



The University of Southern Queensland

## Course specification

### Description: Emerging Literacies in Early Childhood Education

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ECE	2019	34720	2, 2004	ONC	1.00	TWMBA

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE004
<b>Student contribution band:</b>	1
<b>ASCED code:</b>	070101

### STAFFING

Examiner: Gillian Potter

Moderator: Shirley O'Neill

### 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 completion of this course students will be able to:

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

## 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:

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).

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, TH 1995, *Pathways to Literacy*, Cassell, New York.
- Campbell, R & Green, D 2002, *Literacies and Learners: Current Perspectives*, 2nd edn, 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 edn, MacMillan,
- Fountas, IC & Pinnell, GC 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 Linguistic and Cultural Diversity in Early Childhood Education*, Teachers College Press, New York.
- Hill, S 1999, *Guiding Literacy Learners: Focus on Literacy*, Eleanor Curtain, Armadale, Vic.
- Kress, G 1996, *Before Writing: Rethinking the Paths to Literacy*, Routledge, New York.
- Machado, JM 2002, *Early Childhood Experiences in Language Arts: Emerging Literacy*, 7th 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.
- Wood, B & Jorgensen, G 1998, *Rapt in Reading: Recipes for Literacy Success*, Heads Together, Dalby.

## **STUDENT WORKLOAD REQUIREMENTS:**

ACTIVITY	HOURS
Assessment	30.00
Directed Study	60.00
Lectures	26.00
Private Study	30.00
Tutorial	13.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
PRACTICAL IN-CLASS TASKS	1.00	0.00	06 Aug 2004 (see note 1)
ESSAY	60.00	60.00	27 Aug 2004
PROGRAM ASSIGNMENT	40.00	40.00	08 Oct 2004

### NOTES:

1. Dates for tasks to be advised during the semester.

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
  - (b) 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.
- 2 Requirements for students to complete each assessment item satisfactorily:
  - (a) To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item.
- 3 Penalties for late submission of required work:
  - (b) If students submit assignments after the due date without prior approval then a penalty of 10% of the total marks gained by the student for the assignment will apply for each working day late.
- 4 Requirements for student to be awarded a passing grade in the course:
  - (d) To be assured of receiving a passing grade a student must submit all of the summative assessment items and achieve at least 50% of the available weighted marks for those items.
- 5 Method used to combine assessment results to attain final grade:
  - (a) 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:
  - (e) There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:
  - (d) There will be no Deferred or Supplementary examinations in 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.