

## EDUC90508 Language & Literacy Intervention

EDUC90506 Language & Literacy Intervention

Credit Points:	12.50						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	2012, Parkville This subject commences in the following study period/s: June, Parkville - Taught on campus. Parkville Campus						
Time Commitment:	Contact Hours: 18 hours of lectures and 12 hours of workshops Total Time Commitment: 120 hours. Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.						
Prerequisites:	<div>You must have taken the following subjects prior to enrolling in this subject</div> <table><tr><th>Subject</th><th>Study Period Commencement:</th><th>Credit Points:</th></tr><tr><td>EDUC90506 Language &amp; Literacy Development</td><td>March</td><td>12.50</td></tr></table>	Subject	Study Period Commencement:	Credit Points:	EDUC90506 Language & Literacy Development	March	12.50
Subject	Study Period Commencement:	Credit Points:					
EDUC90506 Language & Literacy Development	March	12.50					
Corequisites:	None						
Recommended Background Knowledge:	None						
Non Allowed Subjects:	None						
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H						
Contact:	Education Student Centre						
Subject Overview:	This subject addresses a range of strategies for assessing, supporting and promoting communication, language, and literacy development in students with language disorder or hearing loss. Contemporary educational and teaching practices will also be analysed and evaluated in light of current research. It will also explore contemporary theories and practices of oral and bilingual approaches to language and literacy learning.						
Objectives:	<div>On completion of this subject, students should be able to:</div> <ul style="list-style-type: none"><li>• Demonstrate an advanced understanding of issues associated with assessment of communication, language, and literacy with students with a language delay/disorder or hearing loss;</li><li>• Demonstrate an ability to use a range of different assessment tools to analyse, problem solve and interpret results from different assessments and use the results to design, individualized communication, language, and literacy intervention programs with students with a language delay/disorder or hearing loss;</li><li>• Develop an understanding of a range of teaching strategies that facilitate communication; language and literacy development in students with a language delay/disorder or a hearing loss.</li></ul>						
Assessment:	Case study Part 1, (1200 words) Due mid-semester - 30%Case study Part 2, (2800 words) Due end of semester - 70% Assignments submitted after the due date without an approved extension will result in an academic penalty of a 5% deduction for each day the assignment is late.						

<b>Prescribed Texts:</b>	None
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<p>On completion of this subject, students should be able to:</p> <ul style="list-style-type: none"><li>• Evaluate and apply new knowledge</li><li>• Strengthen their skills in reviewing research and position papers; and in report writing.</li><li>• Apply analytical and critical thinking skills in relation to theories and practices influencing the education of students with a language delay/disorder or a hearing loss.</li><li>• Demonstrate knowledge and problem solving skills when assessing students with a language delay/disorder or hearing loss, and developing individualised communication, language, and literacy intervention programs for these students.</li></ul>
<b>Related Course(s):</b>	Master of Education (Language Intervention and Hearing Impairment) Postgraduate Certificate in Education (LI&HI)