Description: Emerging Literacies in Early Childhood Education

<table>
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<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
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<td>ECE</td>
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<td>2, 2002</td>
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Academic Group: FOEDU
Academic Org: FOE004
HECS Band: 1
ASCED Code: 070101

STAFFING
Examiner: Deborah Geoghegan
Moderator: Noel Geoghegan

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 successful completion of this course students will be able to:

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

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Development of multiple literacies (birth to eight years)</td>
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<tr>
<td>2. Social-cultural context, continuity and multilingualism</td>
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<td>3. Curriculum documents, planning and meaningful assessment</td>
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<tr>
<td>4. Strategies for facilitating awareness and use of print</td>
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<td>5. Learning environments supporting literacy emergence</td>
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<td>6. Role of literature, storytelling, art and dramatic play</td>
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<td>7. Popular culture, environmental print, television and technologies</td>
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TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.

Hornsby, D 2000, A Closer Look at Guided Reading, Eleanor Curtain, Armadale, VIC.


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.


Clay, Marie M 2000, *Running Records: For Classroom Teachers*, Heinemann, Portsmouth, NH.


Hill, S 1999, *Guiding Literacy Learners: Focus on Literacy*, Eleanor Curtain, Armadale, VIC.


Strickland, D. & Morrow, L. (eds) 1989, *Emerging Literacy: Young Children Learn to Read and Write*, International Reading Association, Newark, DE.
STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
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<tr>
<td>Directed Study</td>
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<td>Lectures</td>
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<td>Private Study</td>
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<td>Tutorial</td>
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ASSESSMENT DETAILS

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<tr>
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<td>PROGRAM ASSIGNMENT</td>
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NOTES:
2. Dates for tasks to be advised during the semester.

OTHER REQUIREMENTS

1. When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.
2. Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
3. Summative assessment items will be given a numerical score.
4. Course Grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item.
5. All assessment items must be submitted and passed.
6. If assignments are submitted after the due date without an approved extension of time, University penalties will apply.