



ECH 231

Young Children's Language, Literature and Literacy

S2 Day 2019

Department of Educational Studies

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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 at 100 level or above) 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

Constructive engagement with educational research

General Assessment Information

Full assignment instructions

This Unit Guide provides a brief description only of each required assessment piece. Full instructions, assessment criteria and detailed assessment rubrics are provided via the **ECH231 ESSENTIALS document**, which will be available on the iLearn site from Day 1 of Session 2.

Assessment Presentation & Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the onus of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

- Students should regularly save a copy of all assignments before submission.
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.
- Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.
- No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.
- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a re-assessment of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria**. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are standards referenced and effort is NOT a criterion.

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. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

| 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. |

Academic Honesty Guidelines

All assignments should cite and provide full bibliographical details of all material that you have used to inform or support your ideas. At the Department of Educational Studies, students are required to use the American Psychological Association (APA) referencing procedures. Full details about how to cite and reference correctly can be found in **Perrin (2017)** and on the **university's library website** at <https://libguides.mq.edu.au/referencing/APA>.

The following guide can be purchased from the Co-op Bookshop. This is a recommended text. A copy is also available in Reserve in the Library:

Perrin, R. (2017). *Pocket guide to APA style* (6th ed.). Boston, MA: Cengage Learning.

Units with Submissions of Family & Children's Records

Family and Children's Records at Department of Educational Studies (EC)

Some assessment tasks require students to submit records about families and about children and their learning. It is expected that the records submitted are original, authentic, adheres to ethical practices and is the work of the student. Issues with the authenticity of such records will be investigated for possible forgery. Please note that submitted records can only be used once for assessment purposes.

Confidentiality

Students must respect the need for sensitivity and confidentiality and ensure that privacy obligations are met. There should be nothing in assessment submissions that identifies a centre or school. Use only the first name for children, families and staff. Do not record details that enable identification of the site, and of the adults or children.

Withdrawing from this UG 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 on your progression through the degree.

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.

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|--|-----------|--------|-------------------|
| <u>Literacy Assignment 1</u> | 50% | No | 30 September 2019 |
| <u>Literacy Assignment 2</u> | 45% | No | 11 November 2019 |
| <u>ASSET Survey</u> | 5% | No | Various |

Literacy Assignment 1

Due: **30 September 2019**

Weighting: **50%**

Literacy Assignment 1. Planned literacy experience for birth-4-year-olds, based on a literacy profile of a focus child

Each student has to find a child aged 6 months to 5 years who has not yet started school and on the basis of information about the child's previous language, literacy and literature experiences and two observations of the child's interactions and engagement with picture books, design, engage the child in and evaluate a literacy experience that integrates children's literature. Students complete and submit:

- a completed literacy experience plan (1-2 pages)
- a 1200-word paper that includes a language- and literacy profile of the child and a justification of the student's choice of literature for the child.

On successful completion you will be able to:

- Understanding of young children's language and literacy development and the ways it can be enhanced through literature
- Awareness of the influence of children's early oral language and literacy experiences on access and equity in early educational settings (birth-8) and on children's transition to school
- Understanding the important role adults and partnerships between home and educational settings play in young children's language and literacy development
- Ability to design, engage in and critically evaluate rich and developmentally appropriate literacy experiences for young children prior-to-school and into the first years of primary school, and to integrate children's literature in these experiences
- 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
- Constructive engagement with educational research

Literacy Assignment 2

Due: **11 November 2019**

Weighting: **45%**

Literacy Assignment 2. Literacy planning for the early grades of primary school (5-8-year-old children)

Students choose one of 3 scenarios provided and complete and submit:

- a sequence of 3 completed lesson plans for the class in the selected scenario based on the NSW K-10 English Syllabus (1-2 pages each)
- 1 summary paragraph for the school newsletter (250-300 words)
- 1 analytic reflection about one's own learning (800 words).

On successful completion you will be able to:

- Understanding of young children's language and literacy development and the ways it can be enhanced through literature
- Awareness of the influence of children's early oral language and literacy experiences on access and equity in early educational settings (birth-8) and on children's transition to school
- Understanding the important role adults and partnerships between home and educational settings play in young children's language and literacy development
- Ability to design, engage in and critically evaluate rich and developmentally appropriate literacy experiences for young children prior-to-school and into the first years of primary school, and to integrate children's literature in these experiences
- 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
- Constructive engagement with educational research

ASSET Survey

Due: **Various**

Weighting: **5%**

Assignment 3 ASSET Survey

Completing the Annual Student Survey of Education for Teaching (ASSET) forms part of the assessment for this unit. The ASSET will provide the Department of Educational Studies with a detailed understanding of our students and their experiences; including, who they are, their attitudes and beliefs about education, and how prepared they feel to work as teachers. In addition, as part of the registration of the Department of Educational Studies teacher preparation programs with the NSW Education Standards Authority, we are specifically required to collect impact data on programs. The proposed annual survey will serve the purpose of providing part of these mandatory data. Further, it will provide the Department of Educational Studies with valuable information to revise and improve the programs offered to students. Finally, you may elect to make your de-identified data available to researchers in the Department if you choose.

Please note that identifying data will only be held by the Department of Educational Studies Research Administrator, Mridul Sood, and will not be released to the unit convenor or any academic staff in the Department. Full information is available when you open the survey.

The survey is in 5 parts and you will be awarded 1% for completion of each part for each unit in which you are enrolled that includes ASSET as part of the assessment. **Please make absolutely sure that you select ALL the relevant units in which you are enrolled when completing each survey.**

After finishing each survey, you will be presented with a screen that confirms your successful submission along with a recommendation that you screenshot this confirmation. In addition, an automated emailed confirmation of completion will be sent to the email address you nominate. To minimise the risk of this email being diverted to your spam folder, please add noreply@mq.edu.au and trigger@qemailserver.com to your email white list. If you have not received the email, please check your spam folder.

NOTE THAT EITHER THE SCREENSHOT OR EMAIL ARE SUFFICIENT EVIDENCE OF SUCCESSFUL COMPLETION IN CASE OF DISPUTE. YOU DO NOT NEED BOTH.

Participation marks will be uploaded **AFTER** the final date for completion for each part of the

survey into the Grades section of iLearn. Marks will normally be uploaded within a week of the final completion date and an announcement will be made on iLearn when the participation marks are available.

If your convenor allows display of marks in the Grades section of iLearn, completion of each survey will be indicated by a mark of “1” and noncompletion by a mark of “0”. If your convenor has iLearn setup to display grades only, completion of the survey will be indicated by a “HD” and noncompletion by a “F”.

If you have any difficulties accessing the survey or questions regarding participation marks, please contact the Department of Educational Studies Research Administrator, Mridul Sood, at des_research@mq.edu.au. When making enquiries please ensure that the following information is included in your email:

NAME (exactly as it appears in iLearn):

STUDENT NUMBER (check this is correct):

ASSET SURVEY PART ABOUT WHICH YOU ARE ENQUIRING:

UNIT(S) ABOUT WHICH YOU ARE ENQUIRING:

SPECIFY YOUR ENQUIRY:

Please note the Research Administrator works part-time and during peak periods it may take up to 10 days to respond to your enquiry.

Enquiries regarding missing marks must be submitted within 7 days of the results being released, except where there is documented disruption to studies.

You may complete the surveys any time before the final date for completion. Final dates for completion of each part and links are provided below and each survey must be completed before 11.59 pm:

Part 1: 1 September Link: https://mq.edu.qualtrics.com/jfe/form/SV_4PDJMSYUSgAQPR3

Part 2: 15 September Link: https://mq.edu.qualtrics.com/jfe/form/SV_0qrBNaduYCKwkF7

Part 3: 1 October Link: https://mq.edu.qualtrics.com/jfe/form/SV_8kqlbF9R4hToOEZ

Part 4: 15 October Link: https://mq.edu.qualtrics.com/jfe/form/SV_0GkMDq7oNUkutA9

Part 5: 1 November Link: https://mq.edu.qualtrics.com/jfe/form/SV_5tkfSGAHpxskInv

On successful completion you will be able to:

- Constructive engagement with educational research

Delivery and Resources

1. About this unit

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.

Relation between assessment task and learning outcomes

| Assessment Task | Unit Outcomes | Graduate Teaching Standards | ACECQA Standards | MQ Graduate Capabilities |
|--|------------------|--|---|--------------------------|
| Literacy Assignment 1 <i>Planned literacy experience for birth-4-year-olds</i> Value: 50% | 1, 2, 3, 4, 6, 8 | 1.1, 1.2, 1.3 2.1, 2.3, 2.5 3.3, 3.5 5.1, 5.4 | 1.1, 1.2, 1.6 2.1, 2.2, 2.4 3.1, 3.4 4.1, 4.5 | 1-5, 7, 8 |
| Literacy Assignment 2 <i>Literacy planning for the early years of primary school, 5-8 year olds</i> Value: 45% | 1, 4, 5, 6, 7, 8 | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 2.1, 2.2, 2.3, 2.5, 2.6 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.2, 4.5 5.5 7.2, 7.4 | 1.1, 1.2, 1.6, 1.8 2.1, 2.2, 2.4, 2.5, 2.6, 2.7 3.1, 3.2, 3.4, 3.5, 3.9 4.1, 4.3, 4.4, 4.5 | 1-9 |
| ASSET Survey | 8 | | | 5, 8, 9 |

ACECQA Standards

The Australian Children's Education and Care Quality Authority (ACECQA) standards addressed in ECH231 are:

1. Psychology and child development

1.1 Learning, development and care

1.2. Language development

1.6. Diversity, difference and inclusivity

1.8. Transitions and continuity of learning (including transition to school).

2. Teaching Pedagogies

- 2.1. Alternative pedagogies and curriculum approaches
- 2.2. Play-based pedagogies
- 2.4. Teaching methods and strategies
- 2.5. Children with diverse needs and backgrounds
- 2.6. Working with children who speak languages other than, or in addition to, English
- 2.7. Contemporary society and pedagogy

3. Education and curriculum studies

- 3.1. Early Years Learning Framework
- 3.2. The Australian Curriculum
- 3.4. Language and literacy
- 3.5. English as an additional language
- 3.9. Curriculum planning, programming and evaluation

4. Family and community contexts

- 4.1. Developing family and community partnerships
- 4.3. ATSI perspectives
- 4.4. Socially inclusive practice
- 4.5. Culture, diversity and inclusion

2. Student workload and requirements

Before commencing ECH231, please read this document very carefully and ensure that you can meet all requirements, including workload requirements, attendance requirements, and assessment submission requirements.

Credit points indicate the approximate hours per week that a student is expected to spend studying in order to pass a unit. One credit point equals 3 hours; thus, students are expected to spend approximately 9 hours per week (including the two weeks of session recess) studying ECH231 (i.e. approximately 135hr). Study includes attending or listening to lectures, attending tutorials, completing set readings and background readings, completing assignments, and using the unit's iLearn site.

Independent study is strongly encouraged in this unit as is participation in online discussions and the completion of study tasks posted on iLearn.

Please ensure that you have sufficient time to dedicate to your studies before attempting this unit. We are sympathetic that students often have significant domestic and work-related responsibilities. To be fair to our staff and to other students, however, these cannot be used to justify incomplete work or extension requests.

The estimate provided in the following table is based on average student performance required to pass this unit. Students who are attempting to achieve high grades or who encounter problems in understanding the material and meeting unit requirements would need to spend more time on these tasks. See Unit Schedule below for more details on unit content.

| Activity | Time allocation | |
|--|-----------------|--------------------------|
| Reading ECH231 Essentials document in week 1 | 1 hour | |
| Internal students | | ~ 30 hours |
| <ul style="list-style-type: none"> attendance and participation in tutorials in teaching weeks | 10 x 1.5 hours | |
| External students | | |
| <ul style="list-style-type: none"> attendance and participation in compulsory on-campus session | 2 x 7 hours | |
| Attending/Listening to lectures | 16 x 1 hour | |
| Weekly reading (including engagement with children's literature) | 12 x 3 hours | 36 hours |
| ASSET Survey | | 2 hours |
| Literacy Assignment 1 | | 30 hours |
| Literacy Assignment 2 | | 25 hours approx. |
| Miscellaneous study skills and activities (e.g. participating in online discussions, engaging with children's literature, library and iLearn training, improving academic writing skills, etc.) | | 8-10 hours approx. |
| TOTAL (for 15 weeks of semester) | | 135 hours approx. |

Note: To give yourself the best chance of completing the unit successfully, please allow yourself minimum the amount of study time specified in the table above.

3. Classes and attendance

All students are expected to:

- Attend and/or watch and listen to all lectures (note that there are both live and pre-recorded lectures; see unit schedule for details)
- Be familiar with relevant lectures and complete the specified reading preparation before their Tutorials (internal) or On Campus Session (external)
- Actively contribute to tutorials and/or online and on-campus session discussions
- Complete and submit all assignments.

Attendance at all internal seminars or on campus days is expected of all students enrolled in ECH231. Attendance will be recorded. Activities completed during seminars (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit and to meet ACECQA and the AITSL Graduate Teacher Standards.

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.

Internal students

To successfully complete the unit, internal students are expected to:

- **Attend or watch and listen to the lecture/s each teaching week; live lectures will take place in 17 Wally's Walk, Collaborative Forum, Wednesdays, 12-1 in weeks 1-9 & 13**
- Attend, prepare for and actively participate in **one 1.5 hr tutorial in weeks 1-9 & 13.**
See Unit Schedule for details

External students

In order to complete this unit, external students are expected to:

- watch and listen to all the lectures in the unit
- actively contribute to discussions online and at the on-campus session
- attend a **two-day compulsory on-campus session (OCS)** on:

24 September 2019 (Tuesday) 9-5pm

and

25 September 2019 (Wednesday) 9-5pm

Attendance at ALL on-campus sessions is compulsory. Punctuality is expected: please arrive on time in the correct tutorial room! If you foresee problems in attending all or part of the OCS, it is essential to let the Unit Convener know as soon as possible as non-attendance can lead to exclusion from the Unit.

Please do not enrol in external mode if you cannot attend all of these days.

The **timetable** for classes can be found on the University website at: <http://www.timetables.mq.edu.au>

General unit expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials.
- Students are expected to listen to/attend weekly lectures before completing tasks and attending tutorials.
- Students are expected to complete online activities as required.

The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au/>

4. Required texts

There is an expectation that you complete the scholarly reading in this unit. It is an integral part of your study of ECH231.

There is one textbook for the unit, which is available from the Macquarie Co-op Bookshop on campus (Ph: (02) 8986 4000). The details are:

Fellowes, J. & Oakley, G. (2014). *Language, literacy and early childhood education* (2nd ed.). South Melbourne: Oxford. ISBN: 9780195521177

If you already own a copy of the first edition you may use this:

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

You can also purchase the book online from <http://www.coop-bookshop.com.au/bookshop/home/homepage.html>.

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: https://docs.education.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: <https://syllabus.nesa.nsw.edu.au/english/english-k10/>

NOTE: There are also other required readings 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 ECH231 ESSENTIALS document on iLearn.

Unit Schedule

| Week | Topic | Required reading <i>Tutorial/On-Campus Preparation</i> |
|----------------------------|--|--|
| Week 1 29 July | Lecture 1: Introduction to the unit. Perspectives on language and literacy development. Literacy as social and cultural practice (ED) | <ul style="list-style-type: none"> Fellowes & Oakley – Chapter 1 & 2 Read carefully the complete ECH231 Essentials document <p><i>Bring a hard or electronic copy of the ECH213 Essentials document and a favourite picture book of yours, ideally one you enjoyed as a child.</i></p> |
| Week 2 5 August | Lecture 2 (pre-recorded): Babies and toddlers: Oral language, literacy and literature in the first 3 years (ED) | <ul style="list-style-type: none"> Fellowes & Oakley – Chapter 3 Schickedanz & Collins, 2013 – Chapter 2 Nemeth & Endorsi, 2012 |
| | Lecture 3: Threes and Fours: Oral language, literacy and literature for preschool children (ED) | <ul style="list-style-type: none"> Fellowes & Oakley – Chapter 4 & 5 Lennox, 2013 <p><i>Bring questions you may like to include in a questionnaire for families that aims to find out more about children's language and literacy experiences at home.</i></p> |
| Week 3 12 August | Lecture 4: Emergent literacy, reading and writing prior to school (ED) | <ul style="list-style-type: none"> Fellowes & Oakley – Chapter 9, 10 & 11 Jalongo, 2014 – Chapter 9 |
| | Lecture 5 (pre-recorded): Language, literacy and culture 1: bilingualism & bidialectalism (ED) | <ul style="list-style-type: none"> Macrory, 2006 Gillanders & Castro, 2011 Magruder et al., 2013 Ewing, Callow & Rushton, 2016 – Chapter 6 |
| Week 4 19 August | Lecture 6: (pre-recorded): Language, literacy and culture 2: socio-economic status & gender (ED) | <ul style="list-style-type: none"> Hart & Riesley, 2003 Millard & Bhojwani, 2013 Wolter, Braun & Hannover, 2015 <p><i>Bring your initial notes about the language, literacy and literature (LLL) experiences of the focus child you have found for Literacy Assignment 1.</i></p> |
| | Lecture 7: Language and literacy in the EYLF and planning literacy-rich experiences (EA) | <ul style="list-style-type: none"> <i>Early Years Learning Framework</i> Fellowes & Oakley – Chapter 25 & 26 Whorral & Cabell, 2015 |
| Week 5 26 August | Lecture 8: Seeing children as literacy learners in prior to school settings: observation and record keeping (EA) | <ul style="list-style-type: none"> Arthur & Beecher, 2014 <p><i>Bring a hard or electronic copy of the EYLF: Outcome 5.</i></p> |

| Week | Topic | Required reading <i>Tutorial/On-Campus Preparation</i> |
|---|--|---|
| Week 6 2 September | Lecture 9: Language and literacy in the transition to school and the role of children's literature (ED) | <ul style="list-style-type: none"> Fellowes & Oakley – Chapter 15 Fellowes & Oakley – Chapter 22 |
| | Lecture 10: Teaching strategies: reading and writing (RF) | <ul style="list-style-type: none"> Fellowes & Oakley – Chapter 6 Fellowes & Oakley – Chapter 12 & 13 Fellowes & Oakley – Chapters 19 & 20 <p>As essential preparation for Literacy Assignment 1, you should prepare and bring:</p> <ol style="list-style-type: none"> your notes about the LLL experiences of your focus child for Literacy Assignment 1 a suitable high-quality picture book for that child (not from the list provided for Literacy Assignment 1 on iLearn) that you will share with your peers in class a written justification (200-300 words) of the LLL features of that book that make it suitable for that child 1 self- and 2 peer- evaluation sheets (to be provided on iLearn by week 4). |
| Week 7 9 September | Lecture 11: School related curriculum documents (RL) | NSW K-10 English Syllabus |
| | Lecture 12: Literacy planning and programming in the early primary school years (RF) | <ul style="list-style-type: none"> Fellowes & Oakley – Chapter 26 (revision) <p>Bring a hard or electronic copy of the NSW K-10 English Syllabus.</p> |
| <p>On-Campus Session 24th and 25th of September</p> <p>External students should bring everything that is required for <u>all</u> the internal tutorials, and must complete all the tutorial preparation for Weeks 1-7.</p> | | |
| <p>Recess 16 September – 29 September 2019</p> <p><i>If you are also completing ECHP223 or another professional experience block, aim to complete all the readings for the unit and as much of your Literacy Assignment 2 as possible during the university recess period.</i></p> | | |
| <p>Literacy Assignment 1 is due 30 September 2019 (Monday) by 11:55pm</p> | | |
| Week 8 30 September | Lecture 13: Multimodal and critical literacy (pre-recorded) (ED) | <ul style="list-style-type: none"> Fellowes & Oakley – Chapter 23 Fellowes & Oakley – Chapter 24 McDonald, 2018 – Chapter 12 |

| Week | Topic | Required reading <i>Tutorial/On-Campus Preparation</i> |
|--|--|---|
| | Lecture 14: Children's literature on TV and picture book apps and literacy (ED) | <ul style="list-style-type: none"> Hateley, 2014 <p><i>Bring a favourite children's picture book or an image (e.g. a print advertisement) showing a child or children to the tutorial.</i></p> |
| Week 9 8 October Labour Day | Lecture 15 (pre-recorded): Inclusive literacy for diverse learners (AS) | <ul style="list-style-type: none"> Cologon & McNaught, 2014 Fletcher & Sampson, 2012 Flewitt, Nind, & Payler, 2009 Walsh et al., 2017 |
| ECHP223 Professional Experience Block 14 October – 1 November 2019 No ECH231 lectures and tutorials during this period. | | |
| Week 13 4 November | Lecture 16: Evaluating teaching and learning in the early primary school years (RL) | <ul style="list-style-type: none"> Fellowes & Oakley – Chapter 8 Fellowes & Oakley – Chapter 21 |
| Literacy Assignment 2 is due 11 November 2019 (Monday) by 11:55pm | | |

Note: This schedule is a guide only and topics, their order or required readings may be varied in response to factors such as students' progress and feedback or to the availability of some of the readings.

When a week has several readings, read at least 2 prior to the lecture and the remaining ones soon after.

For a complete list of required and recommended readings, please see the ECH231 ESSENTIALS document provided on iLearn.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). 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](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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

Student Support

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

Learning Skills

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

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

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

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

If you are a Global MBA student contact globalmba.support@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/.

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.

Department Procedures

Attendance for undergraduate units

All Internal tutorials begin in Week 1 of Session.

Activities completed during weekly tutorials (internal) or on campus days (external) 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/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken.

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.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

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

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

External Students

- The on-campus sessions on 24 & 25 September 2019 are essential to student engagement and learning and attendance on all days is expected. Failure to attend or

to have an approved Special Consideration, may result in a Fail grade for the unit.

Please see attendance requirements in this unit guide.

- 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.

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

- Literacy Assignment 2

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
- Constructive engagement with educational research

Assessment tasks

- Literacy Assignment 1
- Literacy Assignment 2
- ASSET Survey

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
- Constructive engagement with educational research

Assessment tasks

- Literacy Assignment 2
- ASSET Survey

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

- Literacy Assignment 1
- Literacy Assignment 2

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

- Literacy Assignment 1
- Literacy Assignment 2

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

- Literacy Assignment 1
- Literacy Assignment 2

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
- Constructive engagement with educational research

Assessment tasks

- Literacy Assignment 1
- Literacy Assignment 2
- ASSET Survey

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
- Constructive engagement with educational research

Assessment task

- Literacy Assignment 2

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

- Literacy Assignment 2