



The University of Southern Queensland

Course specification

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: Literacies in Early Childhood

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ECE	1102	78893	2, 2008	ONC	1.00	Toowoomba

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

STAFFING

Examiner: Leisa Holzheimer
Moderator: Karen Noble

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 five 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. 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 the development of oral language and the early symbolic representation of young children form the basis of literacy learning. The course will examine how emerging literacies are influenced by experiences with speaking, listening, viewing and symbolic representation in the social contexts of home and prior-to-school settings. This course will focus on the importance of oral language experiences, story in its many forms, the use of stimulating resources and careful planning of environments in engaging young children in authentic literacy. Value will be placed on appreciating the role of children's home and social experiences in their early literacy development. This course expects correct and appropriate use of language and literacy among participants. Students will need access to children aged 2-5 years. Students will need to commit themselves to weekly assignment completion.

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. select, evaluate and use quality children's literature and rhymes (Professional Literacy File)
2. recognise young children's literate behaviours in a variety of forms (Professional Literacy File)
3. monitor literacy progress in young children (Professional Literacy File)
4. select strategies appropriate for the development of individual learners (Professional Literacy File)
5. prepare rich literacy environments for children birth to 5 years (Professional Literacy File)
6. model printing, oral expression, listening and computer use for children (Professional Literacy File)
7. work collaboratively with colleagues (Professional Literacy File)
8. demonstrate in depth understanding and completion of weekly assignments (Professional Literacy File)
9. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing. (Professional Literacy File)

TOPICS

	Description	Weighting (%)
1.	Socio-cultural contexts and the continuity between home, community, education/care settings and school	10.00
2.	Language development through story, rhyme, authentic literacy play experiences	20.00
3.	Choosing and using children's literature	30.00
4.	Multiple literacies: environmental print, TV, computer etc	20.00
5.	Developing resources and planning the prior-to-school/prep. literacy environment	10.00
6.	Recognising literacy progress of young children	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).

Book of Readings (to be purchased from USQ Bookshop)

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.

Whether you are on, or off campus, the USQ Library is an excellent source of information <http://www.usq.edu.au/library/>. The gateway to education resources in here ...<http://www.usq.edu.au/library/faculties/education/default.htm>

Barratt-Pugh, C & Rohl, M (eds) 2000, *Literacy learning in the early years*, 3rd edn, Allen & Unwin, Crows Nest, NSW.

Campbell, R & Green, D 2006, *Literacies and learners: current perspectives*, 3rd edn, Prentice Hall, Frenchs Forest, NSW.

Galda, L & Cullinan, B 2002, *Literature and the child*, 5th edn, Wadsworth/Thomson Learning, Belmont, CA.

Lynch-Brown, C 2005, *Essentials of children's literature*, 5th edn, Allyn & Bacon, Boston.

Machado, JM 2002, *Early childhood experiences in the language arts: emerging literacy*, 7th edn, Delmar Learning, Albany, NY.

McGee, L & Richgels, D 2004, *Literacy's beginnings: supporting young readers and writers*, 4th edn, Pearson/A and B, Boston.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	40.00
Directed Study	45.00
Private Study	80.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
PROFESSIONAL LITERACY FILE	100.00	100.00	24 Oct 2008 (see note 1)

NOTES

1. As this course is developmental and assessment is cumulative, it is highly recommended students attend/engage weekly.

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:

It is the students responsibility to attend and participate appropriately in all activities 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. Attendance at and participation in at least 80% of scheduled classes is highly recommended to enable students to meet the objectives of this course.

- 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 the Professional Folder. To complete the portfolio assessment 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 assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- 4 Requirements for student to be awarded a passing grade in the course:
To be assured of receiving a passing grade a student must 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 grades obtained for each of the summative assessment items in the course.
- 6 Examination information:
There is no examination for this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:
There will be no Deferred or Supplementary examinations for 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 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.

- 6 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).
- 7 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.
- 8 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 9 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 Students will require access to children aged 2-5 years.
 - 4 **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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