

## EDUC90705 Early Language and Literacy

<b>Credit Points:</b>	12.50						
<b>Level:</b>	9 (Graduate/Postgraduate)						
<b>Dates &amp; Locations:</b>	2012, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.						
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 120 hours						
<b>Prerequisites:</b>	None						
<b>Corequisites:</b>	There is one corequisite: <table border="1" data-bbox="387 622 1485 772"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90707 Professional Practice and Seminar (EC) 2</td> <td>Semester 1, Semester 2</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90707 Professional Practice and Seminar (EC) 2	Semester 1, Semester 2	12.50
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EDUC90707 Professional Practice and Seminar (EC) 2	Semester 1, Semester 2	12.50					
<b>Recommended Background Knowledge:</b>	N/A						
<b>Non Allowed Subjects:</b>	N/A						
<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>Coordinator:</b>	Dr Paula Kelly						
<b>Contact:</b>	Education Student Centre						
<b>Subject Overview:</b>	This subject investigates the ways in which children learn language and literacy, and the centrality of language and literacy for learning. Topics will include: social context of language, language as symbolisation; language at home, early reading and writing; language, literacy and play; development of narrative; language, literacy and literature; multiliteracies; language assessment for learning.						
<b>Objectives:</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 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 the importance of symbolisation;</li> <li>• Identify, analyse and evaluate creative and integrated pedagogies for language and literacy learning;</li> <li>• Create a language- and print-rich 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 program.</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>	Weekly assignments totalling 1500 words (30%); one assignment of 1500 words due late in the semester (45%); contribution to the 30-minute oral Combined Assessment Task (combined						

	with Child Health and Wellbeing and Curriculum Pedagogy and Assessment 2), due in the examination period (25%)
<b>Prescribed Texts:</b>	None
<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>	<p>On completion of this subject, students will be able to:</p> <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>
<b>Related Course(s):</b>	Master of Teaching (Early Childhood)