EDUC90400 Literacy in the Early Years

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2011, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus. Parkville, On Campus
Time Commitment:	Contact Hours: 36 hours. Total Time Commitment: 125 hours total commitment. 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.
Prerequisites:	You must have successfully completed the following subject/s prior to enrolling in this subject

Subject	Study Period Commencement:	Credit Points:
EDUC90390 Language and Literacy in EC	Not offered 2011	12.50

Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	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
Coordinator:	Dr Janet Scull
Contact:	Education Student Centre
Subject Overview:	This subject will build on teacher candidates' knowledge of school students' language acquisition and emergent literacy in early childhood to support understandings of literacy development in the early years of schooling. Teacher candidates' will be introduced to the scope and sequence of language and literacy learning in the early years with attention given to 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 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.
Objectives:	On completion of this subject teacher candidates will be able to: # 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; # Use their knowledge of contemporary theories of literacy learning and current professional perspectives to teach early reading and writing; # Design literacy curriculum to support school students' language development and emergent literacy practices in educational contexts;

	# Implement assessment strategies to monitor school students' development and to plan effective literacy programs.
Assessment:	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.
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:	This subject encompasses particular generic skills. On completion of the subject, students should: # Understand the significance of developing their practice on the basis of research and evidence; # Be able to critique, creatively plan, implement and evaluate mandated curriculum; # Have the ability and confidence to participate effectively in collaborative learning contexts, while respecting individual differences; # Be confident and willing to use advanced communication technologies to support their own learning and research and the learning of their students.
Related Course(s):	Master of Teaching (Early Childhood)