UniSC

COURSE OUTLINE

EDU715 Literacy and Numeracy across the Curriculum

School: School of Education and Tertiary Access

2025 | Session 8

UniSC Sunshine Coast	BLENDED LEARNING	Most of your course is on campus but you may be able to do some components of this course online.

Please go to usc.edu.au 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 focuses on interrogating school subjects to identify literacy and numeracy demands and designing learning experiences to support students' literacy and numeracy capabilities. Definitions of literacy and numeracy are analysed to broaden conceptualisation of these two terms as encompassing more than basic skills. You will design innovative solutions to improving students' literacy and numeracy in authentic contexts. You will analyse your own personal literacy and numeracy skills and competencies, and reflect upon the literacy and numeracy requirements of teachers in the 21st century.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	14hrs	Week 1	Once Only
Tutorial/Workshop 1 – On campus tutorial.	16hrs	Week 1	Once Only

1.3. Course Topics

- Definitions of literacy and numeracy for the 21st Century
- All teachers' responsibilities as teachers of literacy and numeracy
- Literacy and numeracy as General Capabilities in the Australian Curriculum
- The critical application of the *Four Resources Model* for literacy and numeracy
- The 21st Century Numeracy Model
- Safe and ethical use of ICT for teaching and learning
- Traditional and functional grammar; genre and the writing process
- Key mathematical concepts that underpin numeracy
- Supporting the literacy and numeracy development of all learners in safe learning environments
- Interpreting numerical and visual information

2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

> 12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Australian Institute for Teaching and School Leadership
1 Demonstrate personal literacy and numeracy skills, reflect on personal literacy and numeracy skill development and facilitate professional learning.	Knowledgeable	6.1, 6.2, 6.4
2 Explain the meaning of literacy and numeracy, their place as general capabilities across all learning areas in the Australian Curriculum and the role of all teachers as teachers of literacy and numeracy.	Empowered	2.1, 2.2, 6.4
3 Research and explain a range of theoretical and practical approaches, including the Four Resources Model and 21st Century Numeracy Model, to assist the development of literacy and numeracy.	Knowledgeable Creative and critical thinker	2.1, 2.2, 2.3, 2.5
4 Apply specialised knowledge and understanding of curriculum and pedagogy to select/design teaching strategies and learning materials that promote the development of literacy and numeracy in specific learning areas.	Knowledgeable Empowered	1.2, 2.1, 2.3, 2.5, 2.6, 3.3
5 Analyse learning materials that ethically support students acquiring competence in literacy and numeracy, support students ethical use of ICT whilst considering social justice and inclusion for all, using the the 4 Resources Model and 21st Century Numeracy Model.	Creative and critical thinker	1.2, 2.1, 2.3, 2.4, 2.5, 2.6
6 Communicate in written and oral texts using academic literacy skills including English expression, grammar, spelling, punctuation and APA referencing conventions	Knowledgeable	6.2

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1.2	Understand how students learn: Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
2.1	Content and teaching strategies of the teaching area: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.2	Content selection and organisation: Organise content into an effective learning and teaching sequence.
2.3	Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.

CODE	COMPETENCY
2.4	Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians: Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5	Literacy and numeracy strategies: Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
2.6	Information and Communication Technology (ICT): Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
3.3	Use teaching strategies: Include a range of teaching strategies.
6.1	Identify and plan professional learning needs: Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.
6.2	Engage in professional learning and improve practice: Understand the relevant and appropriate sources of professional learning for teachers
6.4	Apply professional learning and improve student learning: Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

Enrolled in Program ED508, ED705, ED706 or ED707

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

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

6.2. Details of early feedback on progress

Students will receive formative feedback on the literacy and numeracy skills they demonstrated in the Task 1.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	0%	Part A: 45 minutes Part B: 45 minutes	Week 1	Online Assignment Submission with plagiarism check
All	2	Oral and Written Piece	Individual	40%	Part A: 5 minutes (800 words equivalent) Part B: 1000 words	Week 4	Online Assignment Submission with plagiarism check
All	3	Artefact - Professional, and Written Piece	Group	40%	Part A: 1-2 pages Part B: 1500 words	Week 7	Online Assignment Submission with plagiarism check
All	4	Quiz/zes	Individual	20%	Part A: 45 minutes Part B: 45 minutes	Week 6	Online Test (Quiz)

All - 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. Refer to Canvas for further details.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Demonstrate personal literacy and numeracy skills and reflect on personal literacy and numeracy skill development.	1

GENERIC SKILLS:	Communication

All - Assessment Task 2: PowerPoint and Text Analysis of the Four Resources Model

GOAL:	The goal of this task is to apply the Four Resources Model to a text from one of your teaching areas and identify how you as the teacher would develop digital literacy learning experiences that support a group of secondary school learners to ethically and safely engage with ICT.
PRODUCT:	Oral and Written Piece
FORMAT:	Choose a digital text that is relevant to a class of students in your subject/year level and identify the repertoires of practice inherent in its structure by applying the Four Resources Model of literacy use. Part A: PowerPoint You will demonstrate your knowledge of the Four Resources Model through a discussion you will present a video recording embedded in a PowerPoint presentation. Part B: Text analysis You will analyse and reflect on how your chosen text and teaching strategies applies to one of the following groups of learners: Aboriginal and Torres Strait Islander students; or students with English as an additional language or dialect, or learners with literacy learning difficulties. Please refer to Canvas for further details.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Knowledge and understanding of the Four Resources Model and the repertoires of practice found in the Model as they apply to the chosen text.	3
	2	Appropriate choice of teaching strategies to align with the teaching content and the selected learners.	4
	3	Critical analysis of chosen text using the theory underpinning the Four Resources Model.	5
	4	Communication in written and oral texts using academic literacy skills including English Expression, grammar, spelling, punctuation and APA referencing conventions	6
GENERIC SKILLS:	Communication, Organisation, Applying technologies, Information literacy		

All - Assessment Task 3: Rich Investigative Task and Reflection

GOAL:	The goal of this task is as a group of 3-4 teachers create or source a Rich Investigative Task and then critically reflect on the role of all teachers as teachers of numeracy.
PRODUCT:	Artefact - Professional, and Written Piece
FORMAT:	As a group of 3-4 teachers create or source a Rich Investigative Task and then write a reflective essay which discusses the value of the investigative task for developing students' conceptual understanding and capabilities in numeracy and the crucial role/s of the teacher. This assessment is made of two parts. Part A: Task Sheet The task sheet for the Rich Investigative Task should be linked to the Year 7 to 10 Australian Mathematics Curriculum and provide authentic opportunities for students to test and apply concepts, procedures, and strategies explicitly taught in the mathematics content area. There should be four stages in the Rich Investigative Task which should be designed to engage students in problem solving, collaborative group work, and critical and creative thinking in numeracy. The Task Sheet should be self-explanatory, clearly address a content area, and be able to be implemented in the year level of your choice. Part B: Reflective Essay The reflective essay will provide the rationale for the Rich Investigative Task. This should include a discussion on the definitions of numeracy, an explanation of the role of all teachers in developing their and their students' numeracy capabilities, and a critical analysis of the task. The task analysis should discuss and critique the development of students' numeracy capabilities and conceptual understanding in the target learning area and also critically reflect on the role of all teachers as teachers of numeracy. The written essay should draw on theoretical and practical approaches which assist the development of numeracy in specific learning areas. Please refer to Canvas for further details.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Explanation the meaning of numeracy, its place as a general capability across all learning areas in the Australian Curriculum and the role of all teachers as teachers of numeracy.	②
	2	Explanation a range of theoretical and practical approaches, including the 21st Century Numeracy Model, to assist the development of numeracy in specific learning areas.	③
	3	Application of specialised knowledge and understanding of curriculum and pedagogy to the design of a rich investigative task that promotes the development of numeracy.	④
	4	Critical analysis of a rich investigative task that promotes students' numeracy capabilities using the 21st Century Numeracy Model.	⑤
	5	Communication in written texts using academic literacy skills including English expression, grammar, spelling, punctuation and APA referencing conventions	⑥

GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy

All - 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.
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. Refer to Canvas for further details.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Demonstration of personal literacy and numeracy.	1
	2	Explanation of the meaning of numeracy, it's place as a general capability across all learning areas in the Australian Curriculum and the role of all teachers as teachers of numeracy.	2
	3	Explanation a range of theoretical and practical approaches, including the 21st Century Numeracy Model, to assist the development of numeracy across the curriculum.	3

GENERIC SKILLS:	Communication, Problem solving

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. Student workload is calculated at 12.5 learning hours per one unit.

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

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas 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. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Merrilyn Goos,Vince Geiger,Shelley Dole,Helen Forgasz	2018	Numeracy Across the Curriculum	n/a	A&u Academic

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 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 and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training 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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

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%; and
(b) The course is graded using the Standard Grading scale

After students complete their final placement they come back to university and prepare for their QTPA (Quality Teaching Performance Assessment) a federal government requirement. The QTPA requires the students to explain the impact their teaching had on some of the students that they taught whilst on placement. In this course the students learn how to carry out action research in their future classrooms. Research and reflective practice is an important part of teaching and this course helps students to use evidence to help improve their teaching practice. Students will continue their learning about this on placement whilst working with their supervising teachers to support their data collection for the QTPA.

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: 07 5430 1168 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call 07 5430 1226 or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the Learning Advisers web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to Student Hub, email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, AccessAbility Services can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to Student Hub, email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. 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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au