

EDUC90831 Literacy from Birth to Adulthood

EDUC90828 Literacy from Birth to Adulthood

Credit Points:	12.5									
Level:	9 (Graduate/Postgraduate)									
Dates & Locations:	This subject is not offered in 2016.									
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: 170 hours									
Prerequisites:	<table><tr><th>Subject</th><th>Study Period Commencement:</th><th>Credit Points:</th></tr><tr><td>EDUC90828 Clinical Teaching and Learning</td><td>Not offered 2016</td><td>12.50</td></tr><tr><td>EDUC90830 Learning and Development</td><td>Not offered 2016</td><td>12.50</td></tr></table>	Subject	Study Period Commencement:	Credit Points:	EDUC90828 Clinical Teaching and Learning	Not offered 2016	12.50	EDUC90830 Learning and Development	Not offered 2016	12.50
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EDUC90828 Clinical Teaching and Learning	Not offered 2016	12.50								
EDUC90830 Learning and Development	Not offered 2016	12.50								
Corequisites:	None									
Recommended Background Knowledge:	None									
Non Allowed Subjects:	None									
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>									
Contact:	sharon.klieve@unimelb.edu.au (mailto:sharon.klieve@unimelb.edu.au)									
Subject Overview:	<p>This subject will examine changing definitions and conceptualisations of literacy, and map the development of literacy from the early years through to post-compulsory years of schooling. Topics will include areas such as: relationships between language and literacy; social practices of literacy; language and cognitive development; oral and written languages; comprehension; literacy across the curriculum; and in-school and out-of-school literacy practices.</p> <p>This subject will highlight the importance of planning effective evidenced-based literacy approaches and strategies to meet the needs of diverse learners on a developmental curriculum. It will illustrate how teachers, planners and policymakers can cater for diversity in policy and practice, such as: through 'crafting a mix' of pedagogic approaches in reading, writing, listening and speaking; through authentic and focused assessment practices, including profiling students; and through the use of a wide range of texts and practices in the classroom, multilingual and multidialectal understandings of literacy, and of the context that shapes literacy practice.</p>									
Learning Outcomes:	<p>Students who successfully complete this subject will be able to:</p> <ul style="list-style-type: none"># Describe the development of language and literacy from birth to adulthood;# Understand the role literacy skills play in accessing schooling across all learning areas;# Demonstrate quality literacy teaching practices across a range of literacies;# Demonstrate knowledge of current research in teaching literacy;# Cater for diverse student literacy needs.									
Assessment:	2,500 word paper on literacy theory and practice, due mid-semester (50%) 2,500 word case study of a student, due end of semester (50%) Hurdle Requirement: This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.									

Prescribed Texts:	None
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	On successful completion of this subject, students should be able to: <ul style="list-style-type: none"># Report succinctly on a work-related issue# Work collaboratively to determine a plan of action# Apply research knowledge to work situations# Analyse a range of data
Links to further information:	http://education.unimelb.edu.au/about_us/clinical_teaching
Related Course(s):	Master of Clinical Teaching