



# ECH 231

## Young Children's Language, Literature and Literacy

S2 Day 2016

*Institute of Early Childhood*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

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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
<a href="#">Assignment 1</a>	20%	Week 4 Tutorial/OCS
<a href="#">Assignment 2</a>	40%	week 8
<a href="#">Assignment 3</a>	40%	Exam Week 1

## Assignment 1

Due: **Week 4 Tutorial/OCS**

Weighting: **20%**

*Sharing a Picture Book Presentation and Written Reflection*

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
- 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: **week 8**

Weighting: **40%**

Planned literacy experience for birth-to-4-year-olds, based on a literacy profile of a focus child

On successful completion you will be able to:

- 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: **Exam Week 1**

Weighting: **40%**

Literacy planning for students in the early grades of primary school (5-to-8-year olds)

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
- 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 10 x 1.5hr tutorials.

**External students** must prepare for, attend and participate in the compulsory on-campus session on Monday Sept 19th and Tuesday Sept 20th, 9am to 5pm.

## 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. (2014). *Language, literacy and early childhood education* (2nd edn). South Melbourne: Oxford. ISBN: 9780195521177**

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

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](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](http://ilearn.mq.edu.au). You will need to login using your Macquarie ID.

## 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)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.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/)

## **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 [ask.mq.edu.au](http://ask.mq.edu.au).

## **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://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](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.

## Graduate Capabilities

### 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

### 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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- 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
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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

## **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 task**

- Assignment 3