ECEX823
Language and Literacy in Early Childhood
S2 OUA 2015
Institute of Early Childhood

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General Information

Unit convenor and teaching staff
Unit Convenor
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X5B276

Credit points
1

Prerequisites

Corequisites

Co-badged status
ECEX823

Unit description
This unit will explore what language is and how it develops in early childhood from birth to eight years of age. The relationship between language, learning and culture will be investigated. Students will consider different definitions of literacy and examine how oral language in the early years of life relates to subsequent knowledge of written, visual and aural texts. Issues to be addressed include how to create a language and literacy rich environment and the central role of adults in supporting children’s language and literacy development in a range of contexts. All enrolment queries should be directed to Open Universities Australia (OUA): see www.open.edu.au.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

Learning Outcomes

1. Use appropriate metalanguage when analysing language structure and function.
2. Demonstrate understanding of the relationship between oral language, adult-child interaction and literacy development.
3. Evaluate EC settings in terms of language and literacy development.
4. Pedagogical strategies for promoting language and literacy development.
5. Use peer reviewed research to justify decision making.
6. Use academic language appropriately to express ideas and arguments.

## Assessment Tasks

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### Shared Reading

**Due:** week 6  
**Weighting:** 35%

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

This Assessment Task relates to the following Learning Outcomes:

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

### Observation of infants

**Due:** Week 9  
**Weighting:** 35%

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

This Assessment Task relates to the following Learning Outcomes:

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

### Special Interest Topic

**Due:** Week 13  
**Weighting:** 30%
Students choose an area of special interest in early childhood language and literacy development from a list of topics.

This Assessment Task relates to the following Learning Outcomes:

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

**Delivery and Resources**

The unit is delivered fully online.

**Textbook**


**Required reference text**


**Highly recommended text**


**Other required reading**

*Please consult the unit schedule to see which sections from any books listed below you are required to read.*


approach to preschoolers’ early language learning. *Young Children*, 66(5), 84-89.


Recommended reading


Relevant journals

(Arranged according to their focus in relation to topics relevant to ECEX823.)

**Literacy**

*Australian Journal of Language and Literacy*

*Journal of Early Childhood Literacy*

*Reading Research Quarterly*

*Research in the teaching of English*

**Language learning and development**

*Journal of Child Language*

*First Language*
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
Disruption to Studies Policy  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/

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.

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 Enquiry Service

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

Equity Support

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

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.
This graduate capability is supported by:

### Learning outcomes

- Use appropriate metalanguage when analysing language structure and function.
- Evaluate EC settings in terms of language and literacy development.
- Pedagogical strategies for promoting language and literacy development.
- Use academic language appropriately to express ideas and arguments.

### Assessment tasks

- Shared Reading
- Special Interest Topic

### PG - Critical, Analytical and Integrative Thinking

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

This graduate capability is supported by:

### Learning outcomes

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

### Assessment tasks

- Shared Reading
- Special Interest Topic

### PG - Research and Problem Solving Capability

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

This graduate capability is supported by:

### Learning outcomes

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

• Special Interest Topic

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

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

Assessment task

• Observation of infants

PG - Engaged and Responsible, Active and Ethical Citizens

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

This graduate capability is supported by:

Learning outcome

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

Assessment task

• Observation of infants

PG - Capable of Professional and Personal Judgment and Initiative

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

**Learning outcomes**

- Demonstrate understanding of the relationship between oral language, adult-child interaction and literacy development.
- Evaluate EC settings in terms of language and literacy development.
- Pedagogical strategies for promoting language and literacy development.
- Use peer reviewed research to justify decision making.

**Assessment task**

- Observation of infants