

# EDU715 Literacy and Numeracy across the Curriculum

**School:** School of Education and Tertiary Access

2024 | Semester 2

UniSC Sunshine Coast  
UniSC Moreton Bay

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

**ONLINE**

You can do this course without coming onto campus.

*Please go to [usc.edu.au](http://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 |
|---|-------|----------------|-----------|
| <b>BLENDED LEARNING</b>   |       |                |           |
| <b>Learning materials</b> – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.                     | 2hrs  | Week 1         | 7 times   |
| <b>Tutorial/Workshop 1</b> – On campus tutorial.  | 2hrs  | Week 1         | 7 times   |
| <b>Tutorial/Workshop 2</b> – On campus tutorial.  | 2hrs  | Week 4         | Once Only |
| <b>ONLINE</b>   |       |                |           |
| <b>Learning materials</b> – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.                     | 2hrs  | Week 1         | 7 times   |
| <b>Tutorial/Workshop 1</b> – The online tutorial is synchronous and conducted using technology-enabled learning and teaching experience that involves engagement and application of learning materials. | 2hrs  | Week 1         | 7 times   |
| <b>Tutorial/Workshop 2</b> – The online tutorial is synchronous and conducted using technology-enabled learning and teaching experience that involves engagement and application of learning materials. | 2hrs  | Week 4         | 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 *Four Resources Model* for critical literacy
- The 21st Century Numeracy Model
- 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   | GRADUATE QUALITIES MAPPING   | PROFESSIONAL STANDARD MAPPING *                         |
|--|--|---|
| On successful completion of this course, you should be able to...  | Completing these tasks successfully will contribute to you becoming... | 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<br>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<br>Empowered   | 1.2, 2.1, 2.3, 2.5, 2.6, 3.3                            |
| 5 Critically analyse learning materials that ethically support students acquiring competence in literacy and numeracy, 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.  |
| 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. |

| CODE | COMPETENCY  |
|------|---|
| 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<br>Part B: 45 minutes                       | Week 1                | Online Assignment Submission with plagiarism check |
| All           | 2        | Artefact - Professional, and Written Piece | Group               | 30%         | Part A: 1-2 pages<br>Part B: 1500 words                        | Week 4                | Online Assignment Submission with plagiarism check |
| All           | 3        | Oral and Written Piece                     | Individual          | 40%         | Part A: 5 minutes (800 words equivalent)<br>Part B: 1000 words | Week 7                | Online Assignment Submission with plagiarism check |
| All           | 4        | Quiz/zes                                   | Individual          | 30%         | Part A: 45 minutes<br>Part B: 45 minutes                       | Week 7                | Online Test (Quiz)                                 |

#### All - Assessment Task 1: Personal literacy and numeracy quiz

|                  |  |  |
|------------------|--|--|
| <b>GOAL:</b>     | The goal of this task is to demonstrate your personal literacy and numeracy capabilities as required for teaching.   |  |
| <b>PRODUCT:</b>  | Quiz/zes   |  |
| <b>FORMAT:</b>   | <p>Part A: Numeracy<br/>A multiple choice and short answer personal numeracy quiz.</p> <p>Part B: Literacy<br/>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.</p> <p>Refer to Canvas for further details.</p> |  |
| <b>CRITERIA:</b> | <p><b>No.</b></p> <p>1 Demonstrate personal literacy and numeracy skills and reflect on personal literacy and numeracy skill development.</p>  | <p><b>Learning Outcome assessed</b></p> <p>1</p> |

### All - Assessment Task 2: Rich Investigative Task

| <b>GOAL:</b>     | The goal of this task is to create a Rich Investigative Task in one of your teaching areas critically reflect on the role of all teachers as teachers of numeracy.  |                           |  |                           |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |  |
|------------------|---|---------------------------|--|---------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|--|---|--|
| <b>PRODUCT:</b>  | Artefact - Professional, and Written Piece  |                           |  |                           |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |  |
| <b>FORMAT:</b>   | <p>Create or source a Rich Investigative Task and discuss the value of the task for developing conceptual understanding of a topic in one of your teaching areas and promoting students' numeracy capabilities. The task should be authentic, linked to the Year 7 to 10 Australian Curriculum, and designed to engage your students in critical and creative thinking, problem-solving and collaborative group work.</p> <p>Part A: Task sheet<br/>The task sheet will be self-explanatory and be able to be implemented in the class of your choice.</p> <p>Part B: Reflective essay<br/>The Reflective Essay will provide the rationale for the task. This should include a discussion of definitions of numeracy, an explanation of the role of all teachers in developing students' numeracy capabilities, and an analysis of the task in relation to conceptual understanding in the target learning area and developing students' numeracy capabilities.</p> <p>Refer to Canvas for further details.</p>   |                           |  |                           |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |  |
| <b>CRITERIA:</b> | <table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>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.</td> <td>2</td> </tr> <tr> <td>2</td> <td>Explanation a range of theoretical and practical approaches, including the 21st Century Numeracy Model, to assist the development of numeracy in specific learning areas.</td> <td>3</td> </tr> <tr> <td>3</td> <td>Application of specialised knowledge and understanding of curriculum and pedagogy to the design of a rich investigative task that promotes the development of numeracy.</td> <td>4</td> </tr> <tr> <td>4</td> <td>Critical analysis of a rich investigative task that promotes students' numeracy capabilities using the 21st Century Numeracy Model.</td> <td>5</td> </tr> <tr> <td>5</td> <td>Communication in written texts using academic literacy skills including English expression, grammar, spelling, punctuation and APA referencing conventions</td> <td>6</td> </tr> </tbody> </table> | 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 |  |
| 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                         |  |                           |   |   |   |   |   |   |   |   |   |   |   |   |   |  |   |  |

### All - Assessment Task 3: PowerPoint and Text Analysis of the Four Resources Model

|                 |  |  |
|-----------------|--|--|
| <b>GOAL:</b>    | The goal of the 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 literacy learning experiences to support a specific group of secondary school learners.  |  |
| <b>PRODUCT:</b> | Oral and Written Piece   |  |
| <b>FORMAT:</b>  | <p>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.</p> <p>Part A: PowerPoint<br/>You will demonstrate your knowledge of the Four Resources Model through a discussion you will present a video recording embedded in a PowerPoint presentation.</p> <p>Part B: Text analysis<br/>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.</p> <p>See Canvas for further details.</p> |  |

| 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. <b>3</b>                        |
|           | 2   | Appropriate choice of teaching strategies to align with the teaching content and the selected learners. <b>4</b>   |
|           | 3   | Critical analysis of chosen text using the theory underpinning the Four Resources Model. <b>5</b>  |
|           | 4   | Communication in written and oral texts using academic literacy skills including English Expression, grammar, spelling, punctuation and APA referencing conventions <b>6</b> |

#### All - Assessment Task 4: Online quiz on literacy and numeracy

|                  |  |  |
|------------------|--|--|
| <b>GOAL:</b>     | The goal of this task is to evidence your knowledge of literacy and numeracy across the curriculum.  |  |
| <b>PRODUCT:</b>  | Quiz/zes   |  |
| <b>FORMAT:</b>   | Part A: Numeracy<br>An online quiz on key topics and content from course material and tutorial activities explored throughout the semester.<br>Part B: Literacy<br>An online quiz on key topics and content from course material and tutorial activities explored throughout the semester.<br>Refer to Canvas for further details. |  |
| <b>CRITERIA:</b> | <b>No.</b>   | <b>Learning Outcome assessed</b>   |
|                  | 1  | Demonstration of personal literacy and numeracy. <b>1</b>  |
|                  | 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. <b>2</b> |
|                  | 3  | Explanation a range of theoretical and practical approaches, including the 21st Century Numeracy Model, to assist the development of numeracy across the curriculum. <b>3</b>                    |

## 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

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.

#### Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

### 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](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto: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](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto: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](mailto: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](mailto: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](mailto: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](mailto:studentcentral@usc.edu.au)