



# ECED823

## Language and Literacy in Early Childhood

S2 External 2014

*Institute of Early Childhood*

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## General Information

Unit convenor and teaching staff

Unit Convenor

Emilia Djonov

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X5B276

Credit points

4

Prerequisites

ECED600 or ECED817 or admission to MEChild or MEdLead in Early Childhood or PGDipEChild or PGCertEChild or MEd or PGDipEdS or MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd

Corequisites

Co-badged status

ECEX823

Unit description

This unit will explore what language is and how it develops in early childhood from birth to eight years of age. The relationship between language, learning and culture will be investigated. Students will consider different definitions of literacy and examine how oral language in the early years of life relates to subsequent knowledge of written, visual and aural texts. Issues to be addressed include how to create a language and literacy rich environment and the central role of adults in supporting children's language and literacy development in a range of contexts.

## 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:

Use appropriate metalanguage when analysing language structure and function.

Demonstrate understanding of the relationship between oral language, adult-child interaction and literacy development.

Evaluate EC settings in terms of language and literacy development.

Pedagogical strategies for promoting language and literacy development.

Use peer reviewed research to justify decision making.

Use academic language appropriately to express ideas and arguments.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Shared Reading</a>	35%	week 6
<a href="#">Observation of infants</a>	35%	Week 9
<a href="#">Special Interest Topic</a>	30%	Week 13

### Shared Reading

Due: **week 6**

Weighting: **35%**

Students analyse an interaction between an adult and a child during shared reading of a picture book.

On successful completion you will be able to:

- Use appropriate metalanguage when analysing language structure and function.
- Demonstrate understanding of the relationship between oral language, adult-child interaction and literacy development.
- Use academic language appropriately to express ideas and arguments.

### Observation of infants

Due: **Week 9**

Weighting: **35%**

Students observe the nursery in a Long Day Care centre and evaluate the language and literacy potential.

On successful completion you will be able to:

- Demonstrate understanding of the relationship between oral language, adult-child interaction and literacy development.
- Evaluate EC settings in terms of language and literacy development.
- Use peer reviewed research to justify decision making.
- Use academic language appropriately to express ideas and arguments.

## Special Interest Topic

Due: **Week 13**

Weighting: **30%**

Students choose an area of special interest in early childhood language and literacy development from a list of topics.

On successful completion you will be able to:

- Use appropriate metalanguage when analysing language structure and function.
- Pedagogical strategies for promoting language and literacy development.
- Use peer reviewed research to justify decision making.
- Use academic language appropriately to express ideas and arguments.

## Delivery and Resources

The unit is run in both internal and external modes. Internal students must listen to pre-recorded lectures and attend and participate in 6 x 2hr face-to-face seminars, on Monday 11am-1pm, in weeks 2, 4, 6, 8, 10 and 12). External students must attend and participate in a compulsory on-campus session on 4 October 2014.

There is a set text book, additional readings, weekly recorded lectures and weekly study tasks.

## 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](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](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](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/](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](http://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](http://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

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

### Learning outcomes

- Use appropriate metalanguage when analysing language structure and function.
- Evaluate EC settings in terms of language and literacy development.

- Pedagogical strategies for promoting language and literacy development.
- Use academic language appropriately to express ideas and arguments.

### **Assessment tasks**

- Shared Reading
- Special Interest Topic

## **PG - Critical, Analytical and Integrative Thinking**

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

### **Learning outcomes**

- Use appropriate metalanguage when analysing language structure and function.
- Use peer reviewed research to justify decision making.
- Use academic language appropriately to express ideas and arguments.

### **Assessment tasks**

- Shared Reading
- Special Interest Topic

## **PG - Research and Problem Solving Capability**

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

### **Learning outcomes**

- Pedagogical strategies for promoting language and literacy development.
- Use peer reviewed research to justify decision making.

### **Assessment task**

- Special Interest Topic

## **PG - Effective Communication**

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically

supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### **Learning outcomes**

- Use appropriate metalanguage when analysing language structure and function.
- Demonstrate understanding of the relationship between oral language, adult-child interaction and literacy development.
- Evaluate EC settings in terms of language and literacy development.
- Use academic language appropriately to express ideas and arguments.

### **Assessment task**

- Observation of infants

## **PG - Engaged and Responsible, Active and Ethical Citizens**

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

### **Learning outcome**

- Demonstrate understanding of the relationship between oral language, adult-child interaction and literacy development.

### **Assessment task**

- Observation of infants

## **PG - Capable of Professional and Personal Judgment and Initiative**

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

### **Learning outcomes**

- Demonstrate understanding of the relationship between oral language, adult-child interaction and literacy development.
- Evaluate EC settings in terms of language and literacy development.

- Pedagogical strategies for promoting language and literacy development.
- Use peer reviewed research to justify decision making.

### **Assessment task**

- Observation of infants