

## UNIT INFORMATION

<b>UNIT CODE</b>	CR111
<b>UNIT NAME</b>	Introduction to Cross Curricular Literacies
<b>ASSOCIATED HIGHER EDUCATION AWARDS</b>	Bachelor of Education (Primary) Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary)
<b>DURATION</b>	One Semester
<b>LEVEL</b>	Level 7
<b>CORE / ELECTIVE</b>	Core
<b>WEIGHTING</b>	Unit credit points            10 (0.125 EFTSL) Course credit points: 320 - Bachelor of Education (Primary) 320 - Bachelor of Education (Secondary) 320 - Bachelor of Arts/Bachelor of Education (Secondary)

### LEARNING DELIVERY

#### Internal/On Campus

- Weekly lecture
  - Weekly tutorial (where applicable)
- Plus, Learning Portal

#### External/Online

- Weekly virtual lecture/ tutorial
- Plus, Learning Portal

#### Learning Portal (Moodle™)

- Power Point presentation and resources
- Weekly readings
- Study guides
- Collaborative forums: Student forums and News forum.
- Turnitin assessment and feedback tool

All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.

### STUDENT WORKLOAD

Contact hours/Directed Online study	30 hours
Reading, study and preparation	50 hours
Assignment preparation	70 hours

**Total** **150 hours**

Students requiring additional English language support are expected to undertake an additional one hour per week.

### PREREQUISITES / COREQUISITES /

Nil

**RESTRICTIONS****RATIONALE*****Enduring Understanding:***

Teachers need to demonstrate and model for their students the understanding that literacy, numeracy and digital skills are interwoven across all aspects of education.

As professional communicators, teachers need to demonstrate an excellent use of a range of literacies in multiple contexts. This unit provides the opportunity for pre-service teachers to be introduced to the elements of literacy, numeracy and digital literacy and engage in the development of an understanding of these core components of communication in Australian classroom contexts including those with a variety of cultural diversity. Pre-service teachers will also develop skills to use these core literacies in the classroom.

**CONTENT**

1. Contemporary imperatives and current issues for literacy, numeracy and digital literacy in Australian classrooms including NAPLAN and standardised testing, digital citizenship and eSafety
2. Engaging in safe, responsible and ethical strategies and practices for ICT in learning and teaching
3. Literacy skills and practices for academic and professional contexts
4. Numeracy skills and practices for academic and professional contexts
5. Digital literacy skills and practices for academic and professional context, including safe, responsible and ethical use of ICT in learning and teaching
6. Application of literacy, numeracy and digital literacy skills to inform and direct teacher choices to improve student outcomes

**LEARNING OUTCOMES**

On completion of this unit, pre-service teachers will have provided evidence that they have:

1. explained the nature of communication in a range of cultural and educational settings  
Graduate Teacher Standards: 2.5  
Graduate Attributes: 1, 6
2. developed the mechanics of reading and writing for academic and professional purposes  
Graduate Teacher Standards: 2.1, 2.5  
Graduate Attributes: 1, 6
3. developed the skills of quantitative communication for academic and professional purposes  
Graduate Teacher Standards: 2.5  
Graduate Attributes: 1, 6
4. engaged the elements of literacy, numeracy and digital practices, skills and practices for academic and professional contexts  
Graduate Teacher Standards: 2.1, 2.5, 2.6, 4.5  
Graduate Attributes: 1, 2
5. evaluated and implemented a selection of current and emerging technologies and their impact on educational settings and

Graduate Teacher Standards: 2.1, 2.6, 4.5  
 Graduate Attributes: 1, 2, 4, 7

6. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation  
 Graduate Attributes: 2, 6

## ASSESSMENT TASKS

**In order to receive a passing grade a student must fulfil the following requirements:**

- adequate submission/attempt of all assessment tasks
- achieve a summative exit grade of Pass or above

### TASK 1: QUIZZES

The quizzes will revise and test content in literacy and numeracy for academic and professional purposes.

Word Length/Duration: 10 minutes x 10

Weighting: 20% comprising: Literacy: 5 quizzes x 2% each, Numeracy: 5 quizzes x 2% each

Learning Outcomes: 2, 3

Assessed: Bi-weekly during lectures

### TASK 2: EXAMINATION

The exam/s will test preservice teachers' understanding of the mechanics of Literacy and Numeracy for academic and professional purposes.

*Note: This task is a threshold task and 60% must be attained to pass this assessment (see below)*

Word Length/Duration: 3 hours

Weighting: 50%, comprising: Literacy content and skills – 25% Numeracy content and skills – 25%

Learning Outcomes: 2, 3

Assessed: Week 15

### TASK 3: ASSESSMENT TASK LITERACIES & WEBSITE

Unpack a student assessment task for embedded literate, numerate, ICT literacies and create a website that will support student learning for this assessment piece. The website should implement current and emerging technologies and engage the elements of literacy, numeracy and digital practices. Include a section on resources applicable toward safe, responsible and ethical use of ICT.

Word Length/Duration: 1000 words (justification)

Weighting: 30% Comprising, Part A – Task Literacies – 15%, Part B – Website – 15%

Learning Outcomes: 1, 5, 6

Assessed: Part A – Justification - Week 6, Part B – Website design – Week 11

## ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcome	Content	Graduate Teacher Standards	Graduate Attributes
Task 1	3, 4	3, 4	2.1, 2.5, 2.6	1, 6
Task 2	2, 3	3, 4	2.1, 2.5	1, 6

Task 3	1-6	1-6	2.5, 2.6, 4.5	1, 2, 4, 6, 7
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## ASSESSMENT ELABORATION

### Task 1: Quizzes

**Bi-weekly quizzes** (10-20 questions) in both Mathematics and English are collated to establish an overall grade for this assessment component on the following scale.

High Distinction	Distinction	Credit	Pass	Fail
85% +	75-84%	65-74%	50-64%	below 50%

### Task 2: Examination

The examination grading is determined by the following scale

High Distinction	Distinction	Credit	Pass	Fail
85% +	75-84%	65-74%	60-64%	below 60%

### Task 3: Assessment task literacies and website

**Purpose of the Task:** Identify embedded literacies and create a website to engage and support students in the elements of literacy, numeracy and digital practices.

#### Part A: Task Literacies (15%)

For the supplied student assessment, identify and explain the range of literacies students will need to be engaged with to complete the task. Specifically detail the embedded individual literacies with clear relevant examples drawn from the assessment piece. You should include the following as applicable to the task:

- LITERACIES:
  - Word knowledge
  - Visual knowledge
  - Text knowledge
  - Grammar knowledge
- NUMERACIES:
  - Measurement
  - Whole Numbers
  - Patterns and Relationships
  - Fractions, Decimals, Percentages, Ratios and rates
  - Spatial reasoning
  - Statistics
- INFORMATION AND COMMUNICATION TECHNOLOGIES:
  - Creating with ICT
  - Communicating with ICT
  - Investigating with ICT

Justify your discussion and choices with reference to the Australian Curriculum (General Capabilities) and academic references. A reference list is required.

- The justification will be submitted via *Turnitin*.

#### Part B: Website (15%)

Based on the literacies identified in Part A, create an engaging website that will support student learning for an assessment piece. Your website will need to explain the task to the student and also to **provide support** in how to do the task, engaging in the relevant numeracy and literacy skills. In the creation of the website, you will need to provide resources and technologies which support:

- The literacies that the student will have to engage with to be successful in the task (Word knowledge, Text knowledge, Visual Knowledge and Grammar Knowledge).
- The numeracies that the student will have to engage with to be successful in the task, where relevant (Measurement, Whole Numbers, Patterns and Relationships, Fractions, Decimals, Percentages, Ratios and rates, Spatial reasoning and Statistics).
- The information and communication technologies that the students will have to engage with to be successful in the task (Investigating with ICT, Creating with ICT and Communicating with ICT).
- The content area knowledge that the student will have to engage with to be successful in the task.

You should also include:

A reference list as a separate 'Tab' or 'Page' on your website. The website will be submitted via *Turnitin*, with the link to the website provided within a Word document.

## SPECIALIST FACILITIES OR EQUIPMENT

Students should have access to a device (i.e. laptop, ipad, etc) to be used during lectures on which they can create a website.

Calculator, Ruler, Protractor

## PRESCRIBED TEXTS

Nil

Selected readings will be available via the Moodle™ site for this unit.

## RECOMMENDED READINGS

### CURRICULUM READINGS

Gillen, J. (2014). *Digital literacies*. London, UK: Routledge.

Henderson, M., & Romeo, G. (Eds.). (2015). *Teaching and digital technologies: Big issues and critical questions*. Melbourne, VIC: Cambridge University Press.

Jorgensen, R., Sullivan, P., & Grootenboer, P. (Eds.). (2013) *Pedagogies to enhance Learning for Indigenous students: Evidence-based practice*. Singapore: Springer.

Tompkins, G., Smith, C., Campbell, R., & Green, D. (2019). *Literacy for the 21st century: A balanced approach*. (3rd Aust. ed.). Melbourne, VIC: Pearson.

Westwood, P.S. (2008). *What teachers need to know about numeracy*. Camberwell, VIC: ACER Press.

Winch, G. (2013). *Primary grammar handbook*. (4th ed.). South Melbourne, VIC: Oxford University Press.

### JOURNALS

*Australian Journal of Language and Literacy*

*Australian Primary Mathematics Classroom*

*English in Australia*

*Teaching Mathematics*

*The Australian Mathematics Teacher*

### WEBSITES

Australian Curriculum and Assessment Reporting Authority. (2013). General capabilities.

[Http://www.australiancurriculum.edu.au/GeneralCapabilities/Pdf/Overview](http://www.australiancurriculum.edu.au/GeneralCapabilities/Pdf/Overview)

Qld Curriculum and Assessment Authority P-10 Literacy and Numeracy indicators and sample assessments. (2016).  
<https://www.qcaa.qld.edu.au/p-10/qld-curriculum/p-10-literacy-numeracy>

## OTHER

In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).

These and other translations may be accessed free on-line at <http://www.biblegateway.com>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

## UNIT REVIEW

SEMESTER	FEEDBACK AND RESPONSE

# RUBRIC

## TASK 3: PART A

LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
1,2,4	Identified the elements of literacy required for the assessment task	Comprehensive, informed and shrewd reflection of the literacy practices with reference to academic and curriculum sources	Strong and informed reflection of the engagement of literacy practices with reference to academic and curriculum sources	Informed reflection of the engagement of literacy practices with reference to academic and curriculum sources	Broad reflection of the engagement of literacy practices with limited reference to academic and curriculum sources	Inappropriate or inadequate reflection of literacy practices with inadequate reference to academic and curriculum sources
4	Identified the elements of numeracy required for the assessment task	Comprehensive, informed and shrewd reflection of the numeracy practices with reference to academic and curriculum sources	Strong and informed reflection of the engagement of numeracy practices with reference to academic and curriculum sources	Informed reflection of the engagement of numeracy practices with reference to academic and curriculum sources	Broad reflection of the engagement of numeracy practices with limited reference to academic and curriculum sources	Inappropriate or inadequate reflection of numeracy practices with inadequate reference to academic and curriculum sources
4,5	Identified the elements of information and communication technology required for the assessment task	Comprehensive, informed and shrewd reflection of the information and communication technology practices with reference to academic and curriculum sources	Strong and informed reflection of the engagement of information and communication technology with reference to academic and curriculum sources	Informed reflection of the engagement of information and communication technology with reference to academic and curriculum sources	Broad reflection of the engagement of information and communication technology with limited reference to academic and curriculum sources	Inappropriate or inadequate reflection of information and communication technology with inadequate reference to academic and curriculum sources
4	Understanding of the role of General Capabilities within the Australian Curriculum supported by academic literature	Insightful understanding of the role of General Capabilities with astute academic justification	Well-described understanding of the role of General Capabilities supported with academic justification	Solid understanding of the role of General Capabilities with sound academic justification	Sound understanding of the role of General Capabilities supported with academic justification	Inappropriate or inadequate understanding of the role of General Capabilities with little academic justification
3,6	Communicated at an appropriate tertiary standard regarding expression* *(See CHC APA Style Guide)	Communicated at an outstanding tertiary standard throughout with expression that includes appropriate use of relevant academic vocabulary and well-structured sentences, with minimal or no technical errors. Referencing is accurate and consistent	Communicated at a high-quality tertiary standard through expression that only contains minor technical errors. Sentences are well structured, and vocabulary is appropriate for academic writing. Referencing is consistent	Communicated at a commendable tertiary standard through expression that only contains minor technical errors. Sentences are mostly well structured. Referencing information has been provided, with some errors/inconsistencies	Communicated at a satisfactory tertiary standard through expression that contains some errors, but they don't detract from comprehension. Use of simple language. Other people's ideas are acknowledged	Communicated at an unsatisfactory tertiary standard through expression that contains several fundamental errors, including poor grammar and sentence structure. Other people's ideas have not been acknowledged



COMMENT





# RUBRIC

## TASK 3: PART B

LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
5	Implemented a range of technologies to suit the task and engage learners	Creative and astute selection of technologies that precisely achieve their intended purpose and engage learners	Astute selection of technologies that precisely achieve their intended purpose and engage learners	A careful selection of technologies that achieve their intended purpose and engage learners	A selection of technologies that broadly achieve their intended purpose	An inappropriate or inadequate selection of technologies and / or are not engaging for learners
1,2,4	Engaged and supported the elements of literacy	Precisely identified the literacy demands and provided exceptional scaffolding	Precisely identified the literacy demands and provided excellent scaffolding	Identified the literacy demands and provided solid scaffolding	Identified the literacy demands and provided some scaffolding	Inappropriate or inadequate identification of the literacy demands, and/or inappropriate /inadequate scaffolding provided
4	Engaged and supported the elements of numeracy	Precisely identified the numeracy demands and provided exceptional scaffolding.	Precisely identified the numeracy demands and provided excellent scaffolding.	Identified the numeracy demands and provided solid scaffolding.	Identified the numeracy demands and provided some scaffolding.	Inappropriate or inadequate identification of the numeracy demands, and/or inappropriate /inadequate scaffolding provided.
4	Engaged and supported the elements of Information and Communication Technology	Precisely identified all the ICT demands and provided exceptional scaffolding	Precisely identified all the ICT demands and provided excellent scaffolding	Identified all the ICT demands and provided solid scaffolding	Identified some of the ICT demands and/or provided some scaffolding	Inappropriate or inadequate identification of the ICT demands, and/or inappropriate / inadequate scaffolding provided



LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
3,6	Communicated at an appropriate tertiary standard regarding expression* *(See CHC APA Style Guide). Reference list is included and is appropriately formatted Grammar, expression, spelling and punctuation are appropriate	Communicated at an outstanding tertiary standard throughout with expression that includes appropriate use of relevant academic vocabulary and well-structured sentences. No errors in grammar, expression, spelling and punctuation Referencing is accurate	Communicated at a high quality tertiary standard throughout with expression that includes appropriate use of relevant academic vocabulary and well-structured sentences. Very few errors in grammar, expression, spelling and punctuation Referencing is accurate	Communicated at a commendable tertiary standard throughout with expression that includes appropriate use of relevant academic vocabulary and well-structured sentences. Very few errors in grammar, expression, spelling and punctuation Referencing is accurate	Communicated at a satisfactory tertiary standard through expression that contains some errors, but they don't detract from comprehension. Use of simple language Reference list contains some errors and / or is incomplete	Communicated at an unsatisfactory tertiary standard through expression that contains several fundamental errors, including poor grammar and sentence structure. Other people's ideas have not been acknowledged Reference list contains multiple errors and / or is not present

**COMMENT**

