ECED823

Language and Literacy in Early Childhood

S2 External 2018

Department of Educational Studies

Contents

General Information

Unit convenor and teaching staff
Unit convenor
Dr Ruth French
ruth.french@mq.edu.au
Contact via email
29 Wally's Walk, Room 282
In-person or phone consultation times can be arranged via email.

Lecturer
Dr Emilia Djonov

Guest lecturer
Assoc. Prof. Jane Torr

Marker
Rosemary Dunn

Marker
Dr Frances Hoyte

Credit points
4

Prerequisites
[Admission to (MTeach(Birth to Five) or GradCertEChild) and (ECED600 or ECED817)] or
[admission to MEChild or MEd or MEdLead or PGDipEdS or GradCertIndigenousEd or
MIndigenousEd or MSpecEd or GradCertEdS]

Corequisites

Co-badged status
ECHX823

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:

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.

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.

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 from Day1 of Session 2.

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.

Assignment extensions and late penalties

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.

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

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 remark 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 can not be re-submitted 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.

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 <u>NOT</u> 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.

University policy on grading

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading 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.

Requesting a remark 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 can not be re-submitted 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.

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 confidentially 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
Shared Reading	35%	No	3 Sept 2018
Observation of infants	35%	No	2 Oct 2018
Special Interest Topic	30%	No	12 Nov 2018

Shared Reading

Due: **3 Sept 2018**
Weighting: **35%**

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

Time submission is due: 11:55pm.

For details about this assignment, refer to the 'unit essentials' on iLearn.

On successful completion you will be able to:
- 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: **2 Oct 2018**
Weighting: **35%**

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

Time submission is due: 11:55pm.

For details about this assignment, refer to the 'unit essentials' on iLearn.

On successful completion you will be able to:
- 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: **12 Nov 2018**
Weighting: **30%**

Students choose an area of special interest in early childhood language and literacy development from a list of topics.

Time submission is due: 11:55pm.

For details about this assignment, refer to the 'unit essentials' on iLearn.

On successful completion you will be able to:
- 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

Student workload and requirements

Before commencing ECED/ECHX823, please read this document very carefully and 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 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 12 hours per week studying ECED/ECHX823. 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.

Classes and attendance

The unit is run in both internal and external modes. Students will either be enrolled in ECED823 or ECHX823.

All students are expected to watch and listen to relevant lectures and complete the specified reading preparation before their seminars (internal) or On Campus Session (external) or completing online study tasks (external and OUA students).

Students are expected to watch and listen to all 12 lectures. The lectures will be recorded and made available progressively by Wednesday each week and including the university recess period. Students can access them by clicking on the link to ECHO360 (on the right side of the screen) on the unit's iLearn website.

To complete this unit successfully, ALL students are expected to actively contribute to seminars and/or online and on-campus session discussions, and must complete and submit all three assignments.

Internal students

6 internal seminars will be held in weeks 2, 4, 6, 7, 9 & 13 in 9 Wally's Walk (E6A), Room 108 on Monday, 12–2pm. Internal students are expected to attend, prepare for and participate in these seminars to successfully complete the unit. See the Unit Schedule (available in the 'Essentials' document on iLearn) for details.

External students

In order to complete this unit, external students are expected to actively contribute to online discussions, by posting their responses to study tasks and responding to others' postings.

There is also a **compulsory on-campus session (OCS) on**

15 September 2018 (Saturday), 9-5pm, in 29 Wally's Walk (X5B), Room 132

External students enrolled in ECED823 are welcome to attend any or all of the internal seminars.

Attendance at all internal seminars or on campus days is expected for students enrolled in ECED823. 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 requirements.

OUA students enrolled in ECHX823

In lieu of class attendance, OUA students are expected to complete study tasks and participate actively in related online discussions. If they wish to attend the on-campus session as well, they are welcome to email the unit convenor to register their interest.

Participation

As postgraduate students, you are expected to participate fully in this unit, be self-directed in your learning, and approach the unit content with enthusiasm. Specifically, you are expected to:

- attend, prepare for and participate in internal seminars or the compulsory on-campus session (unless an OUA enrolment)

- (especially if external) complete, post and discuss weekly tasks online (these will not be assessed but will help guide your learning and form a community of learners)

- complete the required readings

- participate in online discussions

- complete and submit all assignments

- check the unit's iLearn website at least twice a week

In order to complete the second assignment, you will also need to arrange to visit an early childhood long day care centre. (Further details can be found on iLearn. If you anticipate having any difficulties locating a centre, please contact the unit convenor.)

Resources

Unit resources include a set textbook, additional readings, weekly recorded lectures and weekly study tasks. Readings can be accessed through the MQ Library's Multisearch engine and other resources can be accessed from the unit's iLearn site.

Required textbook

Schickedanz, J. A., & Collins, M. F. (2013). *So much more than the ABCs: The early phases of reading and writing.* **Washington, DC: National Association for the Education of Young Children.**

A detailed list of additional readings is provided on iLearn.

Technology

Student learning in this unit is supported by the unit's iLearn site.

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

- **Internet access**: The i*Learn* 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**.

- **Library databases**: You are required to use various research databases to locate sources for your assignments.

Using Turnitin

- *Turnitin* is used to assist students with appropriate referencing and paraphrasing, and to detect plagiarism. A link to *Turnitin* is embedded in *iLearn*. You must submit your work to *Turnitin.*

APA Style Central

This referencing guide is accessed through the Library's Multisearch function. It provides tools and templates to assist you to format citations correctly in APA 6th. Basic information about APA 6th is available on the library's site: https://libguides.mq.edu.au/referencing/APA

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, oral language, context and vocabulary

- Emergent reading and writing: Supporting children's phonological and phonemic awareness and alphabet knowledge

- Emergent writing in the years prior to school

- Learning language: infants and toddlers (1)

- Learning language: infants and toddlers (2): Supporting language development in home vs. group care contexts

- Authentic language and literacy assessment in the early years: infants and toddlers

- 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/D)

- Aboriginal English language and literacy

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). 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). 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 (https://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 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 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

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.

Graduate Capabilities

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

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

Department of Educational Studies Procedures and Information

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending seminars or the on-campus day (if relevant to your mode of enrolment).

- Students are expected to listen to weekly lectures before completing tasks and attending classes (if attendance is relevant to your mode of enrolment).

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

Withdrawing from this PG Unit

If you are considering withdrawing from this unit, please seek academic advice by writing to https://ask.mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.

Accreditation information

The Australian Children's Education and Care Quality Authority (ACECQA) standards addressed in ECED823/ECHX823 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