ECH 231
Young Children's Language, Literature and Literacy
S1 External 2015
Institute of Early Childhood

Contents

General Information 2
Learning Outcomes 3
Assessment Tasks 3
Delivery and Resources 5
Unit Schedule 6
Policies and Procedures 8
Graduate Capabilities 9
Changes since First Published 16

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

<table>
<thead>
<tr>
<th>Unit convenor and teaching staff</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Convenor/Lecturer/Tutor</strong></td>
<td>Rosalind Walsh</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:rosalind.walsh@mq.edu.au">rosalind.walsh@mq.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Contact via via iLearn</td>
</tr>
<tr>
<td></td>
<td>X5B 370</td>
</tr>
<tr>
<td><strong>Tutor</strong></td>
<td>Catherine Martin</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:catherine.martin@mq.edu.au">catherine.martin@mq.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Contact via via iLearn</td>
</tr>
<tr>
<td><strong>Tutor</strong></td>
<td>Leanne Lavina</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:leanne.lavina@mq.edu.au">leanne.lavina@mq.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Contact via via iLearn</td>
</tr>
<tr>
<td><strong>Tutor</strong></td>
<td>Anthea Markowiak</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:anthea.markowiak@mq.edu.au">anthea.markowiak@mq.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Contact via via iLearn</td>
</tr>
</tbody>
</table>

| Credit points | 3 |

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

| Corequisites |  |

| Co-badged status |  |

<table>
<thead>
<tr>
<th>Unit description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
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>10 May 2015</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>40%</td>
<td>14 June 2015</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
- 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
- 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: 10 May 2015
Weighting: 40%

This Assessment Task relates to the following 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

Assignment 3
Due: 14 June 2015
Weighting: 40%

Full details of the requirements of each assessment task can be found in your Unit outline, accessible 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
• 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
• 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 9 x 1.5hr tutorials.
External students must prepare for, attend and participate in the compulsory on-campus session on Friday 17th April & Saturday 18th April.

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:


(Please note: You can also use the first edition of this book if you already own it).

There are also two required curriculum documents:


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](http://ilearn.mq.edu.au), 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>Week 1 23 Feb</td>
<td>Lecture 1: Introduction to the unit, current perspectives on literacy development, and literacy as social and cultural practice</td>
</tr>
</tbody>
</table>
| Week 2 | 2 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 | 9 March | Lecture 4: Emergent literacy, reading and writing prior to school  
Lecture 5 (pre-recorded): EYLF and Prior to school curriculum documents |
| Week 4 | 16 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 | 23 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 | 30 March – 1 May | No ECH231 lectures or tutorials  
Week 6, 7 & 8 ECHP222 Practicum  
Mid-Semester Break 3-17 April |
| Week 9 | 4 May | Lecture 10:  
Teaching strategies: reading and writing |
| Week 10 | 11 May | Lecture 11 (pre-recorded): School related curriculum documents  
Lecture 12: Literacy planning and programming in the early primary school years |
| Week 11 | 18 May | Lecture 13: Multiliteracies: Visual and multimodal literacy (pre-recorded)  
Lecture 14: Critical literacy, popular culture and children’s literature |
| Week 12 | 25 June | Lecture 15: Evaluating teaching and learning in early primary school years  
Lecture 16 (pre-recorded): Inclusive literacy for diverse learners |
<table>
<thead>
<tr>
<th>Week 13</th>
<th>Study Week: No live lectures or tutorials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 June</td>
<td></td>
</tr>
</tbody>
</table>

**Policies and Procedures**

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


In addition, a number of other policies can be found in the [Learning and Teaching Category](http://mq.edu.au/policy/docs/) 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/)

**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](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html). For more information visit [ask.mq.edu.au](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html).

**Student Support**

Macquarie University provides a range of support services for students. For details, visit [http://students.mq.edu.au/support/](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**
Student Enquiry Service
For all student enquiries, visit Student Connect at ask.mq.edu.au

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

IT Help
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
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 task

• Assignment 3

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
• 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

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

http://unitguides.mq.edu.au/unit_offerings/47368/unit_guide/print
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
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 task**

- 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

Changes since First Published

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20/02/2015</td>
<td>Updated contact details.</td>
</tr>
</tbody>
</table>