



The University of Southern Queensland

Course specification

This version produced 20 Dec 2007.

The current and official versions of the course specifications are available on the web at
<<http://www.usq.edu.au/coursespecification/current>>.

Please consult the web for updates that may occur during the year.

Description: Emerging Literacies in Early Childhood Education

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ECE	3019	63052	1, 2007	EXT	1.00	Toowoomba

Academic group:	FOEDU
Academic org:	FOE004
Student contribution band:	National Priority Teaching
ASCED code:	070101

STAFFING

Examiner: Deborah Geoghegan

OTHER REQUISITES

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>.

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 young children 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

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On completion of this course students will be able to:

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

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.

Australian Early Childhood Association 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, NSW.
- 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, Merrill, Upper Saddle River, NJ.
- 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 the language arts: emerging literacy*, 7th edn, Delmar, New York.
- Makim, L & Jones Diaz, C 2002, *Literacies in early childhood: changing views, challenging practice*, MacLennan & Petty, Eastgardents, NSW.
- Queensland School Curriculum Council 1998, *Preschool curriculum guidelines*, Education Queensland Open Access Unit, Brisbane.
- Soderman, AK 2005, *Scaffolding emergent literacy: a child centred approach for preschool through grade 5*, 2nd edn, 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, QLD.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	30.00
Directed Study	60.00
Private Study	75.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
PROJECT	100.00	30.00	27 Apr 2007
LITERACY PORTFOLIO PART A	100.00	35.00	04 May 2007
LITERACY PORTFOLIO PART B	100.00	35.00	15 Jun 2007

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
There are no attendance requirements for this course. However, it is the students' responsibility 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:
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item and 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 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:
To be assured of receiving a passing grade a student must complete and submit all of the summative assessment items and achieve at least 50% of the total weighted marks available for the course.
- 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:
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:
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.

ASSESSMENT NOTES

- 1 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the examiner.
- 2 Students must retain a copy of each item submitted for assessment. This must be produced within twenty-four (24) hours of receipt of request being made by the examiner. The student must retain this copy until the grade for this course has been finalised.
- 3 In accordance with the University's assignment extension policy (Regulation 5.6.1), the examiner may grant an extension of the due date of an assignment in extenuating circumstances.
- 4 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media. The Faculty will NOT accept submission of assignments by facsimile. Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements.

- 5 In the event that a due date for an assignment falls on a local public holiday in their area, the due date for the assignment will be the next working day. Students are to note on the assignment cover the date of the public holiday for the examiner's convenience.
- 6 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study.
- 7 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination); IDM (Incomplete - Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).
- 8 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.
- 9 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 10 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

OTHER REQUIREMENTS

- 1 Students will require access to e-mail and Internet access to USQConnect for this course.
 - 2 Students are to use a recognised referencing system as specified by the examiner.
 - 3 **IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'. For further information:**
<http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html> *If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.
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