



# School of Education

EDST5131:  
Oral Communication across the Curriculum

Summer 2019

## Contents

1. LOCATION.....	2
2. STAFF CONTACT DETAILS.....	2
3. COURSE DETAILS.....	2
<i>Aims of the Course</i> .....	2
<i>Important Information</i> .....	2
<i>Student Learning Outcomes</i> .....	3
<i>Graduate Attributes</i> .....	3
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH.....	4
5. TEACHING STRATEGIES.....	4
6. COURSE CONTENT AND STRUCTURE.....	5
7. ASSESSMENT.....	6
<i>Assessment Details</i> .....	6
8. RESOURCES.....	9

### **IMPORTANT :**

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

**The School of Education acknowledges the Bidjigal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.**

## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST5131 Oral Communication across the Curriculum (6 units of credit)  
Summer 2019

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr Sue Ollerhead  
Office Location: Room 115, John Goodsell Building, School of Education  
Email: s.ollerhead@unsw.edu.au  
Phone: +61 (2) 9385 8243  
Availability: By appointment

## 3. COURSE DETAILS

<b>Course Name</b>	Oral Communication across the Curriculum
<b>Credit Points</b>	6 units of credit (6 uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, group work, assessment, follow up activities, etc.
<b>Schedule</b>	

### **Summary of Course**

This course explores current theories underlying oral communication skills, focusing in particular on the learning and teaching of a second or additional language, both locally and internationally. Topics include theoretical and practical perspectives on the teaching of speaking and listening; learner factors in oral/aural language contexts; cognitive and metacognitive processes involved in speaking and listening; speech, discourse and pronunciation; genres of speaking and implications for listening; planning and developing oral communication programs; assessing speaking and listening.

### **The main ways in which the course has changed since last time as a result of student feedback are:**

The prescribed textbook has been changed to provide a more accessible foundational text, one which effectively blends theory, research and practice.

### **Aims of the Course**

This course aims to provide teachers and other educational professionals with an understanding of the key theoretical dimensions of oral communication and what is involved in developing oral communication competence, as well as practical approaches to teaching oral communication suitable for their own educational contexts.

### **Important Information**

**Assessment:** Students must pass ALL assignments in order to pass the course. Only by passing all assignments can the Graduate Attributes be achieved.



4.

## 6. COURSE CONTENT AND STRUCTURE

---

Workshop 1: Monday, 7 January

Required readings

## 7. ASSESSMENT

<b>Assessment Task</b>	<b>Length</b>	<b>Weight</b>	<b>Learning Outcomes Assessed</b>	<b>Graduate Attributes Assessed</b>	<b>Due Date</b>
Critical reflection	2000 words	40%	1, 2, 3	1, 4, 5	5 January 2019
Investigation	3				





UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET

EDST5131



Leitao, S. (2015). Interaction between Speech, Language and Literacy in McLeod, S. & McCormack, J. (Eds). *Introduction to Speech, Language and Literacy* (Ch 13). Oxford University Press.

Palmer, E. (2014). *Teaching the core skills of listening and speaking*