

## EDUC90390 Language and Literacy in EC

<b>Credit Points:</b>	12.50
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	This subject is not offered in 2011. Parkville, On Campus
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 125 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.
<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>	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
<b>Contact:</b>	Education Student Centre
<b>Subject Overview:</b>	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.
<b>Objectives:</b>	<p>On completion of this subject teacher candidates will be able to:</p> <ul style="list-style-type: none"> <li># Demonstrate an understanding of contemporary research in early language and literacy development and the relevance of this research to practice.</li> <li># Understand the function and form of spoken and written language and recognise the importance of symbolisation in the development of language and literacy.</li> <li># Identify, analyse and evaluate creative and integrated pedagogies for language and literacy learning.</li> <li># Create a language- and print-rich learning environment within a range of early childhood contexts.</li> <li># Demonstrate an ability to design and implement diverse language and literacy curricula as part of an integrated early childhood programme.</li> <li># 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.</li> <li># Identify and address the language and literacy learning needs of individual children across the early childhood years, and in a range of contexts.</li> </ul>
<b>Assessment:</b>	There are 2 assessment tasks: A critique (2000 words) due mid semester (50%); An analytical report (2000 words) due end of semester (50%).
<b>Prescribed 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 this subject teacher candidates will have the knowledge, skills and understanding to enable them to: <ul style="list-style-type: none"><li># Demonstrate high level analytical skills in the critique of contemporary theory and practice.</li><li># Demonstrate evidence-based decision making in pedagogical practices.</li><li># Have the ability and confidence to participate effectively in collaborative learning contexts, while respecting individual differences.</li><li># Reflect on their own learning and pedagogic competencies.</li></ul>