

## EDUC90367 Foundational English Literacy

<b>Credit Points:</b>	12.50
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2010, Parkville This subject commences in the following study period/s: March, Parkville - Taught on campus. Parkville, On Campus
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	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.
<b>Coordinator:</b>	Dr Janet Scull
<b>Contact:</b>	Education Student Centre
<b>Subject Overview:</b>	This subject will introduce teacher candidates to research and practice that informs the development of literacy in the early years of schooling, the scope and sequence of language and literacy learning in the early years and the diverse nature of children's language and literacy experiences in the prior-to school and school years. Emphasis will be on theoretical perspectives of literacy acquisition and approaches that support the interrelationship between oral language, reading and writing. The focus here will be on the development of school students' language with particular attention given to aspects of the English language such as phonology, vocabulary and grammar related to early reading and writing; theories of reading acquisition that inform the teaching of reading; the development of writing; curriculum frameworks and assessment tools; strategies to support whole, small group and individualised instruction in relation to print-based texts and the use of technologies to support literacy learning.
<b>Objectives:</b>	On completion of this subject teacher candidates will be able to: <ul style="list-style-type: none"> <li># Demonstrate understanding of the impact of school students' diversity on the design of language and literacy curriculum in the first and subsequent years of schooling;</li> <li># Use their knowledge of contemporary theories of literacy learning and current professional perspectives to teach early reading and writing;</li> <li># Design literacy curriculum to support school students' language development and emergent literacy practices in educational contexts;</li> <li># Implement assessment strategies to monitor school students' development and to plan effective literacy programs.</li> </ul>
<b>Assessment:</b>	There are 2 assessment tasks: An analysis and critique of teaching practice (2000 words) due mid semester (50%) A literature review (2000 words) due end of the semester (50%) There is 1 hurdle requirement: Tasks submitted in class
<b>Prescribed Texts:</b>	None
<b>Recommended Texts:</b>	Collection of readings.
<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>	On completion of the subject, teacher candidates should: <ul style="list-style-type: none"><li># Understand the significance of developing their practice on the basis of research and evidence.</li><li># Be able to critique, creatively plan, implement and evaluate curriculum.</li><li># Have the ability and confidence to participate effectively in collaborative learning contexts, while respecting individual differences.</li><li># Be confident and willing to use advanced communication technologies to support their own learning and research and the learning of their students.</li></ul>
<b>Related Course(s):</b>	Master of Teaching (Primary)