



# EDSE14003 Literacy and Numeracy across the Curriculum

## Term 1 - 2017

Profile information current as at 02/05/2024 05:39 am

All details in this unit profile for EDSE14003 have been officially approved by CQU University 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

Knowing and understanding literacy and numeracy teaching strategies and their application to teaching areas in secondary schools is the focus of this unit. In this unit you will learn how to identify literacy and numeracy needs of secondary school students so you are able to implement learning activities to address appropriate learning requirements for individuals and groups. You will explore contemporary strategies and approaches to teaching literacy and numeracy to enable you to plan, assess and report on individual student literacy and numeracy capabilities. You will investigate the techniques that will enable you to identify the specific literacy and numeracy deficiencies that students may have, so you are able to provide appropriate learning support. Pedagogical strategies to address the needs of learners in literacy and numeracy are developed, to enable the appropriate design, implementation and evaluation of teaching, learning and assessment strategies, that facilitate and enhance student learning. This unit also requires the development and maintenance of your personal literacy and numeracy skills together with critically reflective practices to enhance your professional learning.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 4*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

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

- Distance

### 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. **Online Quiz(zes)**

Weighting: 40%

#### 2. **Portfolio**

Weighting: 60%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## 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](#).

## Unit Learning Outcomes

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

1. Identify and critique contemporary issues shaping the teaching of literacy and numeracy in secondary school teaching areas
2. Effectively design pedagogical strategies that accomplish learning in literacy and numeracy for secondary school students
3. Develop and maintain personal literacy and numeracy competence
4. Reflect critically on professional practice.

### Successful completion of this unit provides opportunities for students to demonstrate the Australian Professional Standards for Teachers focus areas of:

- 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
- 2.3 Curriculum, assessment and reporting
- 2.5 Literacy and numeracy strategies
- 2.6 Information and Communication Technology (ICT)
- 3.1 Establish learning goals
- 3.2 Plan, structure and sequence learning programs
- 3.3 Use teaching strategies
- 3.4 Select and use resources
- 6.1 Identify and plan professional learning needs
- 6.2 Engage in professional learning and improve practice
- 6.4 Apply professional learning and improve student learning

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Online Quiz(zes) - 40%			•	•
2 - Portfolio - 60%	•	•		•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving	•	•		
3 - Critical Thinking	•			•
4 - Information Literacy	•	•	•	•
5 - Team Work				

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - Online Quiz(zes) - 40%	•	•		•			•			
2 - Portfolio - 60%	•	•		•			•	•		

## Textbooks and Resources

### Textbooks

There are no required textbooks.

### 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

**Corey Bloomfield** Unit Coordinator  
[c.bloomfield@cqu.edu.au](mailto:c.bloomfield@cqu.edu.au)

## Schedule

**Week 1 - 06 Mar 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Teaching Literacy and Numeracy		
<b>Week 2 - 13 Mar 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Literacy Skills 1 Numeracy Skills 1		
<b>Week 3 - 20 Mar 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Literacy Skills 2 Numeracy Skills 2		Literacy Skills 1 Quiz Numeracy Skills 1 Quiz
<b>Week 4 - 27 Mar 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Literacy Skills 3 Numeracy Skills 3		Literacy Skills 2 Quiz Numeracy Skills 2 Quiz
<b>Week 5 - 03 Apr 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Literacy Skills 4 Numeracy Skills 4		Literacy Skills 3 Quiz Numeracy Skills 3 Quiz
<b>Vacation Week - 10 Apr 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 6 - 17 Apr 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Literacy Skills 5 Numeracy Skills 5		Literacy Skills 4 Quiz Numeracy Skills 4 Quiz
<b>Week 7 - 24 Apr 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Literacy Skills 6 Numeracy Skills 6		Literacy Skills 5 Quiz Numeracy Skills 5 Quiz
<b>Week 8 - 01 May 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Teaching Literacy and Numeracy in Secondary Schools		Literacy Skills 6 Quiz Numeracy Skills 6 Quiz
<b>Week 9 - 08 May 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Social and Political Influences on Literacy and Numeracy		
<b>Week 10 - 15 May 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Understanding Multiliteracies		
<b>Week 11 - 22 May 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Scaffolding for Literacy and Numeracy		
<b>Week 12 - 29 May 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic

**Review/Exam Week - 05 Jun 2017**

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

**Exam Week - 12 Jun 2017**

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

## Assessment Tasks

### 1 Literacy Skills and Numeracy Skills Weekly Quizzes

**Assessment Type**

Online Quiz(zes)

**Task Description**

High standards of literacy and numeracy are important to ensure that teacher education students have the requisite skills that are essential for carrying out the intellectual demands of teaching. Within accreditation requirements, pre-service teachers must meet a set minimum standard of literacy and numeracy competence. To assist you to meet the requirements for literacy and numeracy competence, this task focuses on supporting your personal literacy and numeracy competence.

You will be assessed on your personal competence through **12 quizzes** that will consist of multiple choice or one word/short answers.

There will be 10 questions in each Quiz. (12 quizzes x 10 questions per quiz = 120 questions, aggregated to become a mark out of 40% for this task).

There will be a literacy and a numeracy test each week from Week 3 - 9 linking to Topic 2 - 8 as indicated below:

- Quiz 1a & b will be in Week 3 and will link to Topic 2
- Quiz 2a & b will be in Week 4 and will link to Topic 3
- Quiz 3a & b will be in Week 5 and will link to Topic 4
- Quiz 4a & b will be in Week 6 and will link to Topic 5
- Quiz 5a & b will be in Week 7 and will link to Topic 6
- Quiz 6a & b will be in Week 8 and will link to Topic 7

You must receive a pass standard (minimum mark of 20/40) to be eligible to pass this task.

The tests will be located within the Assessment Block on the left hand side of the front page of the Moodle site for this unit and will be released each week from Week 3.

Each test will be timed and must be completed within that timeframe.

Each test will be open only for the week that test is set with each test being open from 12.00am Monday - 11.59pm Sunday of that week.

You are eligible for **one attempt only** for each quiz. If you do not attempt a quiz, a mark of 0 will be recorded for that attempt.

Further information will be provided within the on-line sessions for this unit.

**Number of Quizzes**

12

**Frequency of Quizzes**

Weekly

**Assessment Due Date**

There will be a literacy and a numeracy test each week from Week 3 - 9 linking to Topic 2 - 8 as indicated above.

**Return Date to Students**

The score for each quiz will be available on-line after the completion of each quiz

**Weighting**

40%

### Minimum mark or grade

50%

### Assessment Criteria

You will be assessed on your personal competence through **12 quizzes** that will consist of multiple choice or one word/short answers. Each quiz will be based on the content covered within the Topic the Quiz links to.

### Referencing Style

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

### Submission

Online

### Submission Instructions

Quizzes to be completed on-line weekly through the Moodle site.

### Learning Outcomes Assessed

- Develop and maintain personal literacy and numeracy competence
- Reflect critically on professional practice.

### Graduate Attributes

- Communication
- Problem Solving
- Information Literacy
- Cross Cultural Competence

## 2 Planning for Teaching Literacy and Numeracy

### Assessment Type

Portfolio

### Task Description

This task is designed to help you understand and demonstrate the teacher's role in planning for literacy and numeracy within your teaching areas.

You are required to consider the explicit teaching required to enhance student capabilities in one of the areas of literacy or numeracy.

For this task you are to:

- Select a unit of work/module for **one** of your teaching areas (other than English). This might be one written by a teacher, provided by QCAA or be a sample unit from the Australian Curriculum. Include the original (or link) as an appendix. Briefly describe the intended learning of the unit and the grade for which it is designed (1 paragraph).
- Consult the Australian Curriculum statements about literacy and numeracy capabilities and then identify the literacy OR numeracy learning demands of the unit or work/module. [If you are choosing Mathematics as a teaching area, you must select literacy here.] This section can be presented as a discussion, a list, diagram or concept map (1 page).
- Provide an overview of where you will address these capabilities within the unit/module. This means you will need to map out the learning over a period and indicate where literacy or numeracy learning will need to be addressed (1-2 pages).
- From the overview, design a series (3-5) of activities that will show how you will explicitly address literacy or numeracy in your teaching area at particular points in the unit/module. Include a description of the teaching and learning activity, the intended literacy or numeracy outcomes, resources, texts, groupings and strategies (1 page per activity).
- Write a 2-page theorised rationale explaining:

o How your activities address the literacy or numeracy demands of your chosen teaching subject area.

o How your activities link to contemporary teaching practice in your chosen teaching subject area

o How you have designed activities that link to the literacy and numeracy demands of your chosen teaching subject area

o How your designed activities develop in students the disposition that literacy and numeracy are required outside and beyond school for lifelong well-being.

o You will need to make reference to readings, relevant policies, curriculum etc. Your rationale should also reflect contemporary understandings and theories of literacy (as a socio-cultural practice) and numeracy.

**Assessment Due Date**

Week 12 Friday (2 June 2017) 11:45 pm AEST

**Return Date to Students**

Exam Week Friday (16 June 2017)

**Weighting**

60%

**Minimum mark or grade**

50%

**Assessment Criteria**

- Knowledge and understanding of literacy or numeracy learning demands of a specified unit of work or module.
- Knowledge and understanding of appropriate pedagogy to support literacy and numeracy within a particular unit of work or module.
- Knowledge and understanding of the theoretical principles underpinning literacy or numeracy teaching and learning.
- Communication demonstrating personal literacy competence.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

One .doc or .docx file to be uploaded

**Learning Outcomes Assessed**

- Identify and critique contemporary issues shaping the teaching of literacy and numeracy in secondary school teaching areas
- Effectively design pedagogical strategies that accomplish learning in literacy and numeracy for secondary school students
- Reflect critically on professional practice.

**Graduate Attributes**

- Communication
- Problem Solving
- Information Literacy
- Cross Cultural Competence
- Ethical practice



## 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