



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: Foundations of Language and Literacies

| Subject | Cat-nbr | Class | Term    | Mode | Units | Campus    |
|---------|---------|-------|---------|------|-------|-----------|
| EDX     | 1170    | 87355 | 1, 2009 | ONC  | 1.00  | Toowoomba |

|                                   |                            |
|-----------------------------------|----------------------------|
| <b>Academic group:</b>            | FOEDU                      |
| <b>Academic org:</b>              | FOE002                     |
| <b>Student contribution band:</b> | National Priority Teaching |
| <b>ASCED code:</b>                | 070100                     |

### STAFFING

Examiner: Shirley O'Neill  
Moderator: Deborah Geoghegan

### RATIONALE

An educator's knowledge of the development of multiple literacies from birth through schooling provides a framework for planning supportive literacy environments. 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 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 forms the basis of literacy learning by examining how emerging literacies are influenced by experiences with speaking, listening, viewing and symbolic representation in the social contexts of home and schooling. There is also a focus on the importance of oral language experiences, developing knowledge and understanding of skills and resources required for effective literacy teaching and learning, the effective use of teacher talk and the understanding of the relationships between context and text in the creation of environments for engaging children in authentic literacy practices.

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

1. recognise features of language acquisition and oral language development (Online quizzes).
2. understand context/text model (Online quizzes).
3. understand socio-cultural contexts for language and literacies learning (Online quizzes; Analysis of teacher talk).

4. identify various approaches to language and literacies learning (Online quizzes; Portfolio of literacy resources; Analysis of teacher talk).
5. analyse teacher talk and understand the implications for effective literacy teaching (Analysis of teacher talk).
6. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing (Portfolio of literacy resources; Analysis of teacher talk).

## TOPICS

|    | Description   | Weighting (%) |
|----|---|---------------|
| 1. | Nature of language - language acquisition (0-12 years)  | 10.00         |
| 2. | Oral language development; connecting oral and written language.  | 15.00         |
| 3. | Understanding text - context/text model of language in use.   | 10.00         |
| 4. | Socio-cultural contexts for language and literacies learning - home/school connections and emerging understandings of reading and writing.  | 10.00         |
| 5. | Approaches to language and literacies learning - historical and current; introducing the Four Resources Model; introducing Multiliteracies. | 10.00         |
| 6. | Skills and resources for teaching and learning literacy.  | 15.00         |
| 7. | The importance of creating rich literacy environments using children's literature, environmental print and literacy enriched play.          | 10.00         |
| 8. | Teacher talk  | 20.00         |

## 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).

Campbell, R & Green, D (eds) 2006, *Literacies and learners: current perspectives*, 3rd edn, Pearson Education Australia, Frenchs Forest, NSW.

## 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 is here ... <http://www.usq.edu.au/library/faculties/education/default.htm>

Bull, G & Anstey, M 2003, *The literacy lexicon*, 2nd edn, Pearson Education Australia, Frenchs Forest, NSW.

Comber, B & Barnett, J (eds) 2003, *Look again: longitudinal studies of children's literacy learning*, Primary English Teaching Association, Newtown, NSW.

Emmitt, M, Komesaroff, L & Pollock, J 2006, *Language and learning: an introduction for teaching*, 4th edn, Oxford University Press, South Melbourne.

Harris, P, McKenzie, B, Fitzsimmons, P & Turbill, J 2006, *Reading in the primary school years*, 2nd edn, Thomson Learning, Southbank, Vic.

Pahl, K & Rowsell, J 2005, *Literacy and education: understanding the new literacy studies in the classroom*, Paul Chapman Publishing, London.

Winch, G, Johnston, R, March, P, Ljungdahl & Holliday, M 2007, *Literacy: reading, writing and children's literature*, 3rd edn, Oxford, South Melbourne, Vic.

## STUDENT WORKLOAD REQUIREMENTS

| ACTIVITY      | HOURS |
|---------------|-------|
| Assessments   | 41.00 |
| Lectures      | 13.00 |
| Private Study | 60.00 |
| Tutorials     | 26.00 |

## ASSESSMENT DETAILS

| Description                  | Marks out of | Wtg (%) | Due date                    |
|------------------------------|--------------|---------|-----------------------------|
| ONLINE QUIZZES OF CONTENT    | 60.00        | 60.00   | 02 Mar 2009<br>(see note 1) |
| PORTFOLIO LITERACY RESOURCES | 20.00        | 20.00   | 22 May 2009<br>(see note 2) |
| ANALYSIS OF TEACHER TALK     | 20.00        | 20.00   | 12 Jun 2009<br>(see note 3) |

### NOTES

1. APA style is the referencing system required in this course. Students should use APA style in their assignments to format details of the information sources they have cited in their work. The USQ library provides advice on how to format information sources using this system. [http://www.usq.edu.au/library/help/ehelp/ref\\_guides/apastyle/default.htm](http://www.usq.edu.au/library/help/ehelp/ref_guides/apastyle/default.htm)  
Throughout course as per Study Guide
2. Due dates to be advised in class and on the StudyDesk - Week 12.
3. Due dates to be advised in class and on the StudyDesk - week 15

## 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.
- 2 Requirements for students to complete each assessment item satisfactorily:  
To satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks.
  - 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 aggregate of the weighted 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:  
As there are no examinations in this course, there will be no deferred or supplementary examinations.
  - 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>

## **OTHER REQUIREMENTS**

- 1 Students will require access to e-mail and have Internet access to USQConnect for this course.
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