ECH 433
Issues in Developmental Literacy
S2 Day 2013
Institute of Early Childhood

Contents

General Information 2
Learning Outcomes 2
Assessment Tasks 3
Delivery and Resources 5
Unit Schedule 6
Policies and Procedures 7
Graduate Capabilities 8

Disclaimer
Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.
## General Information

**Unit convenor and teaching staff**

Unit Convenor  
Emilia Djonov  
emilia.djonov@mq.edu.au  
Contact via emilia.djonov@mq.edu.au  
X5B276

**Credit points**

3

**Prerequisites**

(39cp including (ECH231 or ECH214)) or admission to GDipAdvStEc

**Corequisites**

Co-badged status
Offered with ECH433 external offerings (shared recorded lectures)

**Unit description**

This unit builds on previous units to further students' understanding of English as a language of communication through reading, writing, listening, speaking, viewing and representing experiences, ideas and values; as well as strengthening understanding of the ways in which young children acquire skills, knowledge and attitudes related to these literacies. The unit includes: analysis of children's reading and writing behaviours, and assessment of early reading and writing development; approaches to working with literary, factual and multimedia texts; and literacy programming options for children in both prior-to-school and school-based group settings. It examines effective adult strategies for fostering development of literacy as social practice; support for children experiencing difficulties making progress in literacy; and issues related to social justice and critical literacies. The critical role of culture and contexts, particularly for Indigenous and EAL-D (English as an additional language or dialect) learners, is also examined.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at [http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/](http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/)

## Learning Outcomes

1. Critical individual and collaborative engagement with research on multiliteracies, including new literacies and visual, multimodal and critical literacy
2. Critical understanding of the roles adults play in children’s literacy development, of oral language as foundational for literacy success, and of the development of reading, writing, and multimodal and critical literacy

3. Understanding of the role and value of language and literacy across the curriculum in prior-to-school and school (K-6) contexts

4. Skills in exploring, designing, implementing and evaluating strategies for assessing and promoting children’s literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities

5. Ability to examine and evaluate literacy programming options in both prior-to-school and school-based settings

6. Strong understanding of the role of literacy education in promoting social justice for children experiencing in literacy learning, Indigenous and EAL-D (English as an additional language or dialect) learners

### Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing portfolio</td>
<td>10%</td>
<td>weekly entries</td>
</tr>
<tr>
<td>Study groups</td>
<td>40%</td>
<td>3 part submission</td>
</tr>
<tr>
<td>Literacy profile</td>
<td>50%</td>
<td>Nov 9</td>
</tr>
</tbody>
</table>

### Writing portfolio

**Due:** weekly entries  
**Weighting:** 10%

This Assessment Task relates to the following Learning Outcomes:

- Critical understanding of the roles adults play in children’s literacy development, of oral language as foundational for literacy success, and of the development of reading, writing, and multimodal and critical literacy
- Skills in exploring, designing, implementing and evaluating strategies for assessing and promoting children’s literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities
• Ability to examine and evaluate literacy programming options in both prior-to-school and school-based settings

Study groups
Due: 3 part submission
Weighting: 40%

Study group members share resources and ideas, establish positions on key topics, and meet with a tutor to refine thinking. Summary submissions and annotated bibliographies are individual.

This Assessment Task relates to the following Learning Outcomes:
• Critical individual and collaborative engagement with research on multiliteracies, including new literacies and visual, multimodal and critical literacy
• Critical understanding of the roles adults play in children’s literacy development, of oral language as foundational for literacy success, and of the development of reading, writing, and multimodal and critical literacy
• Understanding of the role and value of language and literacy across the curriculum in prior-to-school and school (K-6) contexts
• Skills in exploring, designing, implementing and evaluating strategies for assessing and promoting children’s literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities
• Ability to examine and evaluate literacy programming options in both prior-to-school and school-based settings
• Strong understanding of the role of literacy education in promoting social justice for children experiencing in literacy learning, Indigenous and EAL-D (English as an additional language or dialect) learners

Literacy profile
Due: Nov 9
Weighting: 50%

Students will construct a literacy profile of one learner, identify a focus area for literacy support, plan and implement a literacy program. Strategies, formative and summative evaluations will be presented to peers and submitted for assessment.

This Assessment Task relates to the following Learning Outcomes:
• Critical individual and collaborative engagement with research on multiliteracies, including new literacies and visual, multimodal and critical literacy
• Critical understanding of the roles adults play in children’s literacy development, of oral language as foundational for literacy success, and of the development of reading, writing, and multimodal and critical literacy
• Understanding of the role and value of language and literacy across the curriculum in prior-to-school and school (K-6) contexts
• Skills in exploring, designing, implementing and evaluating strategies for assessing and promoting children’s literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities
• Ability to examine and evaluate literacy programming options in both prior-to-school and school-based settings
• Strong understanding of the role of literacy education in promoting social justice for children experiencing in literacy learning, Indigenous and EAL-D (English as an additional language or dialect) learners

**Delivery and Resources**

**Delivery, resources and technologies are summarised below:**

The unit is taught through lectures, large group tutorials and small study groups in which students research assigned topics and meet for discussion with staff. Scenario based planning, assessment tasks and workshop sessions are included in tutorials. Assignments enable the development of the ability to position oneself in current research-informed literacy debates as well as to teach effectively within diverse contexts. Research-literature searches are required to meet assignment criteria as is the contribution to a writing portfolio which is shared in tutorial writing circles. External students must listen to recorded lectures and contribute to on-line discussions as well as participating in the mandatory on-campus sessions.

**Texts: Required**


**Highly Recommended:**

Callow, J. (2013). *The Shape of Texts to Come*. Sydney: iLit/PETA.

Education Department of Western Australia (2006). *First Steps* [any two of Maps of Development and Resource books for Reading, Writing, Speaking and Listening]


**Unit Schedule**

Module 1: Establishing the frame for literacy learning

- Theoretical frames for multiple literacies
- Emergent literacy and play-based learning
- Multimodal literacy, children's literature and popular culture

Module 2: Literacy Pedagogies

- Scaffolding developing readers
- Scaffolding developing writers
- Teaching spelling, grammar, and genre
- Supporting the literacy development of children experiencing learning difficulties
- Record-keeping and assessment

Module 3: Socially just implementation

- Issues in programming
- Critical Literacy
Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:


In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)

UniWISE provides:

- Online learning resources and academic skills workshops [http://www.students.mq.edu.au/support/learning_skills/](http://www.students.mq.edu.au/support/learning_skills/)
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

Student Enquiry Service

Details of these services can be accessed at [http://www.student.mq.edu.au/ses/](http://www.student.mq.edu.au/ses/).

Equity Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

IT Help

If you wish to receive IT help, we would be glad to assist you at [http://informatics.mq.edu.au/help/](http://informatics.mq.edu.au/help/).

When using the university's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students and it outlines what can be done.

• Literacy issues for Indigenous and EAL-D (English as an additional language or dialect) learners
Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

• Critical understanding of the roles adults play in children’s literacy development, of oral language as foundational for literacy success, and of the development of reading, writing, and multimodal and critical literacy

• Understanding of the role and value of language and literacy across the curriculum in prior-to-school and school (K-6) contexts

• Skills in exploring, designing, implementing and evaluating strategies for assessing and promoting children’s literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities

• Ability to examine and evaluate literacy programming options in both prior-to-school and school-based settings

• Strong understanding of the role of literacy education in promoting social justice for children experiencing in literacy learning, Indigenous and EAL-D (English as an additional language or dialect) learners

Assessment tasks

• Writing portfolio

• Study groups

• Literacy profile

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.
This graduate capability is supported by:

Learning outcomes

• Critical individual and collaborative engagement with research on multiliteracies, including new literacies and visual, multimodal and critical literacy
• Critical understanding of the roles adults play in children’s literacy development, of oral language as foundational for literacy success, and of the development of reading, writing, and multimodal and critical literacy
• Understanding of the role and value of language and literacy across the curriculum in prior-to-school and school (K-6) contexts
• Skills in exploring, designing, implementing and evaluating strategies for assessing and promoting children’s literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities
• Ability to examine and evaluate literacy programming options in both prior-to-school and school-based settings
• Strong understanding of the role of literacy education in promoting social justice for children experiencing in literacy learning, Indigenous and EAL-D (English as an additional language or dialect) learners

Assessment tasks

• Writing portfolio
• Study groups
• Literacy profile

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

• Critical individual and collaborative engagement with research on multiliteracies, including new literacies and visual, multimodal and critical literacy
• Critical understanding of the roles adults play in children’s literacy development, of oral language as foundational for literacy success, and of the development of reading, writing, and multimodal and critical literacy
• Understanding of the role and value of language and literacy across the curriculum in prior-to-school and school (K-6) contexts
• Skills in exploring, designing, implementing and evaluating strategies for assessing and promoting children’s literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities
• Ability to examine and evaluate literacy programming options in both prior-to-school and school-based settings
• Strong understanding of the role of literacy education in promoting social justice for children experiencing in literacy learning, Indigenous and EAL-D (English as an additional language or dialect) learners

Assessment tasks
• Writing portfolio
• Study groups
• Literacy profile

Problem Solving and Research Capability
Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes
• Critical individual and collaborative engagement with research on multiliteracies, including new literacies and visual, multimodal and critical literacy
• Understanding of the role and value of language and literacy across the curriculum in prior-to-school and school (K-6) contexts
• Skills in exploring, designing, implementing and evaluating strategies for assessing and promoting children’s literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities
• Ability to examine and evaluate literacy programming options in both prior-to-school and school-based settings
• Strong understanding of the role of literacy education in promoting social justice for children experiencing in literacy learning, Indigenous and EAL-D (English as an additional language or dialect) learners

Assessment tasks
• Study groups
• Literacy profile

Creative and Innovative
Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes
• Skills in exploring, designing, implementing and evaluating strategies for assessing and promoting children’s literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities
• Strong understanding of the role of literacy education in promoting social justice for children experiencing in literacy learning, Indigenous and EAL-D (English as an additional language or dialect) learners

Assessment tasks
• Writing portfolio
• Literacy profile

Effective Communication
We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:
Learning outcomes

• Critical individual and collaborative engagement with research on multiliteracies, including new literacies and visual, multimodal and critical literacy
• Skills in exploring, designing, implementing and evaluating strategies for assessing and promoting children’s literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities

Assessment tasks

• Writing portfolio
• Study groups
• Literacy profile

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation’s historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

• Critical individual and collaborative engagement with research on multiliteracies, including new literacies and visual, multimodal and critical literacy
• Critical understanding of the roles adults play in children’s literacy development, of oral language as foundational for literacy success, and of the development of reading, writing, and multimodal and critical literacy
• Understanding of the role and value of language and literacy across the curriculum in prior-to-school and school (K-6) contexts
• Skills in exploring, designing, implementing and evaluating strategies for assessing and promoting children’s literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities
• Strong understanding of the role of literacy education in promoting social justice for children experiencing in literacy learning, Indigenous and EAL-D (English as an additional language or dialect) learners
Assessment tasks

- Study groups
- Literacy profile

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Critical individual and collaborative engagement with research on multiliteracies, including new literacies and visual, multimodal and critical literacy
- Critical understanding of the roles adults play in children’s literacy development, of oral language as foundational for literacy success, and of the development of reading, writing, and multimodal and critical literacy
- Skills in exploring, designing, implementing and evaluating strategies for assessing and promoting children’s literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities
- Ability to examine and evaluate literacy programming options in both prior-to-school and school-based settings
- Strong understanding of the role of literacy education in promoting social justice for children experiencing in literacy learning, Indigenous and EAL-D (English as an additional language or dialect) learners

Assessment tasks

- Writing portfolio
- Study groups
- Literacy profile

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.
This graduate capability is supported by:

**Learning outcomes**

- Critical individual and collaborative engagement with research on multiliteracies, including new literacies and visual, multimodal and critical literacy
- Critical understanding of the roles adults play in children’s literacy development, of oral language as foundational for literacy success, and of the development of reading, writing, and multimodal and critical literacy
- Understanding of the role and value of language and literacy across the curriculum in prior-to-school and school (K-6) contexts
- Skills in exploring, designing, implementing and evaluating strategies for assessing and promoting children’s literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities
- Ability to examine and evaluate literacy programming options in both prior-to-school and school-based settings

**Assessment tasks**

- Writing portfolio
- Study groups
- Literacy profile