



The University of Southern Queensland

Course Specification

Description: Literacy for the Young Child

Subject	Cat-Nbr	Class	Term	Mode	Units	Campus
ECE	2022	10733	1, 2002	EXT	1.00	TWMBBA

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

STAFFING

Examiner: Deborah Geoghegan

Moderator: Anne Petriwskyj

RATIONALE

Language is part of literacy, which incorporates listening, speaking, reading, writing and viewing, all embedded in the social context. Because young children may spend a great deal of their early years in Early Childhood Centres, the nurturing and enhancement of emergent literacy become the responsibility of early educators. It is important to take account of those experiences children encounter through their mother tongue; their culture; their play; their early experiences in speech and stories, as well as in songs and books, from which they construct knowledge contributing to their ability to emerge as readers and writers.

SYNOPSIS

This course revolves around five principles which research suggests enhance the emergent literacy of children. These are that: emerging literacy is embedded in a social context; play is an ideal setting which allows young children to practise, elaborate and extend emergent literacy; children require frequent experiences in listening and sharing stories to demonstrate the facilitating power of language; children require frequent story book readings both as active listeners and independent readers; the modification of play environments can have an important impact on the literacy behaviour of children. These principles will be explored to illustrate the way in which effective strategies can be developed by early educators to enhance the emerging literacy of young children.

OBJECTIVES

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

- demonstrate their ability to design and implement emergent literacy programs
- show an understanding of importance of the cultural context of emerging literacy

- reflect on and analyse the way literacy develops through play
- select and reflect on the qualities of stories and their role in enhancing emerging literacy
- consolidate and create ideas for creating an environments that enhance emerging literacy

TOPICS

Description	Weighting (%)
1. The Social context of Literacy: literacy as a way of thinking; literacy as political consciousness	20.00
2. Research into Emerging Literacy: the social context of literacy; play and literacy; stories and literacy; books and literacy; environments and literacy	40.00
3. The adults role in fostering emerging literacy: teachers; parents; scaffolding; zone of proximal development	20.00
4. Designing literacy programs in early childhood centres.	20.00

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.

Neuman, S. & Roskos, K. (1993). *Language and literacy learning in the early years: An intergrated approach*, Fort Worth: Harcourt Brace Jovanich.

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.

Fields, M., Spangler, K. & Lee, D. (2000). *Lets begin reading right. Developmentally appropriate beginning literacy*. (4th ed.). MacMillan Publishing Co.

Issues and practices in literacy development., (1999). Watson, ACT: Australian Early Childhood Association.

Butler, A. & Turbill, J. (1984). *Towards a reading writing classroom*, Rozelle, NSW: Primary English Teacher Association.

Garton, A. & Pratt, C. (1998). *Learning to be literate*, (2nd ed.). NY: Basil Blackwell.

Jalongo, M. R. (2000). *Early childhood language arts*, (2nd ed.). Boston: Allyn & Bacon.

Kress, C. (1996). *Before writing: Rethinking the paths to literacy*, New York: Routledge.

Machado, J. M. (1999). *Early childhood experiences in language arts: Emerging literacy.*, (6th ed.). Albany, NY: Delmar Publications.

Martin, R. (1992). Big books as models for writing. *Language workshop Vol I*, Brooklyn Park, SA: Martin International.

Morrow, L. M. (1997). *Literacy development in the early years*, , (3rd ed.). Boston: Allyn & Bacon.

Raine, S. & Canady, R. (1990). *The whole language kindergarten*, NY: Teachers College Press.

Strickland, D. & Morrow, L. (Eds.). (1989). *Emerging literacy: Young children learn to read and write*, Newark: International Reading Association.

Tite, H. (1991). *Play with print: Children's preschool initiatives to become readers and writers*, Newmarket, QLD: Creche and Kindergarten Association of Qld.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	40
Directed Study	90
Private Study	35

ASSESSMENT DETAILS

Description	Marks Out of	Wtg(%)	Required	Due Date
ESSAY	999.00	40.00	Y	04 Mar 2002 (see note 1)
DESIGN A LITERACY PROGRAM FOR	999.00	60.00	Y	04 Mar 2002 (see note 2)

NOTES:

1. Further details about the due dates are detailed in the assessment section of the Course Specifications.
2. Further details about the due dates are detailed in the assessment section of the Course Specifications.

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 overall.
- 6 If assignments are submitted after the due date without an approved extension of time, University penalties will apply.