



ECH 231

Young Children's Language, Literature and Literacy

S1 External 2014

Institute of Early Childhood

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General Information

Unit convenor and teaching staff

Unit Convenor

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X5B276

Credit points

3

Prerequisites

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

Corequisites

Co-badged status

Unit description

This unit focuses on children's language and literacy development as they move from home to prior-to-school settings and into the first years of school, and the ways it can be fostered through children's literature. It introduces students to the theory and practice of early reading and writing, multimodal and critical literacy development, and to research on the literacy experiences of children from diverse contexts and with different abilities. Students are given opportunities to develop and apply their understanding of the role of teachers in planning and evaluating experiences that support young children's literacy development within prior-to-school and early primary school settings.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

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

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

Name	Weighting	Due
Assignment 1	20%	Week 4 Tutorial/OCS
Assignment 2	40%	16 May 2014
Assignment 3	40%	13 June 2014

Assignment 1

Due: **Week 4 Tutorial/OCS**

Weighting: **20%**

On successful completion you will be able to:

- 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: **16 May 2014**

Weighting: **40%**

On successful completion you will be able to:

- 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: **13 June 2014**

Weighting: **40%**

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

On successful completion you will be able to:

- 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/s scheduled for each teaching week (weeks 1-5 & 9-12)[Note that there are both live and pre-recorded lectures in this unit.]

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

Internal students must prepare for, attend and participate in at least 80% of the 9x1.5hr tutorials.

External students must prepare for, attend and participate in the compulsory on-campus session on April 12 & 13.

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:

Fellowes, J. & Oakley, G. (2010). *Language, literacy and early childhood education*. South Melbourne: Oxford. ISBN: 9780195566284

There are also **two required curriculum documents**:

1. Department of Education, Employment and Workplace Relations (DEEWR) (2009). *Belonging, being, becoming: The Early Years Learning Framework for Australia*. Barton, ACT: Commonwealth of Australia. Retrieved from: http://foi.deewr.gov.au/system/files/doc/other/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf

2. NSW Board of Studies. (2012). *English K-10 Syllabus*. Sydney: NSW Board of Studies. Retrieved from: <http://syllabus.bos.nsw.edu.au/english/english-k10/>

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.

Week #	Topic
Week 1 3 March	Lecture 1: Introduction to the unit, current perspectives on literacy development, and literacy as social and cultural practice
Week 2 10 March	Lecture 2: Babies and toddlers: Oral language, literacy and literature in the first 3 years Lecture 3 (pre-recorded): Threes and Fours: Oral language, literacy and literature for preschool children
Week 3 17 March	Lecture 4: Emergent literacy, reading and writing prior to school Lecture 5 (pre-recorded): EYLF and Prior to school curriculum documents
Week 4 24 March	Lecture 6: Language, literacy and culture 1: bilingualism & bidialectalism Lecture 7 (pre-recorded): Language, literacy and culture 2: socio-economic status & gender
Week 5 31 March	Lecture 8 (pre-recorded): Seeing children as literacy learners in prior to school settings: observation and record keeping Lecture 9: Language and literacy in the transition to school and the role of children's literature
Weeks 6-8 7 April – 9 May	No ECH231 lectures or tutorials Week 6, 7 & 8 ECHP222 Practicum Mid-Semester Break 14-24 April

Week 9 12 May	Lecture 10: Teaching strategies: reading and writing
Week 10 19 May	Lecture 11 (pre-recorded): School related curriculum documents Lecture 12: Literacy planning and programming in the early primary school years
Week 11 26 May	Lecture 13: Multiliteracies: Visual and multimodal literacy (pre-recorded) Lecture 14: Critical literacy, popular culture and children's literature
Week 12 2 June	Lecture 15: Evaluating teaching and learning in early primary school years Lecture 16 (pre-recorded): Inclusive literacy for diverse learners
Week 13 9 June	Study Week: No live lectures or tutorials

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:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

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

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and 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.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <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.

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

- 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

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
- 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 task

- 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
- 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
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- 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 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
- 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

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
- 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 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
- 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 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
- 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