



Course Outline

EDGDP6001 LANGUAGE AND LITERACIES

Title: LANGUAGE AND LITERACIES

Code: EDGDP6001

Formerly: TC411

School / Division: School of Education

Level: Advanced

Pre-requisites: Nil

Co-requisites: Nil

Exclusions: (TC411)

Progress Units: 15

ASCED Code: 070103

Objectives:

After successfully completing this course, students should be able to:

Knowledge:

- demonstrate knowledge of contemporary issues in literacy
- demonstrate understanding of theories underpinning contemporary approaches to English language and literacy education and their applications in classrooms, in particular reading
- demonstrate understanding of the development of reading, writing and oral language from a range of perspectives
- demonstrate understanding of the role of language in learning, in a range of educational contexts, with a particular focus on the role of the teacher's language in scaffolding learning
- demonstrate incorporation of Children's Literature
- demonstrate development of a wide range of teaching strategies appropriate to varying learner needs, and effective application of these during the concurrent teaching days and block field experience
- demonstrate assessment of learning within the key learning area of English using a range of assessment strategies, including those specific to particular school literacy program
- demonstrate understanding of the role and impact that E-learning has on literacy learning
- demonstrate fundamental research and critical literacy skills in processing information

Skills:

- definitions of literacy



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- models of language and literacy learning e.g. functional model
- Children's Literature as the necessary component of the reading and writing processes
- Exploration of the components of language and literacy (speaking, listening, writing [spelling, handwriting], reading and viewing) and how they develop
- Teaching approaches and strategies linked to early language and literacy learning e.g. language experience, guided and shared reading, modelled writing, oral-retells;
- Components of Readers Workshop and Writers Workshop e.g. Literature Circles, conferences, comprehension strategies;
- Introduction to current programs in schools (as for example, Early Year Literacy, Reading Recovery, Middle Years Literacy) in Victoria and programs across Australia
- Frameworks and continuums for assessing early language and literacy development
- Authentic assessment including use of student portfolios, peer and self assessment, rubrics;
- Analysis of talk in home and school settings e.g. turn-taking, topic initiation;
- Research at points of transition and issues for language and literacy teaching.

Values:

- To appreciate English as an inclusive curriculum area that values cultural differences and diversity by the infusion of international and incultural dimensions into teaching and learning
- To elaborate and critically reflect on the values and beliefs that underpin the philosophy and practice for teaching and learning English education.
- To recognise the centrality and importance of the teacher in developing key values in students' understandings of texts in relation to the world the students live in.
- To enjoy literature.

Content:

Topics may include:

- definitions of literacy
- theories and models of language and literacy learning
- introduction to current programs in schools in Victoria and programs across Australia
- frameworks and continuums for considering early language and literacy developments, particularly the Victorian Essential Learning Standards (VELS) English
- assessment tools
- aspects of talk in home and school settings
- children's literature as a necessary component of language and literacy (speaking, listening, writing (spelling and handwriting), reading and viewing and ways in which they develop
- teaching approaches and strategies linked to early language and literacy learning
- research at points of transition and issues for language and literacy teaching

Learning Tasks & Assessment:

Learning Task	Assessment	Weighting
Observations and analysis related to young language users in schools. Negotiated research project related to Children's Literature and reading comprehension strategies	Oral presentation and Portfolio including rationale and annotated bibliography	40%-50%



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Professional reading circles and reflection upon analyses, actions and discoveries from a series of investigations in group work, including the facilitation of the group's consideration of a designated weekly topic	Group leadership of Professional Reading Circles reflections	50%-60%
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Adopted Reference Style:

APA