

FACULTY OF ENGLISH AND LANGUAGES
SEMESTER 1 2018

Course Title	English as a Second Language	Course Code	T 0461 A 0462
Unit Title	ESL T/A3	Unit Codes	Yr 11 T3 07199 Yr 11 A3 07187
			Yr 11 T3a 07200 Yr 11 A3a 07188
			Yr 11 T3b 07201 Yr 11 A3b 07189
Semester Unit	Communication (T/A3)	Unit Value	T/A 3 1.0 T/A3a 0.5 T/A3b 0.5
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ASSESSMENT

TASK	DUE DATE	WEIGHTING
In-Class Writing Essay (T [Analytical] In-Class, A - test on-line)	Week 6	20%
Creative/Interpretive presentation (written)	Week 10	30%
Exam Essay (T [Analytical] In-Class, A - test online)	Week 13	20%
Oral Presentation	14Week 14,15,16,17	30%

GOALS

This unit should enable students to:

A course	T course
<ul style="list-style-type: none"> use communication skills to demonstrate knowledge of how texts present ideas and opinions Identify information, ideas, language and values in texts Identify personal, social and cultural attitudes and perspectives in a range of texts plan, create and refine oral, written and multimodal texts appropriate to specific contexts, purposes and audiences 	<ul style="list-style-type: none"> use communication skills to demonstrate knowledge of how texts present ideas and opinions Identify information, ideas, language and values in texts Identify personal, social and cultural attitudes and perspectives in a range of texts plan, create and refine oral, written and multimodal texts appropriate to specific contexts, purposes and audiences

Content

The Yr 11 content will reflect the language levels of students enrolled in the unit and will include:

Content

A Course	T Course
<p>Communication skills and strategies including:</p> <ul style="list-style-type: none"> • participating in a range of oral interactions such as rehearsed and impromptu classroom dialogues (for example, discussions, readers theatre) (ESLA01) • using pausing, stress, rhythm, pitch and intonation to emphasise meaning (ESLA02) • using non-verbal cues to create rapport in specific situations (ESLA03) • introduction to cultural references, idioms and colloquialisms (ESLA04) • identifying register and tone for different purposes, contexts and audiences. (ESLA05) 	<p>Communication skills and strategies including:</p> <ul style="list-style-type: none"> • participating in a range of oral interactions such as rehearsed and impromptu classroom dialogues (for example, debates, discussions, role plays) (ESLT01) • using pausing, stress, rhythm, pitch and intonation to emphasise meaning (ESLT02) • using non-verbal cues to create rapport in a range of situations (ESLT03) • using cultural references, idioms and colloquialisms (ESLT04) • selecting and sustaining register and tone to suit different purposes, contexts and audiences. (ESLT05)
<p>Comprehension skills and strategies including:</p> <ul style="list-style-type: none"> • exploring texts from different cultures and times, and discussing their purposes (ESLA06) • examining facts and opinions presented in texts (ESLA07) • understanding narrative point(s) of view in literary texts and how arguments are presented in non-fiction texts (ESLA08) • identifying cultural beliefs and assumptions reflected in texts (ESLA09) • using research questions to direct inquiry from multiple sources, including literary and non-literary texts (ESLA10) • identifying how language choices have influenced audience response (ESLA11) 	<p>Comprehension skills and strategies including:</p> <ul style="list-style-type: none"> • comparing and contrasting texts from different cultures and times, and discussing their purposes and effects (ESLT06) • distinguishing between and evaluating facts and opinions presented in texts (ESLT07) • examining how narrative point(s) of view are used to convey ideas, attitudes and values in literary texts and how arguments are presented in non-fiction texts (ESLT08) • explaining cultural beliefs and assumptions reflected in texts (ESLT09) • framing research questions to direct inquiry and synthesising information from multiple sources, including literary and non-literary texts (ESLT10) • reflecting on and analysing how language choices have influenced audience response. (ESLT11)
<p>Language and text analysis skills and strategies including:</p> <ul style="list-style-type: none"> • understanding that texts are influenced by other texts and contexts (ESLA12) • understanding the effect of persuasive language, for example, repetition (ESLA13) • understanding the techniques of humour used in writing, for example, puns and homonyms (ESLA14) • knowing the relationships between words, images and compositional aspects of texts that have visual elements (ESLA15) • identifying evidence and understanding the assumptions in texts, for example, author bias (ESLA16) • understanding language forms and conventions used in different modes and mediums to influence audiences (ESLA17) 	<p>Language and text analysis skills and strategies including:</p> <ul style="list-style-type: none"> • analysing how texts are influenced by other texts and contexts (ESLT12) • evaluating the effect of persuasive techniques, for example, rhetorical devices (ESLT13) • explaining the effects of literary and humorous techniques; for example, figurative language, rhythm and rhyme, and dramatic irony (ESLT14) • analysing the relationships between words, images and compositional aspects of texts that have visual elements (ESLT15) • evaluating the validity and relevance of evidence and assumptions in texts (ESLT01) • analysing how language forms and conventions used in different modes and mediums to influence

<ul style="list-style-type: none"> • using language to express a personal evaluation of an object, a process or a performance (ESLA18) • using metalanguage to review texts. (ESLA19) 	<p>audiences (ESLT15)</p> <ul style="list-style-type: none"> • using language to express a personal evaluation of an object, a process or a performance (ESLT16) • using metalanguage to review and evaluate texts. (ESLT17)
<p>Create a range of texts:</p> <ul style="list-style-type: none"> • using a range of genres and digital, multimodal and print-based technologies (ESLA20) • using language that influences the audience or that privileges certain ideas or perspectives over others (ESLA21) • using different sentence structures and forms suited to purpose, audience and subject(ESLA22) 	<p>Create a range of texts:</p> <ul style="list-style-type: none"> • using a range of genres and digital, multimodal and print-based technologies (ESLT18) • using language that influences the audience or that privileges certain ideas or perspectives over others (ESLT19) • using different sentence structures and forms suited to purpose, audience and subject (ESLT20)
<ul style="list-style-type: none"> • using modality (including modality in a hypothetical past), nominalised language and discourse markers (ESLA23) • using sources such as reference texts, graphs, data and environmental texts to present a sustained and logical argument, and using appropriate paraphrasing and end-of-text referencing (ESLA24) • developing strategies for assessing the relevance, reliability and validity of sources (ESLA25) • using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses. (ESLA26) 	<ul style="list-style-type: none"> • using modality (including modality in a hypothetical past), nominalised language and discourse markers (ESLT21) • using sources such as reference texts, graphs, data and environmental texts to present a sustained and logical argument, and using appropriate paraphrasing, quotation, in-text citation and end-of-text referencing (ESLT22) • using strategies for assessing the relevance, reliability and validity of sources (ESLT23) • using strategies for planning, synthesising, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses. (ESLT24)

(Weightings are those prescribed in the course outline)

Specific Entry & Exit Requirements for Term Units

This is a Semester Unit.

ASSESSMENT CRITERIA FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT

The following assessment criteria are a focus for assessment and reporting in this unit. Criteria are the essential qualities that teachers look for in student work. These criteria must be used by teachers to assess student's performance, however not all of them need to be used on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Students will be assessed on the degree to which they demonstrate:

Listening and Speaking:

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|---|--|
| <ul style="list-style-type: none"> • speak in a variety of situations using appropriate registers; • comprehend and use correctly a range of language and structures; • participate actively and cooperatively in groups; • listen actively and make considered responses (either oral or written); | <ul style="list-style-type: none"> • use spoken language for a variety of purposes (such as to narrate, explain, question, persuade explore, discuss, negotiate, report and describe); • select key information from a range of aural texts and self-correct writing |
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Reading and Viewing:

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| <ul style="list-style-type: none"> • recognise meaning and purpose; • understand a range of texts in different genres; | <ul style="list-style-type: none"> • identify structures and conventions of genres; • understand and respond appropriately to a variety of language structures and features; |
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- use appropriate reading and research techniques;
- critically analyse and synthesise material from various texts;
- respond with understanding, insight and creativity;

- identify the social and cultural contexts of texts; and
- use video and cyber texts in addition to printed texts.

Writing:

- communicate meaning clearly and fluently;
- write effectively in a range of genres;
- write effectively for a variety of audiences and purposes (to narrate, explain, persuade, explore, report and describe);
- reflect on and refine their own process of writing;
- collaborate effectively in a writing group;

- use research and reference skills and synthesise information from a range of sources;
- respond critically and imaginatively to print, aural and screen based texts; and
- understand and reflect on issues and structures in Australian society.

UNIT GRADES DESCRIPTORS FOR ‘T’ COURSES

Grade	Descriptor
Students who achieve the grade A	<ul style="list-style-type: none"> • uses the English language highly competently • comprehends subtlety • is able to use critical analysis and interpret a wide range of texts; • synthesises complex information from a variety of sources and exhibits insights into issues.
Students who achieve the grade B	<ul style="list-style-type: none"> • uses language effectively; • understands implied meanings; • writes confidently and • is able to analyse and synthesise information.
A student who achieves the grade C	<ul style="list-style-type: none"> • communicates competently in a range of situations • shows a developing control of spoken and written language.
Students who achieve the grade D	<ul style="list-style-type: none"> • uses straightforward language satisfactorily; • focuses on literal meaning; • can interpret and present basic information; writes with assistance for specific purposes.
Students who achieve the grade E	<ul style="list-style-type: none"> • has completed the minimum number of assessment items; • is comfortable with basic texts and writes with assistance and encouragement.

UNIT GRADE DESCRIPTORS FOR A COURSE

Students who achieve an A grade typically	<ul style="list-style-type: none"> • Demonstrates a very high degree of reflection • Demonstrates detailed understanding of the relationships between texts and their social and cultural contexts • Responds to texts with a high degree of insight and creativity and employs sophisticated vocabulary and syntax • Demonstrates excellent oral skills, selects relevant ideas and information • Displays a competent use of a variety of forms and structures • Locates and competently interprets relevant information from varied sources • Applies the language learned in a familiar and predictable range of contexts and purposes
Students who achieve a B grade typically	<ul style="list-style-type: none"> • Demonstrates a degree of reflection • Demonstrates a degree of understanding of the relationships between texts and their social and cultural contexts • Responds to texts with some insight and creativity, employing vocabulary and syntax competently • Demonstrates effective oral skills and displays a competent use of a forms and structures • Locates and interprets relevant information from sources • Selects some relevant ideas and information • Applies the language learned in familiar and predictable contexts and purposes
Students who	<ul style="list-style-type: none"> • Refers to some relevant examples of the text

achieve a C grade typically	<ul style="list-style-type: none"> • Demonstrates some understanding of the relationships between texts and their social and cultural contexts • Responds creatively to text and employs vocabulary and syntax appropriately • Demonstrates satisfactory oral skills and displays some use of different forms and structures • Locates and selects relevant information • Applies the language learned in familiar and predictable contexts and for a limited range of purposes
Students who achieve a D grade typically	<ul style="list-style-type: none"> • Demonstrates little understanding of the relationships between texts and their contexts • Responds to texts with some creativity • Employs limited vocabulary and syntax and demonstrates limited oral skills • Displays some use of forms and structures • Locates and selects only simple ideas and information • Applies the language learned with limited understanding of contexts and purposes
Students who achieve an E grade typically	<ul style="list-style-type: none"> • Demonstrates little or no understanding of the texts • Responds to texts with minimal or no creativity • Employs basic vocabulary and syntax and demonstrates minimal oral skills • Displays minimal use of forms and structures • Locates (with assistance) and records information, selecting ideas with assistance • Very limited application of language

Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

ATTENDANCE AND PARTICIPATION

Students are expected to submit all assessment items and attend all classes, participate in a positive manner and seek support whenever it is required. Excursions, simulations and presentations by visitors (including lunchtime) may form part of classwork. It is your responsibility to catch up on missed work when absent from class.

Any student whose attendance falls below the 90% of the scheduled classes/contact time and has not provided substantial documentary evidence to cover the absence will be awarded a V grade. This means that 4 unexplained absences in a term or 8 unexplained absences in a semester could mean that a V grade may be awarded. However, the Principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

LATE SUBMISSION OF WORK TERTIARY COURSES

Students are encouraged to submit work on time as it is a valuable organisational skill. Students are also encouraged to complete work even if it is late, as there are educational benefits in doing so.

Late work will receive a penalty of 5% (of possible marks) per calendar day late, unless an extension is granted by the class teacher prior to the deadline. This means that 5% is taken off the possible marks that could have been achieved. Submission of work on a weekend or public holiday is not acceptable. If you do not submit your work to your class teacher, make sure that it is signed and dated by either another member of staff in the faculty staffroom, or a member of the front office staff.

After 7 days, late work will be awarded the Notional Zero. Calculation of a Notional Zero is based on genuine scores, (items submitted on time or with an extension). The Notional Zero will be a score that lies between 0.1 of the standard deviation below the lowest genuine score for that item and zero. If the lowest genuine score is zero, then the notional score is zero.

No work will be accepted after marked work has been returned, or accepted after the unit has completed. Computer and/or printer failure will not be accepted as a valid reason for late work. Make sure you backup, keep hard copies and rough notes.

Unless prior approval is granted, any student who fails to submit assessment tasks worth in total 70% or more of the assessment for the unit will not be considered to be assessable and will receive a V grade. The Principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation is supplied.

ACCREDITED COURSES

Students are encouraged to submit work on time, as it is a valuable organisational skill. Students are also encouraged to complete work even if it is late, as there are educational benefits in doing so.

Achievement in Accredited Courses is reported to the Board of Senior Secondary Studies and students with a Grade A-E. Late work submitted without approval will have an impact on the grade awarded to a student.

No work will be accepted after marked work has been returned, or accepted after the unit has completed. Computer and/or printer failure will not be accepted as a valid reason for late work. Make sure you backup, keep hard copies and rough notes.

Unless prior approval is granted, any student who fails to submit assessment tasks worth in total 70% or more of the assessment for the unit, will not be considered to be assessable and will receive a V grade. The Principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation is supplied.

CHEATING AND DISHONEST PRACTICE

The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Any departure from such standards will be viewed very seriously." Accordingly:

- Plagiarism - claiming authorship of someone else's work (intentionally or otherwise) - is a serious misdemeanour, and attracts severe penalties.
- Students are required to acknowledge the source of all material that is incorporated into their own work.
- Students may not submit the same item for assessment in more than one unit, unless specific agreement has been reached with the class teacher.

MODERATION

Throughout the semester, moderation in the form of common marking schemes, cross marking and joint marking occurs across all units in the Moderation Group to ensure comparability of standards. Moderation is a process whereby student's work is compared so that student performance can be graded fairly and consistently. Moderation takes some time, and so students may not receive their work back until ACT wide moderation of grades across all colleges has occurred. Small Group Moderation is carried out in courses with small class sizes.

UNIT SCORES (only included for Tertiary Courses)

- Raw scores are calculated by adding Z scores according to the weightings in the assessment table.
- All raw unit scores are then combined into two rank order lists, one for each cohort Year 11 and 12. Each list is reviewed by the Executive Teachers concerned to identify any anomalies.
- Each of the rank order lists is then standardised for each semester using historical parameters or backscaling.

RIGHT TO APPEAL

You can appeal against your assessment if you feel that the result you obtained is not fair. You should first talk to your class teacher, and if you are not satisfied with the explanation you must discuss the situation with the Executive Teacher of the faculty concerned. If you still do not feel that your result is fair you should talk to the Deputy Principal Programs for further advice on the 'appeal process'.

Executive Teacher (Jen Smith)_____

Class Teacher (Graham Stitz)_____ Date: February 2018