

465-323 CDS31P Language,Literacy & Numeracy (FT)

Credit Points:	12.500
Level:	Undergraduate
Dates & Locations:	2008, This subject commences in the following study period/s: Semester 1, - Taught on campus.
Time Commitment:	Contact Hours: This subject is offered in external mode and there will be no regular class contact Total Time Commitment: Not available
Prerequisites:	CDS22P Socialisation and Identity or equivalent
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<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>
Coordinator:	Amelia Church
Subject Overview:	This subject provides a study of child language and symbolic development and the role of language in early literacy. The interactional processes that facilitate this development will be emphasised. Explanations of language development will be explored with reference to psychological theories such as learning theory, nativist theory, social interactional theories and their more recent modifications. A study of more alternative views of the development of number awareness and numeracy competence with reference to some important cross-cultural studies. The relationship between the development of meta-cognitive/meta-linguistic competence and literacy/numeracy competence will be explored. Topics to be covered include the child's developing phonological, syntactic, semantic, pragmatic and orthographic awareness; the role of the family in literacy development; the development of representational abilities and inter-generational literacy.
Assessment:	Written assignments totalling 2000 words and a 2-hour examination.
Prescribed Texts:	Prescribed Texts:Learning to be Literate: the Development of Spoken and Written Language (A Garton & C Pratt), (2nd edn), Basil Blackwell, 1997
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:	Information Not Available
Related Course(s):	Bachelor of Early Childhood Studies(Pathways Program)