FACULTY OF EDUCATION AND ARTS

School of EDUCATION

SEMESTER 1 2021

EDEN 100: Foundations of Literacy

UNIT OUTLINE

Credit points: 10

Prerequisites: Nil

Incompatibles: **EDLA167 Linguistics for Literacy**

Lecturer in Charge: Information about your Lecture in Charge is provided in the state tile on LEO

Unit rationale, description and aim:

A high level of literacy is shown to be one of the key factors contributing to young people's success in education, training and the workplace. For pre-service teachers to effectively teach literacy to children, they are required to master literacy concepts and language development.

In this unit pre-service teachers will develop an awareness of children's language development and a deep understanding of different kinds of meanings that can be made in spoken, written and multimodal digital texts, in conjunction with the realisations of these meanings via textual, lexico-grammatical, grapho-phonological and visual resources. Theoretical frameworks of language will be explored with an emphasis on sociocultural and functional approaches to language.

The aim of this unit is to provide pre-service teachers with the foundational content knowledge, understanding and skills for teaching English and literacy across all learning areas and assessment using a variety of resources and strategies which demonstrate the cultural richness and diversity of society.

Attendance pattern: Online lectures and activities; face-to-face tutorials

Duration: 12-week semester. You should anticipate undertaking 150 hours of study for this unit, including class attendance, readings and assignment preparation.

LEARNING OUTCOMES

The Bachelor of Education course is a professional program that requires development of particular attributes for accreditation purposes. These are also included in the learning outcomes.

On successful completion of this unit, pre-service teachers should be able to:

LO1   identify, describe and evaluate students' language development, with reference to theories; GA1, GA2, GA4, GA5, GA7, GA8; APTS 1.1, 1.2, 5.4; ACECQA A2, A5, B4, E2)

LO2 apply knowledge of vocabulary, grammar and visual design by analysing printed, written and multimodal texts to demonstrate how meaning is made in texts (GA4, GA5, GA7, GA8, APST 1.1, 1.2; ACECQA A2, B4)

LO3 apply knowledge of phonology, phonemic awareness, phonics, and oral language to analyse spoken and multimodal texts (GA4, GA5, GA7, GA8; APST 1.1, 1.2; ACECQA A2, B4)

LO4 apply effective literacy and language knowledge and understanding to demonstrate personal literacy for different audiences, purposes and academic uses (GA4, GA5, GA7, GA8; APST 2.1; ACECQA A2, F3).

GRADUATE ATTRIBUTES

Each unit in your course contributes in some way to the development of the ACU Graduate Attributes which you should demonstrate by the time you complete your course. All Australian universities have their expected graduate attributes – ACU's Graduate Attributes have a greater emphasis on ethical behaviour and community responsibility than those of many other universities. All of your units will enable you to develop some attributes.

On successful completion of this unit, you should have developed your ability to:

GA1 demonstrate respect for the dignity of each individual and for human diversity

GA2 recognise your responsibility to the common good, the environment and society

GA4 think critically and reflectively

GA5 demonstrate values, knowledge, skills and attitudes appropriate to the discipline and/or profession

GA7 work both autonomously and collaboratively

GA8 locate, organise, analyse, synthesise and evaluate information

GA9 demonstrate effective communication in oral and written English language and visual media

GA10 utilise information and communication and other relevant technologies effectively

CONTENT

Topics will include:

Knowledge:

- Language development and learning

- The relationship between cultural and situational contexts and language use

- The differences between oral and written language

- Imaginative, informative, and persuasive texts

- Functions of language and expressions of meaning: Grammar, Vocabulary, Phonology and visual design in factual texts

- Individual and sociocultural perspectives (e.g., gender, ethnicity, home language, ideology and context)

- The influences of purpose, audience, and mode in oral, written and multimodal texts

Skills

- Linguistic analysis at the Text, Sentence, Clause, Group/phrase and Word levels

- Linguistic analysis of grammatical, lexical, phonological and visual features in a range of spoken, written and multimodal factual texts

- Analysis of visual features in a range of texts

- Application of Phonology, Phonemic awareness, phonics understanding to a range of texts

QUALITY ASSURANCE AND STUDENT FEEDBACK

This is a new unit which has not yet been evaluated through the 'Student Evaluation of Learning and Teaching' (SELT) online surveys.

SELT surveys are usually conducted at the end of the teaching period. Your practical and constructive feedback is therefore valuable for improving the quality of the unit for future students. Please ensure that you complete the SELT survey for the unit. You can also provide feedback at other times to the unit lecturers, course coordinators and/or through your campus student representatives.

LEARNING AND TEACHING STRATEGY AND RATIONALE

The learning and teaching strategies in this unit include (1) recorded mini- lectures to encourage active learning and high level of engagement; (2) tutorials to consolidate learning content and apply knowledge in problem-solving tasks and develop analytical and evaluating skills; and (3) independent online learning tasks to develop GA7. The learning and teaching strategy is based on a Constructivist approach in a sociocultural context.

This is a 10-credit point unit and has been designed to ensure that the time needed to complete the required volume of learning to the requisite standard is approximately 150 hours in total across the semester. To achieve a passing standard in this unit, students will find it helpful to engage in the full range of learning activities and assessments utilised in this unit, as described in the learning and teaching strategy and the assessment strategy. The learning and teaching and assessment strategies include a range of approaches to support learning such as reading, reflection, discussion, webinars, podcasts, video etc.

LECTURE CAPTURE

Lecture content for each week will be pre-recorded and made available on LEO.

SCHEDULE Dates are for NSW Groups

For the most up-to-date information, please check your LEO unit and also note advice from your lecturing and tutoring staff for changes to this schedule.

Week	Starting 2021	Topics	Representative readings additional to LEO digital activities
Module 1 – Language and language learning in the oral mode			
1	1 Mar	An overview of language and context. • Language as a toolkit for literacy and learning • Learning language, learning through language, learning about language • Language in context • Purposes for using language for school learning	Flint et al (2020). Ch 2 section 2.4 Learning language, learning through language, learning about language pp.52-57 Derewianka, B., & Jones, P. (2016). Chapter 1. An Appropriate model of language
2	8 Mar	Language and language learning theories. • Overview of language learning theories • The first language systems and their multimodal features • Phonological knowledge • The adult role in scaffolding language learning • Academic literacies: preparing for Assignment 1	Otto, B. (2018). Chapter 2. Theoretical perspectives and contexts Thwaite, A. (2019) Section on Halliday's microfunctions
3	15 Mar	The context language connection: register. • The register continuum – from spoken to written mode • Metafunctions: Meaning 'organisers' of adult language • Knowledge about sounds and graphic symbols	Flint et al (2020). Ch 2 Section 2.4 Metalanguage pp. 57-63
Module 2 – Expressing and developing ideas in multimodal information texts			Assignment 1 due Sunday March 21, 11pm
4	22 Mar	Expressing ideas as happenings and states. • Narrative, informative and persuasive purposes • Predictable grammatical patterns of genres • Static and dynamic images in information texts	Cox, Feez & Beveridge (2019). Ch 2 pp.15-20 Callow (2013). Ch. 3. Happenings
5	29 Mar	Exploring functions and forms of verbs and verb groups. • The verb group as the engine of the clause • Types of happening and state processes • Verb forms and tenses in information texts	Derewianka, B. (2012). Chapter 2 Language for expressing ideas pp 13-36
Recess: 5 – 11 April No lectures or tutorials			

Week	Starting 2021	Topics	Representative readings additional to LEO digital activities
6	12 Apr	Expressing ideas as people, places and things. • Nouns and noun groups: expressing the who or what • Expanding noun groups: modifiers (e.g., adjectives); qualifiers (adjectival phrases and clauses) • Building technical vocabulary: classifiers • Orthographical, morphemic and etymological knowledge	Derewianka, B. (2012). Language for expressing ideas Ch 2 pp 37-65 Oakley and Fellowes (2016). Foundations of spelling pp6-14
7	19 Apr	Expressing ideas as details: where, when, why, how the event occurred. • The role of adverbials in expressing ideas in a field • Adverbials as circumstances or qualifiers in noun groups • Adverbs, prepositional phrases and 'wh' clauses	Derewianka, B. (2012). A New Grammar Companion Chapter 2 Language for expressing ideas pp. 66-73
8	26 Apr	Developing ideas logically through conjunctions. • Conjunctions and logical meanings • Coordinating and subordinating conjunctions in compound sentences • Conjunctions, adverbials and cohesion	Winch, G. (2013) pp. 38-58 Group, phrase, clause and sentence levels
Module 3 language for interacting with others in narrative and persuasive texts and consolidating understandings			Assignment 2: due 11pm Sunday May 9
9	3 May	Interacting with audiences to entertain and persuade. • Modality: negotiating opinions and recommendations • Modal auxiliary verbs and adverbs • Point of view in images	Humphrey, Droga & Feez (2021) Ch 4: modality Language for Interacting with others National Literacy week (2012) Video – persuasive writing
10	10 May	Evaluative vocabulary for persuasion and narrative. • Patterns of attitude in narrative and persuasive texts • Varying the force of evaluation • Attitudes in narrative and persuasive images	Humphrey, Droga & Feez (2021) Ch 4 Callow, 2020
11	17 May	Consolidating understandings of phonics and word knowledge	Cox, Feez & Beveridge, (2019). (Chapter 2).

Week	Starting 2021	Topics	Representative readings additional to LEO digital activities
12	24 May	Relating cultural and situational contexts and language use. • Individual and sociocultural perspectives (e.g., gender, ethnicity, home language, ideology and context); connection to register • Theoretical approaches to spelling development and fluency	e.g., Harper, H. & Feez, S. An EAL/D Handbook. Ch 1 Oakley & Fellowes (2016): Ch 1 pp.15-26

ASSESSMENT STRATEGY AND RATIONALE

The assessment tasks and their weightings enable pre-service teachers to progressively demonstrate achievement against the course learning outcomes by demonstrating academic and professional standards. The Foundations of Literacy unit will focus on developing understanding of, and skills across the professional knowledge, practice and engagement needed to meet expectations of the Graduate Attributes and the APST: Graduate level.

Assessment task 1 focusses on the knowledge about children's oral language development. Assessment task 2 focusses on students' ability to analyse linguistic and visual features of printed written and multimodal factual texts. Assessment task 3, the examination, assesses students' application of knowledge and understanding of literacy and language (i.e. grammar, vocabulary, comprehension, phonology) and visual design.

The three assessment tasks are sequenced to allow feedback and progressive development of content knowledge and skills to prepare pre-service teachers for pedagogical knowledge units in the sequence of language and literacy units.

A range of assessment procedures are used to meet the unit learning outcomes and develop graduate attributes and professional standards and criteria consistent with University assessment requirements.
(http://www.acu.edu.au/policy/student_policies/assessment_policy_and_assessment_procedures).

In order to pass this unit, students are required to complete ALL assessment tasks and achieve a Pass grade overall. No re-submissions are available in this unit.

The assessment tasks for this unit are designed to demonstrate achievement of each learning outcome.

ELECTRONIC SUBMISSION, MARKING AND RETURN

Assessment Tasks will be marked and returned electronically via (LEO) as appropriate within 3 weeks of the submission date.

Assessment tasks	Weighting	Due date	Learning outcome(s) assessed	Graduate attribute(s) assessed	APST – Graduate	ACECQA
Assessment Task 1: Language Development Analyse children's oral language samples to identify and evaluate language development with reference to key theories.	20%	11pm Sunday March 21	LO1, L03, L04	GA1, GA2, GA4, GA5, GA7, GA8	1.1, 1.2, 5.4	A2, A5, B4, E2
Assessment Task 2: Analysis of Texts Analyse high quality printed, written and multimodal factual texts and create a multimodal text to explain how authors use language and visual design to achieve the intended communicative purpose.	40%	11pm Sunday May 9	LO2, LO3, L04	GA4, GA5, GA7, GA8	1.1, 1.2, 2.1	A2, B4, F3
Assessment Task 3: Examination 2-hour examination: Apply knowledge and understanding of literacy and language and includes grammar, vocabulary, phonology, comprehension and visual design.	40%	During exam period	LO1, LO2, LO3	GA1, GA2, GA4, GA5, GA7, GA8	1.1, 1.2, 2.1, 5.4	A2, A5, B4, E2, F3

ASSESSMENT TASK 1

Analyse samples of oral language interactions including a child and an adult to identify and evaluate language development with reference to key theories.

For this assignment you will write a short essay based on theories of language development and analysis of a learner's oral language sample. The essay will draw on understandings developed in Module 1.

Due date:	By 11 pm on each of various dates in semester. Due dates are listed on the weekly study schedule for your campus.
Weighting:	20% for final essay integrating evidence from analysis
Length and/or format:	Equivalent of 800 words
Purpose:	To demonstrate and apply appropriate knowledge of language development theories in the analysis of oral interactions
Learning outcomes assessed:	LO1, L03, LO4
How to submit:	Submit analysis tasks via Turnitin on LEO
Return of assignment:	Electronically
Assessment criteria:	See rubric below and on LEO

Further details to guide you in preparing the essay

This essay must be completed **individually**, following the guiding steps below.

Step 1: Analyse each oral interaction following the analysis process modelled in the unit and using the template provided. You may conduct the analysis in small groups (3-4 people). The analysis will include identifying the following:

- the contribution of different modes (verbal language, gesture, facial expression) to the meanings that are being made by the child;
- the scaffolding strategies used by the adult.

The analysis provides the data for your essay and needs to be included as an Appendix within the word document you submit. The analysis itself will not be marked but the accuracy of your analysis will impact on your essay in Step 2.

Step 2: Drawing examples from your analysis of the oral language interactions and the theories addressed in Module 1, write an essay that describes and explains the patterns observed in the oral interactions. Any examples provided from your analysis will be marked for accuracy as well relevance to your argument. Identify the child's stage of language development through referring to theories of language development provided in Module 1.

You must follow referencing conventions of APA 7 See the 'Academic referencing' page of the Student Portal for more details.

ASSESSMENT TASK 2

Analyse high-quality printed, written, and multimodal factual texts and create a multimodal text to explain how authors use language and visual design to achieve the intended communicative purpose.

Due date:	By 11 pm on each of various dates in semester. Due dates are listed on the weekly study schedule for your campus
Weighting:	40%
Length and/or format:	Equivalent of 1,600 words
Purpose:	To participate in the design of a theoretically informed teaching resource to support pre-service teachers' understandings of multimodal meaning making
Learning outcomes assessed:	LO2, LO3, LO4
How to submit:	Submit analysis tasks via Turnitin on LEO
Return of assignment:	Electronically
Assessment criteria:	See rubric below and on LEO

Further details to guide the completion of this assessment task

Part A **(20 marks)**

Select a text: Your tutor will provide you with a high-quality multimodal information text that is:
- related to a topic in a curriculum area (e.g., Science, History, Geography).
- a section from a printed information book, OR from an electronic source.
- typical of a classroom text used for reading to learn curriculum content through language and may be used as an exemplar or model text for learning about language.

Analyse the text: Your tutor will provide you with a template to guide your analysis of text features introduced from Week 4-8, including:
- the way the text is structured to achieve its purpose as modelled in weeks 1-4
- grammatical functions: types of participants, processes and circumstances with colour coding as modelled in week 4
- grammatical forms of groups: noun groups, verb groups, adverbials and words (word classes such as nouns, verbs, adjectives, adverbs, prepositions etc.)
- the contribution of language/image functions to the purpose and register (field)

The completed analysis will be used as data for the design of your resource.

Part B **(20 marks)**

Create a multimodal resource that demonstrates your knowledge and understanding of how language and visual design have been used to achieve the intended purpose of the multimodal text. The resource must include examples from your analysis in Part A and be designed to ensure that the relevant meanings are clear and coherent.

The description and explanation must include:
- the function of each feature in the text
- the structure or form of each feature
- examples in the text
- the link between grammatical choices and relevant aspects of register and purpose
- the link to the language sub- strand in the Australian Curriculum for English

ASSESSMENT TASK 3

The exam will test knowledge and understanding developed across all topics over the course of the whole semester.

Due date:	During the University examination block
Weighting:	40 %
Length and/or format:	2 hours (1,600-word equivalent)
Purpose:	To enable students to demonstrate their achievement of the learning outcomes
Learning outcomes assessed:	LO1, LO2, LO3
How to submit:	The exam will be in digital format and proctored
Return of assignment:	Marked examination papers will not be returned

Assessment criteria

To obtain a PASS grade on this assessment, a student should demonstrate evidence of basic knowledge and application of concepts, skills and theories developed during the course of the unit.

REFERENCING

This unit requires you to use the APA 7 referencing system.

See the 'Academic referencing' page of the Student Portal for more details.

ACU POLICIES AND REGULATIONS.

It is your responsibility to read and familiarise yourself with ACU policies and regulations, including regulations on examinations; review and appeals; acceptable use of IT facilities; and conduct and responsibilities. These are in the ACU Handbook, available from the website.

A list of these and other important policies can be found at the University policies page of the Student Portal.

Assessment policy and procedures

You must read the Assessment Policy and Assessment Procedures in the University Handbook: they include rules on deadlines; penalties for late submission; extensions; and special consideration. If you have any queries on Assessment Policy, please see your Lecturer in Charge.

Academic integrity

You have the responsibility to submit only work which is your own, or which properly acknowledges the thoughts, ideas, findings and/or work of others. The Academic Integrity and Misconduct Policy and the Academic Misconduct Procedures are available from the website. Please read them, and note in particular that cheating, plagiarism, collusion, recycling of assignments and misrepresentation are not acceptable. Penalties for academic misconduct can vary in severity and can include being excluded from the course.

Turnitin Delete part or all this section if not relevant to this unit.

The Turnitin application (a text-matching tool) will be used in this unit, in order to enable:

- students to improve their academic writing by identifying possible areas of poor citation and referencing in their written work; and
- teaching staff to identify areas of possible plagiarism in students' written work.

While Turnitin can help in identifying problems with plagiarism, avoiding plagiarism is more important. Information on avoiding plagiarism is available from the Academic Skills Unit.

For any assignment that has been created to allow submission through Turnitin (check the Assignment submission details for each assessment task), you should submit your draft well in advance of the due date (ideally, several days before) to ensure that you have time to work on any issues identified by Turnitin. On the assignment due date, lecturers will have access to your final submission and the Turnitin Originality Report.

Please note that electronic marking, Grademark, is used in this unit using Turnitin. Turnitin will be used as a means of submitting, marking and returning assessment tasks and so a text matching percentage will appear on your submission automatically.

FIRST PEOPLES AND EQUITY PATHWAYS DIRECTORATE FOR ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS

Every campus provides information and support for Aboriginal and Torres Strait Islander Students. Indigenous Knowings are embedded in curricula for the benefit of all students at ACU.

STUDENT SUPPORT

If you are experiencing difficulties with learning, life issues or pastoral/spiritual concerns, or have a disability/medical condition which may impact on your studies, you are advised to notify your Lecturer in Charge, Course Coordinator and/or one of the services listed below as soon as possible.

For all aspects of support please visit ACU Info section in the Student Portal.

- **Academic Skills** offers a variety of services, including workshops (on topics such as assignment writing, time management, reading strategies, referencing), drop-in sessions, group appointments and individual consultations. It has a 24-hour online booking system for individual or group consultations.
- **Campus Ministry** offers pastoral care, spiritual leadership and opportunities for you to be involved with community projects.
- The **Career Development Service** can assist you with finding employment, preparing a resume and employment application and preparing for interviews.
- The **Counselling Service** is a free, voluntary, confidential and non-judgmental service open to all students and staffed by qualified social workers or registered psychologists.
- **Disability Services** can assist you if you need educational adjustments because of a disability or chronic medical condition; please contact them as early as possible.

ONLINE RESOURCES AND TECHNOLOGY REQUIREMENTS

The LEO page for this unit contains further readings/discussion forums. Students will also access their campus tiles from this LEO site. Look for your campus tile.

https://leo.acu.edu.au/course/view.php?id=35660

TEXTS AND REFERENCES

Required text(s)

There is no required text for this unit. Instead you will be directed to articles and book chapters via the LEO site.

Recommended references (selected chapters are available in the LEGANTO reading list)

Callow, J. (2013). *The shape of text to come: How image and text work.* Primary English Teaching Association Australia (PETAA).

Callow, J. (2020). Visual and verbal intersections in picture books – multimodal assessment for middle years students. *Language and Education, 34*:2, 115-134, DOI: 10.1080/09500782.2019.1689996

Cox, R., Feez, S. & Beveridge, L. (2019). *The Alphabetic principle and beyond*. Primary English Teaching Association Australia (PETAA) (Chapter 2).

Derewianka, B. (2020). *Exploring how texts work* (2nd ed.). Primary English Teaching Association Australia (PETAA). (Chapter 1)

Derewianka, B. (2011). *A New Grammar Companion for Teachers* (2nd ed*.)*. Primary English Teaching Association Australia (PETAA). (Chapter 2: Language for expressing ideas)

Derewianka, B., & Jones, P. (2016). *Teaching language in context* (2nd ed.). Oxford University Press.

Humphrey, S., Droga, L., & Feez, S. (2012). *Grammar and meaning*. Primary English Teaching Association Australia (PETAA). (Chapter 4: Language for interacting with others)

Humphrey, S. & Vale, E. (2020). *Investigating model texts for learning*. Primary English Teachers Association of Australia (PETAA). Chapter 2

Oakley, G. & Fellowes, J. (2016). *Spelling in the primary classroom*. Primary English Teaching Association

Oakley, G. & Fellowes, J. (2016): *Spelling in the primary classroom*. Primary English Teaching Association Australia (PETAA). (Ch 1 Foundations and theories of spelling development)

Otto, B. (2018). *Language development in early childhood education* (5th ed.). Pearson. (Chapter 2)

Seely Flint, A., Kitson, L., Lowe, K., & Shaw, K., Humphrey, S., Vicars, M., & Rogers, J. (2020). *Literacy in Australia: Pedagogies for engagement* (3rd ed). John Wiley & Sons. Ch 2. Talking to learn in and out of the classroom, pp.32-67.

Winch, G. (2013). *The grammar handbook*. Oxford University Press. (Group, phrase, clause and sentence level. Pp. 38-58

Further references

Owens, R.E. (2020). *Language development: An introduction* (10th ed). Pearson Education.

Painter, C. (1991). *Learning the mother tongue* (2nd ed.). Deakin University Press.

Yule, G. (2020). *The study of language* (7th ed.). Cambridge University Press.

Extended reading

Brown, A. (2014). *Pronunciation and phonetics: A practical guide for English language teachers*. Routledge.

Dubosarsky, U., & Riddle. T. (2017). *The return of the word spy.* Puffin Books Australia.

McLeod, S., & McCormack, J. (2015). *An introduction to speech, language and literacy.* Oxford University Press.

Websites

Australian Curriculum: http://www.australiancurriculum.edu.au

Primary English Teaching Association of Australia (PETAA): www.petaa.edu.au/

APPENDICES

(Please attach marking and/or student feedback rubrics here.)

Appendix 1: Assessment Rubric for Task 1

Outstanding Achievement (HD: >85%)	Excellent achievement (DI: 76-84%)	High Achievement (CR:66-75%)	Satisfactory achievement (PA:50-64%)	Satisfactory achievement not yet attained (NN:0-49%)
Demonstrated understanding of key theories and concepts				
• Evidence of a full and critical understanding of all appropriate theories & concepts • accurate & relevant examples	• Evidence of a full understandings with some critical analysis of theories & concepts • accurate & relevant examples • some evidence of critical analysis	• evidence of understanding of most appropriate theories & concepts addressed • accurate & relevant examples	• evidence of adequate understanding of some theories and concepts • Examples are somewhat relevant and sometimes accurate	• Insufficient evidence of understanding of appropriate theories & concepts • Examples are not relevant and/or are inaccurate
Identification and discussion of the use of oral language, gesture and facial expression in adult child interactions				
Advanced comprehensive identification & advanced discussion of: • functions enacted by the child • scaffolding strategies used by the adult • contribution of modes (oral language, gesture, facial expression)	Fully comprehensive identification & excellent discussion of: • functions enacted by the child • scaffolding strategies used by the adult • contribution of modes (oral language, gesture, facial expression)	Mostly comprehensive identification & good discussion of: • functions enacted by the child • scaffolding strategies used by the adult • contribution of modes (oral language, gesture, facial expression)	Partial identification & adequate discussion of: • functions enacted by the child • scaffolding strategies used by the adult • contribution of modes (oral language, gesture, facial expression)	Very limited achievement in relation to the identification & discussion of: • functions, enacted by the child • scaffolding strategies used by the adult • contribution of modes (oral language, gesture, facial expression)
Effective written communication skills for an academic audience				
• Outstanding integration of theoretical concepts & evidence into a clear and argument • Accurate grammar, punctuation & spelling, with no obvious errors • Accurate APA referencing	• Excellent integration of theoretical concepts & evidence into a clear argument • Accurate grammar, punctuation & spelling, with no obvious errors • Accurate APA referencing	• theoretical concepts & evidence mostly integrated into a clear well organised argument • Accurate grammar, punctuation & spelling, with no obvious errors • Accurate APA referencing	• Basic level of integration of theoretical concepts & evidence but argument is not well formed • Grammatical, punctuation, and/or spelling errors • Errors or limited use of APA referencing	• Insufficient evidence of integration of theoretical concepts & evidence to form an argument • Extremely frequent grammatical, punctuation, and/or spelling errors • Evidence of plagiarism due to widespread failure to acknowledge sources accurately

Appendix 1: Assessment Rubric for Task 2

Outstanding Achievement (HD: >85%)	Excellent achievement (DI: 76-84%)	High Achievement (CR:66-75%)	Satisfactory achievement (PA:50-64%)	Satisfactory achievement not yet attained (NN:0-49%)
Demonstrated understanding and application of key theories and concepts to scaffolded text analysis (45% - 15 Marks)				
Advanced application of theories & concepts using accurate grammar & visual metalanguage to clearly identify: • text structure elements in relation to purpose • grammatical functions • grammatical forms • language-image relations in relation to purpose & register	Excellent application of theories & concepts using accurate grammar & visual metalanguage to clearly identify: • text structure elements in relation to purpose • grammatical functions • grammatical forms • language-image relations in relation to purpose & register	Good application of theories & concepts using mostly accurate grammar & visual metalanguage to clearly and coherently identify: • text structure elements in relation to purpose • grammatical functions • grammatical forms • language-image relations in relation to purpose & register	Basic but not developed application of theories & concepts using mostly accurate grammar & visual metalanguage to clearly identify: • text structure elements in relation to purpose • grammatical functions • grammatical forms • language-image relations in relation to purpose & register	Limited application of theories & concepts using limited and inaccurate grammar & visual metalanguage to identify: • text structure elements in relation to purpose • grammatical functions • grammatical forms • language-image relations in relation to purpose & register
Demonstrated understanding and application of key theories and concepts to designing a multimodal resource to support learning about language and image in context (45% - 15 Marks)				
• Advanced use of image/s or other representation to elaborate or extend the description and explanation in the verbal text • Connection of language-image patterns from the analysis to relevant content descriptors of the Australian Curriculum	• Excellent use of image/s or other representation to elaborate or extend the description and explanation in the verbal text • Connection of language-image patterns from the analysis to relevant content descriptors of the Australian Curriculum	• Good use of image/s or other representation to elaborate or extend the description and explanation in the verbal text • Connection of language-image patterns from the analysis to relevant content descriptors of the Australian Curriculum	• Some effective use of image/s or other representation to elaborate or extend the description and explanation in the verbal text • Some connection of language-image from the analysis to relevant content descriptors of the Australian Curriculum but not always accurate or complete	• Ineffective and inaccurate use of image/s or other representation to elaborate or extend the description and explanation in the verbal text. • Little or no connection of language-image patterns from the analysis to relevant content descriptors of the Australian Curriculum

Outstanding Achievement (HD: >85%)	Excellent achievement (DI: 76-84%)	High Achievement (CR:66-75%)	Satisfactory achievement (PA:50-64%)	Satisfactory achievement not yet attained (NN:0-49%)
Effective written communication skills for an academic audience (10% - 10 Marks)				
• Advanced integration of theoretical concepts & evidence into a clear and coherent argument • Accurate grammar, punctuation & spelling, with no obvious errors • Accurate APA referencing	• Excellent integration of theoretical concepts & evidence into a clear argument • Accurate grammar, punctuation & spelling, with no obvious errors • Accurate APA referencing	• theoretical concepts & evidence mostly integrated into a clear well organised argument • Accurate grammar, punctuation & spelling, with no obvious errors • Accurate APA referencing	• Basic level of integration of theoretical concepts & evidence but argument is not well formed • Grammatical, punctuation, and/or spelling errors • Errors or limited use of APA referencing	• No evidence of integration of theoretical concepts & evidence to form an argument • Extremely frequent grammatical, punctuation, and/or spelling errors • Evidence of plagiarism due to widespread failure to acknowledge sources accurately
Grade and comment				