EDST2100

Language and Literacies

Session 1, In person-scheduled-weekday, North Ryde 2024

Macquarie School of Education

Contents

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
Convenor, lecturer
Ruth French
ruth.french@mq.edu.au
Contact via Email
29 Wally's Walk, Room 275
Please email to organise a time if you would like a meeting with me.

Lecturer
Hua-Chen Wang
huachen.wang@mq.edu.au

Lecturer
Emilia Djonov
emilia.djonov@mq.edu.au

Tutor
Rosemary Dunn
rosemary.dunn@mq.edu.au

Tutor
Susan Feez
susan.feez@mq.edu.au

Tutor
Sun Jung Joo
sun.joo@mq.edu.au

Tutor
Lorenzo Logi
lorenzo.logi@mq.edu.au

Tutor
Dragana Stosic
dragana.stosic@mq.edu.au

Tutor
Margo Van Poucke
margo.vanpoucke@mq.edu.au

Credit points
10

Prerequisites
80cp including (EDST100 or EDST1000) and admission to (BABEd(Prim) or BEd(Prim)BPsych or BTeach(ECE))

Corequisites

Co-badged status

Unit description
This unit introduces students to language development, and to language and literacy in Australian curriculum documents, policies on literacy instruction, and quality instructional practices. The unit offers a systematic, research-based introduction to foundational knowledge of language and literacies. The unit focuses on developing knowledge of the language system and its uses, purposes, and practices in reading and writing. It stresses the importance of phonological and orthographic knowledge at the beginning of literacy instruction, as well as semantic, syntactic and pragmatic knowledge in developing reading and writing skills of all learners.

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:

ULO1: Explain the features of the six language and literacy modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance your own and your students' learning.

ULO2: Analyse the features of language systems and communication critical to code breaking and apply this knowledge to enhance teaching and learning.

ULO3: Analyse the features of language systems and communication critical to meaning making and how to apply this knowledge to enhance your own and your students' learning.

ULO4: Understand features of language systems, communication practices, and text genres critical for using and producing effective texts to enhance your own and your students' learning.

ULO5: Apply a foundational knowledge of language, images, and communication context to analyse instructional practices and texts, their linguistic features, effectiveness, and social purposes.

ULO6: Articulate and apply a developing knowledge of the six language and literacy modes (listening, speaking, reading, writing, viewing, and visually representing) and the structural organisation and scope and sequence of curriculum content, as prescribed by relevant curriculum documents for prior-to-school and K-6 formal education contexts.

General Assessment Information

- Students should be aware of and apply the University policy on academic integrity (see: https://policies.mq.edu.au/document/view.php?id=3)

- Unless a Special Consideration (see: https://students.mq.edu.au/study/assessment-exams/special-consideration) request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of, 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11:55pm. A 1-hour grace period is provided to students who experience a technical issue. This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc).

- Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.

- Please format assessments using 12-point font and 1.5 spacing.

- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.

- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.

- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.

- Word limits are strictly applied. Work above the word limit will not be marked.

- All assessments are marked using a clear marking scheme or a rubric.

- Marking of all assessments is moderated by the Unit Convenor.

- Applications for extensions must be made via AskMQ (https://ask.mq.edu.au/).

- It is **not the responsibility** of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

- In respect of the **Handwriting assessment task**, students are expected to attend their own tutorial (Weekday mode) or on-campus session (for Infrequent mode) to complete the in-class part of this task. If students are absent or late, additional opportunities to sit the task will only be made available where students have approval for Special Consideration. Applications for Special Consideration must be made via AskMQ (http s://ask.mq.edu.au/).

- **Exam timing.** The exam timetable is not typically finalised until some time in May. Once it is available, please take careful note of the date and time of the exam. Please note: EDST2100 teaching staff do not have any power to change the date and do not know the date in advance. No early examinations can be set for individuals. Please do not book holidays until you have seen the exam timetable.

- **Exam attendance.** The EDTS2100 exam is an invigilated, on-campus exam. Students are expected to be available at the date and time designated in the exam timetable. If you experience serious and unavoidable difficulties at exam time, you can consider applying for Special Consideration. Visit the Special Consideration page for information on the application process, supporting documentation requirements, and timeframes. For students who have experienced serious and unavoidable difficulties at exam time, a later supplementary exam will be held, and any such students must make themselves available for whenever that is scheduled.

A Note on AI Use in this Unit

While artificial intelligence software can be useful to conduct searches for information, your assignments cannot report content generated by a third party or AI sources. Please note that information or references generated by a third party or AI (e.g. multisearch, Google Scholar, Chat GPT, etc.) needs to be checked for accuracy and reliability. AI and third party information generators are notorious for providing wrong, false, and incomplete information.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. For Professional Experience (PEx) units the PE Report is marked as

satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds.

Descriptive Criteria for awarding grades in the unit

To meet the unit outcomes and successfully pass this unit, students should attempt all assessment tasks.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem-solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass)	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Note: *If you fail a unit with a professional experience component, the fail grade will be on your transcript irrespective of the timing of the placement.*

Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via https://ask.mq.edu.au before doing so, as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact your course progression.

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they

are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit https://ask.mq.edu.au

Assessment Tasks

Name	Weighting	Hurdle	Due
Task 1 - Concepts in language and literacy	20%	No	23:55 23/03/2024
Task 2 - Handwriting	0%	Yes	Weekday: Wk 6 tutorial. Infrequent: 1st on-campus session.
Task 3 - Major assignment (text analysis and planned learning experiences)	40%	No	23:55 04/05/2024
Task 4 - Final examination	40%	No	During Examination Period

Task 1 - Concepts in language and literacy

Assessment Type [1]: Essay
Indicative Time on Task [2]: 15 hours
Due: **23:55 23/03/2024**
Weighting: **20%**

Students use applied literacy examples to demonstrate understanding of fundamental concepts in language and literacy education and research. Detailed instructions will be available on the iLearn site for the unit. Approx. 500 words.

On successful completion you will be able to:
- Explain the features of the six language and literacy modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance your own and your students' learning.
- Analyse the features of language systems and communication critical to code breaking and apply this knowledge to enhance teaching and learning.
- Apply a foundational knowledge of language, images, and communication context to analyse instructional practices and texts, their linguistic features, effectiveness, and social purposes.

- Articulate and apply a developing knowledge of the six language and literacy modes (listening, speaking, reading, writing, viewing, and visually representing) and the structural organisation and scope and sequence of curriculum content, as prescribed by relevant curriculum documents for prior-to-school and K-6 formal education contexts.

Task 2 - Handwriting

Assessment Type [1]: Portfolio
Indicative Time on Task [2]: 5 hours
Due: **Weekday: Wk 6 tutorial. Infrequent: 1st on-campus session.**
Weighting: **0%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Students demonstrate personal control of NSW Foundation Style handwriting: manuscript, cursive and numerals. Graded as Satisfactory/Unsatisfactory.

On successful completion you will be able to:
- Explain the features of the six language and literacy modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance your own and your students' learning.
- Analyse the features of language systems and communication critical to code breaking and apply this knowledge to enhance teaching and learning.
- Articulate and apply a developing knowledge of the six language and literacy modes (listening, speaking, reading, writing, viewing, and visually representing) and the structural organisation and scope and sequence of curriculum content, as prescribed by relevant curriculum documents for prior-to-school and K-6 formal education contexts.

Task 3 - Major assignment (text analysis and planned learning experiences)

Assessment Type [1]: Qualitative analysis task
Indicative Time on Task [2]: 30 hours
Due: **23:55 04/05/2024**
Weighting: **40%**

Students annotate one fictional and one non-fictional instructional text to design and plan literacy learning experiences appropriate for target learners. Detailed instructions will be available on the iLearn site for the unit. Approx. 1000 words.

On successful completion you will be able to:
- Explain the features of the six language and literacy modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance your own and your students' learning.
- Analyse the features of language systems and communication critical to meaning making and how to apply this knowledge to enhance your own and your students' learning.
- Understand features of language systems, communication practices, and text genres critical for using and producing effective texts to enhance your own and your students' learning.
- Apply a foundational knowledge of language, images, and communication context to analyse instructional practices and texts, their linguistic features, effectiveness, and social purposes.
- Articulate and apply a developing knowledge of the six language and literacy modes (listening, speaking, reading, writing, viewing, and visually representing) and the structural organisation and scope and sequence of curriculum content, as prescribed by relevant curriculum documents for prior-to-school and K-6 formal education contexts.

Task 4 - Final examination

Assessment Type [1]: Examination
Indicative Time on Task [2]: 26 hours
Due: **During Examination Period**
Weighting: **40%**

Students will be examined on their knowledge and understanding of the material covered in the lectures, classes and readings. All modules will be assessed. Students will be expected to understand and apply knowledge of language and images to examples of texts for / by children. They will also be asked to apply knowledge of literacy instruction across the six language modes to suggest productive literacy learning activities for given text/s. Duration: 2 hours.

On successful completion you will be able to:
- Explain the features of the six language and literacy modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance your own and your students' learning.
- Analyse the features of language systems and communication critical to code breaking

and apply this knowledge to enhance teaching and learning.

- Analyse the features of language systems and communication critical to meaning making and how to apply this knowledge to enhance your own and your students' learning.
- Understand features of language systems, communication practices, and text genres critical for using and producing effective texts to enhance your own and your students' learning.
- Apply a foundational knowledge of language, images, and communication context to analyse instructional practices and texts, their linguistic features, effectiveness, and social purposes.

---

[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Compulsory Texts

Fellowes, J. & Oakley, G. (2024). *Language, literacy and early childhood education* (4th ed.). Oxford University Press.

Derewianka, B. (2022). *A new grammar companion for teachers*. (3rd ed.). Primary English Teaching Association Australia.

Highly recommended

Humphrey, S., Droga, L., & Feez, S. (2012). *Grammar and meaning* (2nd ed.). Primary English Teaching Association Australia (PETAA). **This book includes activities with answers, for developing and applying your grammar knowledge.** It can be an excellent personal study resource for Modules 3 and 4, especially.

Information about the unit iLearn site

This unit has a full web presence through iLearn.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted there, as will other relevant unit notices and materials.

Various activities and materials for discussion and tutorial preparation will be provided. Electronic links and suggested references will be included in the Leganto section, which is linked to the library. **Please check the *iLearn* site for the unit regularly.**

Structure

The unit will be delivered using a combination of lectures and tutorials.

Lectures

Lectures are pre-recorded and are available along with lecture slides from the iLearn site's Echo360 component. Students must listen to *and view* all lectures, making use of the full multimodal text of the lectures (i.e., not merely listening without watching). **It is expected that students will engage in the active learning strategy of note-making**, that is, creating their own notes of all lectures. This helps to build long-term memory and develop deeper understanding, because selecting key points to write down involves more thought than mere transcription.

There are 15 hours of lecture content across the 10 teaching weeks. On average, therefore, students should plan for viewing and making notes on three hours of lecture content per fortnight. A schedule of lectures is available on iLearn. In Week 11 an optional revision lecture with live Q&A will be held online.

Tutorials (and on-campus sessions for Infrequent mode)

For students enrolled in the **'In-person - Weekday' attendance mode**, there are **weekly 1.5-hour tutorials held in Weeks 1 to 10**. Total tutorial time: 15 hours. Attendance at all tutorials is expected.

For students enrolled in the **'In-person - Infrequent' attendance mode**, there is a combination of **online 1.5-hour tutorials (on 21/2, 28/2, 20/3, 27/3, 1/5 and 8/5) and two half-day on-campus seminars (on 16/3 and 13/4)**. Total online tutorial plus seminar time: 15 hours, made up of 9 hours in online tutorials and 6 hours in on-campus sessions. Attendance at all online tutorials and on-campus sessions is expected.

In tutorials and at on-campus sessions (as relevant to their enrolment mode), students will discuss issues and questions arising from the lectures and prescribed readings. In most weeks short class preparation tasks will be set and should be completed before tutorials. Students are required to participate in small group activities and whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. Students are expected to base their arguments/discussions on evidence from published research and other relevant material. The weekly program for the course with the accompanying readings is available on the unit iLearn site.

Access and technical assistance

Information for students about access to the online component of this unit is available at https://il

earn.mq.edu.au/login/index.php. You will need to enter your student username and password.

Please do NOT contact the Unit Convenor regarding iLearn technical help.

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Log a request: help.mq.edu.au.

On Campus: Ground floor at 18 Wally's Walk

Unit Schedule

Week of Session	Content & key information
Week 1	**Module 1: Introduction** to language, literacies and children's literature; the 'four resources' model; overview of importance of oral language and vocabulary in literacy development.
Weeks 2 and 3	**Module 2: Code-breaking** with a focus on phonological and phonemic awareness; introduction to spelling; handwriting and keyboarding.
	A non-assessable online quiz will be available on iLearn before the census date, so students can receive formative feedback on their progress.
Weeks 4, 5 and 6	**Module 3: Meaning making**
	Literacy as meaning-focused; grammar as a resource for making meaning; how texts use language and images to make meaning.
	Week 4 – Language for expressing ideas.
	Week 5 – Language for connecting ideas and organising texts.
	Week 6 – Language for interacting with others.
Week 7	**Module 4: Text user**
	Language for different purposes: types of texts and discourse organisation.
Week 8	**Module 4: Text user continued.**
	Teaching writing: introduction to pedagogies for teaching creating different types of texts including use of model texts and joint construction.
April 15 to 28	MQ recess
Weeks 9 and 10	**Module 5: Text analyst/text critic**
	Applying learning about language and images from previous weeks to interpret multimodal texts and provide feedback to children on work samples. Critical visual literacy in children's literature.
Week 11	Revision. No tutorials will be held this week. There will be an optional revision lecture with Q&A, conducted live via Zoom and recorded for students unable to attend.
Weeks 12 and 13	No classes in EDST2100. Most students will be on professional experience placements.
University exam period	**Exam** (date to be scheduled by the university)

On-campus sessions for 'Infrequent' mode students

The on-campus sessions for this year are on:

Day 1: 16/03/2024

Day 2: 13/04/2024

The venues and times for all classes are available in students' personalised timetables in eStudent.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Assessment Procedure
- Complaints Resolution Procedure for Students and Members of the Public
- Special Consideration Policy

Students seeking more policy resources can visit Student Policies (https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and

courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing an d maths support, academic skills development and wellbeing consultations.

Student Support

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

The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
- Access StudyWISE
- Upload an assignment to Studiosity
- Complete the Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

Student Services and Support

Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual assault
- Social support including information about finances, tenancy and legal issues
- Student Advocacy provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via AskMQ, or contact Service Connect.

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/

offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

Attendance

All classes in this unit for both 'Weekday' and 'Infrequent' offerings **begin in Week 1**.

Activities completed during weekly tutorials (DAY or ONLINE DAY mode) or on-campus days (INFQ mode) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit and to meet the AITSL Graduate Teacher Standards and ACECQA requirements. Attendance at all tutorials and on-campus days is expected and the roll will be taken. Make up tasks may be required if attendance is missed to ensure all content is covered to meet accreditation requirements.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email* Address

- The *Dialogue* function on iLearn

- Other iLearn communication functions

Infrequent Attendance Students

Information about the dates of the on-campus sessions can be found in the university timetable and are listed in the 'Unit Schedule' section above. Creating your timetable - Enrolling | Macquarie University, Sydney (mq.edu.au)

- The on-campus sessions are essential to student engagement and learning and

attendance is expected. Failure to attend or to have an approved Special Consideration may result in a Fail grade for the unit.

- Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.

- Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

- Further specific details and any updates (if needed) will be posted on iLearn as an Announcement during first half of the semester.

Fail Rule

This unit is a part of a professional course listed on Schedules 2 and 3 of the Academic Progression Policy. This course has additional requirements that are applicable for the full duration of the course, including course-specific inherent requirements, Fitness to Practice requirements and other compulsory course requirements. It also has rigorous academic progression standards. Inability to meet these requirements may result in a withdrawal of offer of admission and/or permanent exclusion from the course in accordance with the General Coursework Rules.

5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course.

Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling.

In this unit, you will learn using the 5Rs framework in the following important ways:

- **Resilience** practised inside and outside of the classroom.

Students will build resilience by engaging strongly with intellectually challenging content relevant to teaching. Students will draw on social and structural supports including meaningful interaction with a range of peers as well as teaching staff in the unit.

- **Reflexive** in their teaching practice.

Opportunities to develop a reflexive approach to practice will be specifically afforded by assessment Tasks 1, 2 and 3, where students should reflect upon feedback and then feed forward relevant advice to subsequent assessment tasks and/or into their teaching practice in future professional experience placements.

- **Responsive** to students, colleagues, parents and professional communities.

Students will understand and respect the roles adults play in children's literacy development, the importance of oral language as foundational for literacy success, and the development of reading, writing, and multimodal and critical literacy in homes/communities as well as in formal educational contexts. Students will begin to develop an understanding of the role of literacy education in promoting social justice for children experiencing difficulties in literacy learning, Indigenous learners and EAL/D (English as an additional language or dialect) learners – and their responsibilities as educators in being responsive to student diversity. Students will develop their own knowledge about language so that they are equipped better to understand children's language and literacy development and to provide meaningful feedback as responsive teachers in the future.

- **Ready to learn**.

Students will develop a foundational understanding of the role and value of language, literacy and children's literature across the curriculum in prior-to-school and school (K–6) contexts. They will demonstrate a basic working knowledge of aspects of language and literacies including phonology, grammar and text types including multimodal texts. This will form the basis for future learning in other units, that is, students are encouraged to see this unit as foundational and not an end point. Students will practise positive dispositions to professional learning, for example, they will come to tutorials prepared for learning, including having completed prior reading and preparatory tasks, and bringing their own questions and key understandings to share. They will engage in small group activities and discussions. They will cultivate positive attitudes towards lifelong professional learning about language, literacy education and literature.

- **Research-engaged** throughout their career.

Students will engage, individually and collaboratively, with research-informed lecture content, tutorials and scholarly readings. In Task 1 and in the Major Assignment, students will apply analytical skills to texts, which will provide practice for similarly informed analysis in future professional work e.g. understanding students' phonemic awareness skills; applying knowledge of language to texts for and by children. Weekly readings will engage students with research-informed principles and practices in English/literacies education.

Unit information based on version 2024.01R of the Handbook