ECH 231
Young Children's Language, Literature and Literacy
S1 External 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
Changes since First Published 15

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General Information

Unit convenor and teaching staff
Unit Convenor
Emilia Djonov
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Contact via emilia.djonov@mq.edu.au
X5B276

Credit points
3

Prerequisites
ECHP122 or (12cp and admission to BTeach(ECS))

Corequisites
LING120

Co-badged status

Unit description
This unit explores the theory and practice of early childhood language, literature and literacy development from birth to eight years. It includes the study of the language and literacy potential of a wide range of children's literature and everyday texts, and focuses on children's language development as they move from home to prior-to-school settings and into the first years of school. Early reading and writing developmental processes are examined. The role of the teacher in assessment and planning for meeting whole class, group and individual student learning needs, and in provisioning the early years educational environments is emphasised.

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/

Learning Outcomes

1. Understanding of young children's language and literacy development and the ways it can be enhanced through literature
2. Awareness of the influence of children's early oral language and literacy experiences on access and equity in early educational settings (birth-8) and on children's transition to school
3. Understanding the important role adults and partnerships between home and educational settings play in young children’s language and literacy development

4. Ability to design, engage in and critically evaluate rich and developmentally appropriate literacy experiences for young children prior-to-school and into the first years of primary school, and to integrate children’s literature in these experiences

5. Familiarity with the ways early literacy development is integrated in a continuum of learning in pedagogic practices in prior-to-school and school settings and related curriculum documents such as the Early Years Learning Framework, the NSW K-6 English Syllabus, and National Curriculum Documents

6. Knowledge of children’s early reading and writing developmental processes and ability to develop and apply strategies for supporting and evaluating these processes from a broad and research-informed multiliteracies perspective

7. Growing understanding of and ability to support the language and literacy development of children from diverse backgrounds, including children learning English as an additional language (EAL), children from families with different socio-economic status, and children with special learning and literacy needs

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>20%</td>
<td>Week 4 Tutorial/OCS</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>40%</td>
<td>3 May 2013</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>40%</td>
<td>7 June 2013</td>
</tr>
</tbody>
</table>

**Assignment 1**

Due: **Week 4 Tutorial/OCS**  
Weighting: **20%**

This Assessment Task relates to the following Learning Outcomes:

- Understanding of young children’s language and literacy development and the ways it can be enhanced through literature
- Understanding the important role adults and partnerships between home and educational settings play in young children’s language and literacy development
- Familiarity with the ways early literacy development is integrated in a continuum of learning in pedagogic practices in prior-to-school and school settings and related
curriculum documents such as the Early Years Learning Framework, the NSW K-6 English Syllabus, and National Curriculum Documents

Assignment 2
Due: 3 May 2013
Weighting: 40%

This Assessment Task relates to the following Learning Outcomes:

• Understanding of young children’s language and literacy development and the ways it can be enhanced through literature
• Awareness of the influence of children’s early oral language and literacy experiences on access and equity in early educational settings (birth-8) and on children’s transition to school
• Understanding the important role adults and partnerships between home and educational settings play in young children’s language and literacy development
• Ability to design, engage in and critically evaluate rich and developmentally appropriate literacy experiences for young children prior-to-school and into the first years of primary school, and to integrate children’s literature in these experiences
• Knowledge of children’s early reading and writing developmental processes and ability to develop and apply strategies for supporting and evaluating these processes from a broad and research-informed multiliteracies perspective

Assignment 3
Due: 7 June 2013
Weighting: 40%

Full details of the requirements of each assessment task can be found in your Unit outline, accessable via the ECH231 iLearn site.

This Assessment Task relates to the following Learning Outcomes:

• Understanding of young children’s language and literacy development and the ways it can be enhanced through literature
• Ability to design, engage in and critically evaluate rich and developmentally appropriate literacy experiences for young children prior-to-school and into the first years of primary school, and to integrate children’s literature in these experiences
Familiarity with the ways early literacy development is integrated in a continuum of learning in pedagogic practices in prior-to-school and school settings and related curriculum documents such as the Early Years Learning Framework, the NSW K-6 English Syllabus, and National Curriculum Documents.

Knowledge of children’s early reading and writing developmental processes and ability to develop and apply strategies for supporting and evaluating these processes from a broad and research-informed multiliteracies perspective.

Growing understanding of and ability to support the language and literacy development of children from diverse backgrounds, including children learning English as an additional language (EAL), children from families with different socio-economic status, and children with special learning and literacy needs.

Delivery and Resources

STUDY COMMITMENT

As this is a 3 credit point unit, it is estimated that students will need to spend an average of 9 hours a week over a 15 week semester (this includes the university recess), i.e. 135 hours per semester, working on this unit to achieve a passing grade. This includes accessing the unit’s iLearn website at least twice a week and participating in online discussions, attending tutorials and on-campus sessions, attending and/or listening to lectures, reading and studying, and working on assignments.

PRINCIPAL REQUIREMENTS

All students are required to:

§ complete and submit all assignments on time in order to pass the unit

§ attend/listen to the lecture each week (note that there will be 3 pre-recorded lectures available for week 6, as there all tutorials or the live lecture in week 6 are cancelled due to Easter Monday)

§ complete the weekly readings each week, prior to the lecture and tutorials that week

Internal students must prepare for, attend and participate in at least 80% of the 9x2hr tutorials.

External students must prepare for, attend and participate in the compulsory on-campus session on April 19 & 20.

STUDY RESOURCES

Required Readings and Other Resources

There is one textbook for the unit, which is available from the Macquarie Co-op Bookshop on campus. The details are:

The required NSW Syllabus Document is:


The syllabus and support documents can be downloaded from the URL below: You will need to download Early Stage One to Stage 2.


There are also required and recommended readings and online resources that will be available through the library’s e-reserve collection and/or the unit’s iLearn website. All required and recommended readings are listed in the complete ECH231 unit outline, which is available through the ECH231 iLearn site.

**Unit website**

There is a website for this unit. Access to this unit is available online through iLearn, at ilearn.mq.edu.au. You will need to login using your Macquarie ID.

**Unit Schedule**

This overall schedule presents mainly the weekly topics and must be read alongside the full ECH231 unit outline available on the ECH231 iLearn site, where information about required readings and additional resources, tutorial and on-campus session participation requirements and assignment due dates is also provided.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Lecture 1:</strong> Introduction to the unit, current perspectives on literacy development, and literacy as social and cultural practice</td>
</tr>
<tr>
<td></td>
<td>25 February 2013</td>
</tr>
<tr>
<td>2</td>
<td><strong>Lecture 2:</strong> Babies and toddlers: Oral language, literacy and literature in the first 3 years</td>
</tr>
<tr>
<td></td>
<td>4 March 2013</td>
</tr>
<tr>
<td>3</td>
<td><strong>Lecture 3:</strong> Threes and Fours: Oral language, literacy and literature for preschool children</td>
</tr>
<tr>
<td></td>
<td>11 March 2013</td>
</tr>
<tr>
<td>4</td>
<td><strong>Lecture 4:</strong> Emergent literacy, reading and writing prior to school</td>
</tr>
<tr>
<td></td>
<td>18 March 2013</td>
</tr>
<tr>
<td>5</td>
<td><strong>Lecture 5:</strong> Language, literacy and culture: diverse experiences in the home and community</td>
</tr>
<tr>
<td></td>
<td>25 March 2013</td>
</tr>
</tbody>
</table>
### Week 6
1 April 2013 (Easter Monday)
- **3 x 1hr pre-recorded lectures**
- **No live lecture or tutorials**

**Lecture 6:** Seeing children as literacy learners in prior to school settings: observation and record keeping

**Lecture 7:** YELF and Prior to school curriculum documents

**Lecture 8:** Language and literacy in the transition to school and the role of children’s literature

### Week 7
8 April 2013

**Lecture 9:** School related curriculum documents

### MID SEMESTER
**BREAK**
13–28 April 2013

### Week 8
29 April 2013

**Lecture 10:** Multiliteracies: Multimodality, critical literacy and technology

### Week 9
6 May 2013

**Lecture 11:**
Teaching strategies: reading and writing

### Week 10, 11 & 12 ECHP222 Practicum
13 May – 31 May 2013

Non-teaching weeks for ECH231, no lectures or classes

### Week 13
3 June 2013

**Lecture 12:** Inclusive literacy for diverse learners

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### Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](http://www.mq.edu.au/policy/docs/academic_honesty/policy.html). Students should be aware of the following policies in particular with regard to Learning and Teaching:

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

• Awareness of the influence of children’s early oral language and literacy experiences on access and equity in early educational settings (birth-8) and on children’s transition to school
• Understanding the important role adults and partnerships between home and educational settings play in young children’s language and literacy development
• Ability to design, engage in and critically evaluate rich and developmentally appropriate literacy experiences for young children prior-to-school and into the first years of primary school, and to integrate children’s literature in these experiences
• Familiarity with the ways early literacy development is integrated in a continuum of learning in pedagogic practices in prior-to-school and school settings and related curriculum documents such as the Early Years Learning Framework, the NSW K-6 English Syllabus, and National Curriculum Documents
• Knowledge of children’s early reading and writing developmental processes and ability to develop and apply strategies for supporting and evaluating these processes from a broad and research-informed multiliteracies perspective
• Growing understanding of and ability to support the language and literacy development of children from diverse backgrounds, including children learning English as an additional language (EAL), children from families with different socio-economic status, and children with special learning and literacy needs

Assessment tasks

• Assignment 2
• Assignment 3

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

- Understanding of young children’s language and literacy development and the ways it can be enhanced through literature
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Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

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

• Awareness of the influence of children’s early oral language and literacy experiences on access and equity in early educational settings (birth-8) and on children’s transition to school
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Assessment tasks

• Assignment 1
• Assignment 2
• Assignment 3

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

• Awareness of the influence of children’s early oral language and literacy experiences on access and equity in early educational settings (birth-8) and on children’s transition to school
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Assessment tasks
• Assignment 1
• Assignment 2
• Assignment 3

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
• Ability to design, engage in and critically evaluate rich and developmentally appropriate literacy experiences for young children prior-to-school and into the first years of primary school, and to integrate children’s literature in these experiences
• Knowledge of children’s early reading and writing developmental processes and ability to develop and apply strategies for supporting and evaluating these processes from a broad and research-informed multiliteracies perspective

Assessment tasks
• Assignment 2
• Assignment 3
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**

- Understanding of young children’s language and literacy development and the ways it can be enhanced through literature
- Understanding the important role adults and partnerships between home and educational settings play in young children’s language and literacy development
- Ability to design, engage in and critically evaluate rich and developmentally appropriate literacy experiences for young children prior-to-school and into the first years of primary school, and to integrate children’s literature in these experiences
- Knowledge of children’s early reading and writing developmental processes and ability to develop and apply strategies for supporting and evaluating these processes from a broad and research-informed multiliteracies perspective

**Assessment tasks**

- Assignment 1
- Assignment 2
- Assignment 3

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**

- Awareness of the influence of children’s early oral language and literacy experiences on access and equity in early educational settings (birth-8) and on children’s transition to school
• Familiarity with the ways early literacy development is integrated in a continuum of learning in pedagogic practices in prior-to-school and school settings and related curriculum documents such as the Early Years Learning Framework, the NSW K-6 English Syllabus, and National Curriculum Documents
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Assessment task
• Assignment 3

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
• Awareness of the influence of children's early oral language and literacy experiences on access and equity in early educational settings (birth-8) and on children's transition to school
• Understanding the important role adults and partnerships between home and educational settings play in young children’s language and literacy development
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Assessment tasks
• Assignment 2
• Assignment 3

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**

- Understanding the important role adults and partnerships between home and educational settings play in young children’s language and literacy development
- Ability to design, engage in and critically evaluate rich and developmentally appropriate literacy experiences for young children prior-to-school and into the first years of primary school, and to integrate children’s literature in these experiences
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**Assessment task**

- Assignment 3

**Changes since First Published**

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<tr>
<td>19/01/2013</td>
<td>The Corequisites was updated.</td>
</tr>
<tr>
<td>17/11/2012</td>
<td>The Description was updated.</td>
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</table>