression.

Chapter one of text.

#### Week 4 - 29 Mar 2021

| Module/Topic  | Chapter            | Events and Submissions/Topic  |
|---|--------------------|---|
| More detail regarding the clause as the basic unit of meaning, the types of clauses and the key ingredient of every clause which is the process or verb. On completion of this topic students should be able to : <ul style="list-style-type: none"> <li>◦ combine clauses using conjunctions</li> <li>◦ explain the effect of variation in sentence structure on intended meaning and purpose of a text</li> <li>◦ trial proofreading strategies.</li> </ul> | Chapter 2 of text. | Assessment task 1. In-class test 1. Distance students to complete this online on the Sunday afternoon following Week 4. |

#### Week 5 - 05 Apr 2021

| Module/Topic  | Chapter   | Events and Submissions/Topic  |
|---|---|---|
| Further examination of how clauses can be organised to create effective texts. How to identify the clauses and verbs in a sentence. Identifying errors in written expression and using the metalanguage to explain them. How to use text connectives to create cohesive texts. Practise the use of nominalisation to create formal written texts in the third person. | Chapter 2 of text and complete exercises 2.18; 2.20 and 2.23. | Assessment task 1. In-class test 2. Distance students to complete this online on Sunday afternoon following Week 5. |

#### Vacation Week - 12 Apr 2021

| Module/Topic  | Chapter   | Events and Submissions/Topic |
|---|---|------------------------------|
| There are no tutorials or Zoom sessions in this week. | Use this time to review unit content and practise your writing and proofreading skills. |                              |

#### Week 6 - 19 Apr 2021

| Module/Topic  | Chapter | Events and Submissions/Topic  |
|---|---------|---|
| Enhancing your written competence in the construction and organisation of written texts. Examining the impact attitudes and dispositions on competence and confidence in numeracy and mathematical reasoning. |         | Assessment task 1. In-class test 3. Distance students to complete this online on Sunday afternoon following Week 6. |

#### Week 7 - 26 Apr 2021

| Module/Topic   | Chapter | Events and Submissions/Topic            |
|--|---------|---|
| Place value in the Hindu-Arabic system. Estimation and approximation. Decimal place value and related strategies for approximation. Problem Solving. |         | Assessment task 2 Spelling Journal due. |

#### Week 8 - 03 May 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Common fractions in real world settings. Operations and problem solving regarding common and decimal fractions. Converting between common fractions, decimal fractions, percentages and ratios.

#### **Week 9 - 10 May 2021**

| <b>Module/Topic</b>  | <b>Chapter</b> | <b>Events and Submissions/Topic</b> |
|--|----------------|-------------------------------------|
| Apply conceptual understanding of the size and use of standard units to select units that are appropriate for the attributes being measured. Calculate conversions in units of time and metric measurements. |                |                                     |

#### **Week 10 - 17 May 2021**

| <b>Module/Topic</b>   | <b>Chapter</b> | <b>Events and Submissions/Topic</b> |
|---|----------------|-------------------------------------|
| Use terminology and conventions for recording time in analogue, digital, 12 and 24-hour forms. Plan investigations that test the application of common formulae for perimeter, area and volume. Select and apply formulae to calculate perimeter, area and volume of common plane and solid shapes. Explain the relationship between perimeter, area and volume of shapes and solids. |                |                                     |

#### **Week 11 - 24 May 2021**

| <b>Module/Topic</b>  | <b>Chapter</b> | <b>Events and Submissions/Topic</b> |
|--|----------------|-------------------------------------|
| Discuss the importance of statistical literacy as a vital attribute of a numerate person. Describe and give examples of categorical, numerical, continuous and discrete data sets. Select graphical representation forms suitable for displaying different types of data . Calculate the mean and median of a set of scores. |                |                                     |

#### **Week 12 - 31 May 2021**

| <b>Module/Topic</b>  | <b>Chapter</b> | <b>Events and Submissions/Topic</b>  |
|--|----------------|--|
| <ul style="list-style-type: none"> <li>• Apply the STEP method to solve mathematical problems. Evaluate the importance of reflecting on the effectiveness of strategies for solving problems. Brainstorm a list of contexts for applying a range of problem solving strategies</li> <li>• Demonstrate mathematical knowledge and skills related to number, fractions, decimals, percentages, measurement and statistics and data.</li> </ul> |                | Assessment Task 3. In-class test of Mathematical Proficiency. Distance students to complete this online on Sunday afternoon following Week 12. |

#### **Review/Exam Week - 07 Jun 2021**

| <b>Module/Topic</b> | <b>Chapter</b> | <b>Events and Submissions/Topic</b> |
|---------------------|----------------|-------------------------------------|
|---------------------|----------------|-------------------------------------|

#### **Exam Week - 14 Jun 2021**

| <b>Module/Topic</b> | <b>Chapter</b> | <b>Events and Submissions/Topic</b> |
|---------------------|----------------|-------------------------------------|
|---------------------|----------------|-------------------------------------|

## Assessment Tasks

### 1 Task 1 Three short Literacy tests

#### Assessment Type

Portfolio

#### Task Description

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 7. 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 Fail for this task will result in a Fail overall for the unit.

#### 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 7th Edition \(APA 7th edition\)](#)

#### 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 Task 2 Spelling Journal

### 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 (that is 20 words in total). 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

### Return Date to Students

Feedback on this task will be provided following moderation.

### Weighting

20%

### Minimum mark or grade

Students must obtain a mark of 15 out of 20 or better to pass this task. A Fail in for this task means a Fail for the entire unit.

### 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 7th Edition \(APA 7th edition\)](#)

### 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 Task 3 Numeracy Test

### 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, 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 Sunday 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 7th Edition \(APA 7th edition\)](#)

### **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