

EDUC90508 Language & Literacy Intervention 2

Credit Points:	12.50						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	This subject is not offered in 2011. Parkville Campus						
Time Commitment:	Contact Hours: 18 hours of lectures and 12 hours of workshops Total Time Commitment: 120 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.						
Prerequisites:	<p>You must have taken the following subjects prior to enrolling in this subject</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90506 Early Language and Literacy Development</td> <td>Not offered 2011</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90506 Early Language and Literacy Development	Not offered 2011	12.50
Subject	Study Period Commencement:	Credit Points:					
EDUC90506 Early Language and Literacy Development	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						
Contact:	Education Student Centre						
Subject Overview:	This subject addresses a range of strategies for supporting and promoting communication, language, and literacy development in school aged students with language delay/disorder or hearing loss who use spoken (and/or sign) communication. Contemporary educational practices and teaching practices will also be analysed and evaluated in light of current research. It will also explore contemporary theories and practices of bilingual approaches to language and literacy learning.						
Objectives:	<p>On completion of this subject, students should be able to:</p> <ul style="list-style-type: none"> # Develop an understanding of teaching strategies that facilitate communication; language and literacy development in students language delay/disorder or hearing loss; # Design and evaluate a communication, language and literacy intervention plan; # Use a range of instructional strategies in implementing teaching goals. # Teach strategies to facilitate language, communication and literacy in students with a language delay/disorder or hearing loss; # Plan, implement and evaluate communication, language and literacy interventions. 						
Assessment:	A 5,000 word equivalent action research report (100%: due end of semester)						
Prescribed Texts:	None						
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						
Related Course(s):	Master of Education (Language Intervention and Hearing Impairment) Postgraduate Certificate in Education (LI&HI)						