

460-526 Language and Literacy in EC

Credit Points:	12.500
Level:	Graduate/Postgraduate
Dates & Locations:	2008, This subject commences in the following study period/s: Semester 2, - Taught on campus. Parkville, On Campus
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment
Prerequisites:	None
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>
Coordinator:	Amelia Church
Subject Overview:	<p>This subject introduces paradigms in emergent and early literacy, and articulates the relationship between theory and practice in supporting children's language and literacy development. Content includes: the function of symbols and print to communicate meaning; the central and continuing role of families and caregivers in nurturing language and literacy development; understanding children's emergent reading and writing; designing and implementing programmes for spoken and written language (including children's literature, narratives, role-play, poetry, drama and music); recognising and facilitating opportunities for language and literacy development embedded in play contexts; observing and assessing spoken and written language; the transition to more formal or systematic models of literacy learning and teaching in the first year of school; and cultural and linguistic diversity in the development of language and literacy.</p>
Assessment:	There are 2 assessment tasks: A critique (2000 words) due mid semester (50%); An analytical report (2000 words) due end of semester (50%).
Prescribed Texts:	Collection of readings.
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:	<p>On completion of this subject teacher candidates will be able to:</p> <ul style="list-style-type: none"> # Demonstrate an understanding of contemporary research in early language and literacy development and the relevance of this research to practice. # Understand the function and form of spoken and written language and recognise the importance of symbolisation in the development of language and literacy. # Identify, analyse and evaluate creative and integrated pedagogies for language and literacy learning. # Create a language- and print-rich learning environment within a range of early childhood contexts.

	<ul style="list-style-type: none"> # Demonstrate an ability to design and implement diverse language and literacy curricula as part of an integrated early childhood programme. # Reflect critically on language and literacy practices undertaken and observed during professional placements and acquire practical knowledge and skills in providing authentic language and literacy experiences (including story, poetry, drama, music) to support children's learning in individual and group contexts. # Identify and address the language and literacy learning needs of individual children across the early childhood years, and in a range of contexts. <p>On completion of this subject teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # Demonstrate high level analytical skills in the critique of contemporary theory and practice. # Demonstrate evidence-based decision making in pedagogical practices. # Have the ability and confidence to participate effectively in collaborative learning contexts, while respecting individual differences. # Reflect on their own learning and pedagogic competencies.
Related Course(s):	<p>Master of Teaching (Early Childhood) Master of Teaching (Early Childhood) Master of Teaching (Early Years) Master of Teaching (Early Years)</p>