



The University of Southern Queensland

Course Specification

Description: Emerging Literacies in Early Childhood Education

Subject	Cat-Nbr	Class	Term	Mode	Units	Campus
ECE	2019	14813	2, 2002	ONC	1.00	WIBAY

Academic Group:	FOEDU
Academic Org:	FOE004
HECS Band:	1
ASCED Code:	070101

STAFFING

Examiner: Deborah Geoghegan

Moderator: Noel Geoghegan

RATIONALE

Educators' knowledge of the development of multiple literacies from birth to eight years of age provides the framework for planning supportive literacy environments that facilitate the important transition from infancy through to the early years of school. Sound appreciation of the emergent nature of literacy also offers pathways in primary school for negotiating multilingualism and supporting progress in students with immature literacy development. Educators' awareness of the influence of socio-cultural contexts and the significance of continuity between the educational environments of the home and centre/school provides a focus for appreciating children's purposes in communicating and their search for meanings as they develop effective use of language.

SYNOPSIS

This course will explore how oral language and symbolic representation of infants, toddlers and preschoolers form the basis for the emergence of multiple literacies which eventually incorporate print. The idea of emerging literacies will be developed as a relationship between speaking, listening, interpretation of symbols and reading, expression through symbols and writing, viewing (including computer use) and awareness of the social functions and conventions of communication. Educators' roles will be shown to encompass the planning of environments, strategies and resources and the assessment of children's progress from personal into shared symbolism including conventional print. The personal experiences of children, including the languages and communication styles used in the home, will provide the basis for exploring motivating and meaningful early childhood centre or junior school literacy programs.

OBJECTIVES

On successful completion of this course students will be able to:

- recognise young children's literate behaviours in a variety of forms;
- assess literacy progress in young children;
- select strategies appropriate for the development of individual learners;
- prepare rich literacy environments for children birth to 8 years; model printing, oral expression, listening and computer use for children; plan for individuals and groups through using an emergent curriculum for young literacy learners; explain and apply curriculum documents 0-8 years.
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TOPICS

Description	Weighting (%)
1. Development of multiple literacies (birth to eight years)	20.00
2. Social-cultural context, continuity and multilingualism	20.00
3. Curriculum documents, planning and meaningful assessment	20.00
4. Strategies for facilitating awareness and use of print	10.00
5. Learning environments supporting literacy emergence	10.00
6. Role of literature, storytelling, art and dramatic play	10.00
7. Popular culture, environmental print, television and technologies	10.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at <http://bookshop.usq.edu.au> by entering the author or title of the text.

Hornsby, D 2000, *A Closer look at Guided Reading*, Eleanor Curtain, Armadale, VIC.

Makin, L. & Jones Diaz, C 2002, *Literacies in Early Childhood: Changing Views and Challenging Practice*, MacLennan & Petty, Sydney.

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

1999, *Issues and Practices in Literacy Development*, Australian Early Childhood Association, Watson, ACT.

Barnes, G. & Cook, T 1995, *Year 2 Diagnostic Net Handbook for State Schools*, Department of Education, Brisbane.

- Barratt-Pugh, C. & Rohl, M. (eds) 2000, *Literacy Learning in the Early Years*, Allen & Unwin, Crows Nest, NSW.
- Cairney, T.H 1995, *Pathways to Literacy*, Cassell, New York.
- Campbell R. & Green, D 2000, *Literacies and Learners: Current Perspectives*, Prentice Hall, Frenchs Forest.
- Clay, Marie M 2000, *Running Records: For Classroom Teachers`*, Heinemann, Portsmouth, NH.
- Clipson-Boyles, S 1996, *Supporting Language and Literacy: A Handbook for Those who Assist in Early Years Settings*, David Fulton, London.
- Fields, M., Spangler, K. & Lee, D 2000, *Let's Begin Reading Right: Developmentally Appropriate Beginning Literacy*, 4th edition, Macmillan,
- Fountas, I.C. & Pinnell, G.C 1996, *Guided Reading: Good First Teaching for all Children*, Heinemann, Portsmouth, NH.
- Garcia, E., McLaughlin, B., Spodek, B. & Saracho, O. (eds) 1995, *Meeting the Challenge of Llinguistic and Cultural Diversity in Early Childhood Education*, Teachers College Press, New York.
- Glazer, S. & Burke, E 1994, *An Integrated Approach to Early Literacy: Literature to Language*, Allyn & Bacon, Boston.
- Hill, S 1999, *Guiding Literacy Learners: Focus on Literacy*, Eleanor Curtin, Armadale, VIC.
- Kress, G 1996, *Before Writing: Rethinking the Paths to Literacy*, Routledge, New York.
- Lowe, K. (ed) 1994, *Growing into Readers*, Primary English Teachers Association, NSW.
- Machado, J.M 1999, *Early Childhood Experiences in the Language Arts: Emerging Literacy*, 6th edition, Delmar, New York.
- McGilp, J. & Michael, M 1994, *The Home-school Connection: Guidelines for Working with Parents*, Eleanor Curtin Publishing, Armadale, VIC.
- Neuman, S. & Roskos, K 1993, *Language and Literacy Learning in the Early Years*, Harcourt Brace, Fort Worth.
- Ollila, L. & Mayfield, M 1997, *Emerging Literacy: Preschool, Kindergarten and Primary Grades*, Allyn & Bacon, Boston.
- Queensland School Curriculum Council 1998, *Preschool Curriculum Guidelines*, Brisbane.
- Soderman, A.K 1999, *Scaffolding Emergent Literacy: A Child Centred Approach for Preschool Through Grade 5*, Allyn & Bacon, Boston.
- South Australian Department of Education, Training & Employment 1998, *Early Literacy and the ESL Learner*, Language Australia, Adelaide.
- Spodek, B. & Saracho, O 1993, *Language and Literacy in Early Childhood Education*, Teachers College Press, New York.
- Strickland, D. & Morrow, L. (eds) 1989, *Emerging Literacy: Young Children Learn to Read and Write*, International Reading Association, Newark, DE.

Wood, B. & Jorgensen, G 1998, *Rapt in Reading: Recipes for Literacy Success*, Heads Together, Dalby.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	30
Directed Study	60
Lectures	26
Private Study	30
Tutorial	13

ASSESSMENT DETAILS

Description	Marks Out of	Wtg(%)	Required	Due Date
ESSAY	100.00	40.00	Y	30 Aug 2002
PRACTICAL IN-CLASS TASKS	100.00	20.00	Y	22 Jul 2002 (see note 2)
PROGRAM ASSIGNMENT	100.00	40.00	Y	18 Oct 2002

NOTES:

2. Dates for in-class tasks will be advised during the semester.

OTHER REQUIREMENTS

- 1 When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.
 - 2 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
 - 3 Summative assessment items will be given a numerical score.
 - 4 Course Grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item.
 - 5 All assessment items must be submitted and passed.
 - 6 If assignments are submitted after the due date without an approved extension of time, University penalties will apply.
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