



The University of Southern Queensland

Course specification

Description: Literacies in Early Childhood

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ECE	1102	35412	2, 2004	ONC	1.00	WIBAY

Academic group:	FOEDU
Academic org:	FOE004
Student contribution band:	1
ASCED code:	070101

STAFFING

Examiner: Gillian Potter

Moderator: Shirley O'Neill

REQUISITES

Pre-requisite: Students must be enrolled in one of the following Programs: BECS or BEEC

RATIONALE

Educators' knowledge of the development of multiple literacies from birth to eight years of age provides the framework for planning supportive language and literacy environments that facilitate the important transition from infancy through to the early years of school. Sound appreciation of the emergent nature of literacy offers pathways to learning which include negotiating multilingualism and supporting progress in students with diverse 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 and literacy.

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 and awareness of the social functions and conventions of communication. Educators' roles will be shown to encompass the use of children's literature, planning of environments, strategies and resources and the assessment of children's progress. The personal experiences of children, including the languages, literature and rhymes and communication styles used in the home will provide the basis for exploring motivating and

meaningful early childhood literacy programs. This course emphasises the use of literacy correctness in all its forms.

OBJECTIVES

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

1. select, evaluate and use quality children's literature and rhymes;
2. recognise young children's literate behaviours in a variety of forms;
3. monitor literacy progress in young children;
4. select strategies appropriate for the development of individual learners;
5. prepare rich literacy environments for children birth to 5 years;
6. model printing, oral expression, listening and computer use for children;
7. plan for individuals and groups through using an emergent curriculum for young literacy learners;
8. explain and apply curriculum documents 0-5 years;
9. use written communication effectively and appropriately;
10. write clearly, grammatically correctly and with accurate spelling and punctuation.

TOPICS

Description	Weighting (%)
1. Development of multiple literacies (birth to five years)	10.00
2. Social-cultural context and continuity between home, community and education settings	10.00
3. Curriculum documents, planning and assessment	10.00
4. Strategies for facilitating awareness and use of print	10.00
5. Learning environments supporting literacy emergence	20.00
6. Children's literature, storytelling, art and dramatic play	30.00
7. Environmental print, television and technologies	10.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED:

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Neuman, S & Roskos, K 1993, *Language and literacy learning in the early years: an integrated approach*, Harcourt Brace Jovanovich, Fort Worth.

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.

Barratt-Pugh, C & Rohl, M (eds) 2000, *Literacy learning in the early years*, Allen & Unwin, Crows Nest, NSW.

Cairney, TH 1995, *Pathways to literacy*, Cassell, London.

Campbell, R & Green, D 2002, *Literacies and learners: current perspectives*, 2nd edn, Prentice Hall, Frenchs Forest.

Clipson-Boyles, S 1996, *Supporting language and literacy: a handbook for those who assist in early years settings*, David Fulton, London.

Machado, JM 1999, *Early childhood experiences in the language arts: emerging literacy*, 6th edn, Delmar, New York.

Queensland School Curriculum Council 1998, *Preschool Curriculum Guidelines*, Brisbane.

Soderman, AK 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.

STUDENT WORKLOAD REQUIREMENTS:

ACTIVITY	HOURS
Assessment	30.00
Directed Study	65.00
Lectures	26.00
Private Study	30.00
Tutorial	13.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
PROFESSIONAL FOLDER	60.00	60.00	17 Sep 2004
2 HOUR EXAMINATION	40.00	40.00	END S2 (see note 1)

NOTES:

1. Examination date will be available during the semester. Please refer to the examination timetable when published.

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration. Students should demonstrate a professional attitude and commitment by attendance at and participation in at least 80% of scheduled classes.
- 2 Requirements for students to complete each assessment item satisfactorily:
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item. To complete each of the assessment items satisfactorily, students must demonstrate their ability to write clearly, grammatically correctly and with accurate spelling and punctuation.
- 3 Penalties for late submission of required work:
If students submit an assignment after the due date without prior approval then a penalty of 10% of the total marks available for the assignment will apply for each working day late.
- 4 Requirements for student to be awarded a passing grade in the course:
To be assured of a passing grade, a student must achieve at least 50% in each of the summative assessments and at least 50% of the available weighted marks for the summative assessment items.
- 5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.
- 6 Examination information:
In a closed examination, candidates are allowed to bring only writing and drawing instruments into the examination.
- 7 Examination period when Deferred/Supplementary examinations will be held:
Any deferred or supplementary examinations for this course will be held during the examination period at the end of the semester of the next offering of this course.
- 8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.