



ECHE8230

Language and Literacy in Early Childhood

Session 2, Fully online/virtual 2021

Macquarie School of Education

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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.

Session 2 Learning and Teaching Update

The decision has been made to conduct study online for the remainder of Session 2 for all units WITHOUT mandatory on-campus learning activities. Exams for Session 2 will also be online where possible to do so.

This is due to the extension of the lockdown orders and to provide certainty around arrangements for the remainder of Session 2. We hope to return to campus beyond Session 2 as soon as it is safe and appropriate to do so.

Some classes/teaching activities cannot be moved online and must be taught on campus. You should already know if you are in one of these classes/teaching activities and your unit convenor will provide you with more information via iLearn. If you want to confirm, see the list of [units with mandatory on-campus classes/teaching activities](#).

Visit the [MQ COVID-19 information page](#) for more detail.

General Information

Unit convenor and teaching staff

Unit Convenor, Senior Lecturer

Dr Emilia Djonov

emilia.djonov@mq.edu.au

Contact via 9850 9823

29 Wally's Walk, Room 276

by email appointment

Credit points

10

Prerequisites

[Admission to (MTeach(0-5) or GradCertEChild) and (ECED600 or ECHE6000 or ECED817)]
or [admission to MEChild or MEd or MEdLead or GradCertIndigenousEd or MIndigenousEd or MSpecEd or GradCertEdS]

Corequisites

Co-badged status

Unit description

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

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: Use appropriate metalanguage when analysing language structure and function.

ULO2: Apply knowledge of the relationship between oral language, adult–child interaction and literacy development.

ULO3: Critically evaluate early childhood settings in terms of language and literacy development.

ULO4: Employ and develop pedagogical strategies for promoting language and literacy development.

ULO5: Use peer reviewed research to justify decision making.

ULO6: Use academic language appropriately to express ideas and arguments.

General Assessment Information

Full assignment instructions

This Unit Guide provides a brief description only of each required assessment piece. Full instructions are provided via the 'unit essentials', which will be available on the iLearn site.

Assignment expectations

In order to achieve a passing grade, it is expected that **all** assignments are completed, and that all assignments demonstrate a serious attempt to address the assignment task.

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 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 at <https://ask.mq.edu.au> as a Special Consideration request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. 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:** Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – ten (10) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests. Late penalties are applied by unit convenors or their delegates after tasks are assessed.
- 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:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.
- 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.

Withdrawing from this unit

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

Academic Honesty Guidelines

All assignments should comply with the university's [Academic Integrity Policy](#) and [Academic Integrity Values](#). Every assignment should cite and provide full bibliographical details of all material that you have used to inform or support your ideas. Details about how to cite and reference correctly can be found on the **university's library website** at <https://libguides.mq.edu.au/Referencing>. At the Macquarie School of Education, students are required to use the American Psychological Association (APA) referencing procedures: <https://libguides.mq.edu.au/referencing/APA7thEdition>

Units with Submissions of Family & Children's Records

Family and Children's Records

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Shared Reading</u>	50%	No	23:55 06/09/2021
<u>Fostering infant-toddler language and literacy in ECEC settings</u>	50%	No	23:55 07/11/2021

Shared Reading

Assessment Type ¹: Qualitative analysis task

Indicative Time on Task ²: 40 hours

Due: **23:55 06/09/2021**

Weighting: **50%**

Students analyse an interaction between an adult and a child during shared reading of a picture book, select a picture book for that child and design a literacy learning experience for that child using the selected picture book. 2500 words.

On successful completion you will be able to:

- Use appropriate metalanguage when analysing language structure and function.
- Apply knowledge of the relationship between oral language, adult–child interaction and literacy development.
- Employ and develop pedagogical strategies for promoting language and literacy development.
- Use peer reviewed research to justify decision making.
- Use academic language appropriately to express ideas and arguments.

Fostering infant-toddler language and literacy in ECEC settings

Assessment Type ¹: Report

Indicative Time on Task ²: 40 hours

Due: **23:55 07/11/2021**

Weighting: **50%**

Drawing on research literature on language and literacy development in the infant and toddler years, and observations of infant-toddler environments, students write a report with evidence-based recommendations for designing and evaluating the physical and interactional environment of infant-toddler rooms in ECEC settings in terms of its potential to promote language and literacy learning. 2500 words

On successful completion you will be able to:

- Use appropriate metalanguage when analysing language structure and function.
- Apply knowledge of the relationship between oral language, adult–child interaction and literacy development.
- Critically evaluate early childhood settings in terms of language and literacy development.
- Use peer reviewed research to justify decision making.
- Use academic language appropriately to express ideas and arguments.

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

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

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

Delivery and Resources

Student workload and requirements

Before commencing this unit, please ensure that you can meet all requirements, including workload requirements, attendance expectations (if relevant to your mode of enrolment), and assessment submission requirements.

Credit points indicate the approximate hours that a student is expected to spend studying in order to pass a unit. One credit point equals 15 hours; thus, students are expected to spend approximately 10 hours per week (including the two weeks of mid-session recess) studying this unit (i.e. approximately 150hr). Study includes viewing all lectures, participating in tutorials and learning activities, 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.

Classes and attendance

This unit includes students enrolled in ECHE8230 and ECHX8230.

All students are expected to:

- View all lectures in the unit.
- View lectures and complete any online tasks before or during the weeks in which these are scheduled.
- Be familiar with relevant lectures and complete the specified reading preparation before scheduled classes and online activities.
- Actively contribute to online discussions and scheduled classes.
- Complete and submit all assignments.

Students enrolled in ECHE8230 are expected to attend all scheduled classes relevant to their mode of enrolment. Attendance will be recorded. Classes start in Week 2 and will be held online, via Zoom. Activities completed during these classes are essential for building the core knowledge and skills required to demonstrate the learning outcomes of this unit and to meet ACECQA requirements.

OUA students enrolled in ECHX8230: In lieu of class attendance, OUA students are expected to complete online study tasks and participate actively in related online discussions. If they wish to attend any scheduled classes as well, they are more than welcome to do so.

Required texts

There is one required textbook:

Fellowes, J. & Oakley, G. (2020). *Language, literacy and early childhood education* (3rd ed.). Oxford University Press.

There is also one required curriculum document:

Department of Education, Employment and Workplace Relations (DEEWR) (2009). *Belonging, being, becoming: The Early Years Learning Framework for Australia*. 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

NOTE: There are also other required readings that will be available through the library's website and/or the unit's iLearn website. All required and recommended readings are listed in the

ECHE8230/ECHX8230 ESSENTIALS document on iLearn.

Access and technical assistance

Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/. You will need to enter your student username and password.

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

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- Internet access: The iLearn site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- Word processing, visual representations, and document formatting: You are required to use an appropriate form of software to present your assignments.
- Uploading of assessment tasks to iLearn.

Relation between assessment task and learning outcomes

Assessment Type	ACECQA curriculum specifications
Assignment 1 (50%). Case study/analysis: Shared Reading Students analyse an interaction between an adult and a child during shared reading of a picture book, select a picture book for that child and design a literacy learning experience for that child using the selected picture book.	1.1, 1.2, 1.6 2.1, 2.2, 2.4, 2.5, 2.6, 2.7 3.1, 3.4, 3.5, 3.9 4.5 6.4, 6.5
Assignment 2 (50%). Promoting infant-toddler language and literacy in ECEC settings Drawing on research literature on language and literacy development in the infant and toddler years, students write a report with evidence-based recommendations for designing and evaluating the physical and interactional environment of infant-toddler rooms in ECEC settings in terms of its potential to promote language and literacy learning.	1.1, 1.2, 1.6 2.1, 2.2, 2.4, 2.5, 2.6, 2.7 3.1, 3.4, 3.5, 3.9 4.1, 4.3, 4.4, 4.5 6.4, 6.5

ACECQA Standards

The Australian Children's Education and Care Quality Authority (ACECQA) standards addressed

in this unit 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
- 3.4. 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

6. Early childhood professional practice leadership

- 6.4. Advocacy
- 6.5. Research

Unit Schedule

A detailed and dated schedule with weekly readings is provided on iLearn.

Topics covered in this unit:

- What is involved in learning to read?
- Multiliteracies
- Emergent literacy, oral language and shared reading
- Emergent literacy: comprehension-oriented aspects
- Emergent literacy: code-breaking aspects (phonological and phonemic awareness, alphabet knowledge, brief introduction to phonics)
- Emergent writing in the years prior to school
- Learning language: infants and toddlers (1): Language learning in the first three years
- Learning language: infants and toddlers (2): Supporting language development in home vs. group care contexts
- Authentic language and literacy assessment in the early years
- Language, literacy and culture (1): Home and family influences on language and literacy development
- Language, literacy and culture (2): Social positioning, language and literacy
- Language, literacy and bilingualism: Children learning English as an additional language (EAL)
- Australian Indigenous Languages, Aboriginal English, language and literacy

Policies and Procedures

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

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies](https://students.mq.edu.au/su) (<https://students.mq.edu.au/su>)

[pport/study/policies](#)). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

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

Student Code of Conduct

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

Results

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

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 help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

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

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

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.

School of Education Procedures

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

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials.
- Students are expected to view and listen to 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

Changes from Previous Offering

The mandatory textbook has changed. The number of assignments has been reduced to two assignments, with increased scope and heavier weighting.

5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course. Your use of the 5Rs Framework will help you develop the following capabilities that will make your teaching career sustainable and fulfilling:

1. Resilient
2. Reflexive in their teaching practice
3. Responsive to children, colleagues, parents, professionals and communities

4. Ready to learn, and

5. Research engaged

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

Resilient	Reflexive	Responsive	Ready to learn	Research Engaged
In relation to young children's language and literacy, students will consider strategies for managing competing demands, from diverse families, centre management, and curriculum requirements.	Videos, hands-on activities and scenarios are employed to encourage students to reflect on and develop recommendations for practice.	The unit has a strong focus on diversity in language and literacy learning experiences, on communicating effectively with families, and on translating research findings into recommendations for practice accessible to both early childhood educators and other stakeholders.	Students engage deeply with required readings as well as find and integrate additional relevant readings in their assignments to assess and develop recommendations for fostering children's language and literacy learning and effective early childhood education practices.	The lectures introduce students to cutting-edge research on early language and literacy, with a strong focus on relevant projects at MQ School of Education. Students engage with both research and professional literature and learn about and engage in research processes such as transcribing and analysing adult-child interactions; observing and analysing early childhood education environments; evaluating research-based environment assessment scales; and making research-based recommendations for improvement.

Changes since First Published

Date	Description
07/07/2021	1) Including due time and date for assessment tasks in the new format. 2) Including the 5Rs section.

Unit information based on version 2021.04 of the [Handbook](#)