

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	LITERACY, LANGUAGE AND LITERATURE A
<b>Unit ID:</b>	EDBED2008
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(EDBED1011)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(EDBED1002 and EDBED2006 and EDBED2101 and EDFGC2020)
<b>ASCED:</b>	070301

## Description of the Unit:

This course is designed to develop understandings of literacy, language and literature in the early years of primary school. An understanding of the multiliterate and multimodal nature of literacy, and the importance of valuing home and school literacies and ways to translate this into classroom practice is considered. Theoretical perspectives that underpin how students learn reading and viewing, writing and oral language are explored with connections made to current curriculum frameworks. This course considers the nature and scope of literacy pedagogies and the effective strategies for teaching and assessing literacy, language and literature learning experiences in the early years. The importance of children's literature as part of the teaching and learning experience in the classroom is examined. An evaluation and recognition of your personal literacy strengths and areas of need will be a focus.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

**Learning Outcomes:**
**Knowledge:**

- K1.** Investigate the role of literacy, language and literature in primary education with a specific focus on the early primary years and understand research into how students learn, and the implications for literacy learning and teaching.
- K2.** Recognise that literacy is multiliterate, multimodal and occurs in socio-cultural contexts
- K3.** Explore how phonological awareness, phonics, fluency, vocabulary, comprehension and oral language underpin the development of reading, and writing
- K4.** Examine the wide range of research based practices that can be applied to the teaching and assessment of reading, writing, spelling, grammar, oral language and visual literacies.
- K5.** Link curriculum policies with school and classroom literacy planning using current curriculum documents.

**Skills:**

- S1.** Implement teaching and learning strategies for the teaching of reading, writing, spelling, grammar, oral language and visual literacies in the early primary years.
- S2.** Incorporate a range of multimodal children's literature when planning for literacy and language learning.
- S3.** Incorporate effective practices and develop resources to support diversity in literacy programs, including the application of teaching and learning strategies when working with Aboriginal and Torres Strait Islander students and students for whom English is not their first language.
- S4.** Identify effective practices to support students experiencing difficulties in their literacy development.
- S5.** Identify and implement a learning plan to support your personal literacy knowledge and skills

**Application of knowledge and skills:**

- A1.** Discuss how a range of children's literature can be incorporated into an early primary classroom to support literacy and language development
- A2.** Using knowledge of current curriculum frameworks, Plan and design lesson sequences incorporating effective teaching practices that integrate a range of reading and writing activities and resources that support a literacy learner at a chosen year level.

**Unit Content:**

## Topics to be covered

- The nature and scope of language, literacy and literature pedagogies in the early primary school context
- The process involved in translating current theories and current curriculum frameworks into classroom practice
- The design of appropriate practices to incorporate multimodal texts and multiliteracies into a range

of early years classroom contexts.

- The importance of children's literature in the planning, teaching and learning processes
- An overview of research informed teaching and assessment practices to teach reading, writing, spelling, grammar, oral language and visual literacies to meet the learning needs of students across the full range of abilities
- The recognition and planning for literacy experiences in literacy, language and literature across all areas of the curriculum
- The development of effective teaching and learning practices for Aboriginal and Torres Strait Islander students; students for whom English is not their first language; and students experiencing difficulties with their literacy development

## FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul>	A1	AT1, AT2
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Creating a collegial environment</li> <li>• Showing self-awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving</li> </ul>	K1, K2, K3, K4, S2, S3	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>• Collating, managing, accessing and using digital data securely</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Contributing actively to digital teams and working groups</li> <li>• Participating in and benefiting from digital learning opportunities</li> </ul>	K2, S2	AT3
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	Not applicable	Not applicable

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2, A1, APST: 1.5, 2.1, 2.2, 3.3	Discuss how a range of multimodal children's literature, can be incorporated into an early primary classroom to develop student literacies. Outline teaching practices and their application to support literacy learning for all learners using children's literature.	Multi-modal text	40-60%
K3, K5, S1, S3, S4, S5, A2; APST: 2.5	Analyse an early year's literacy case study in relation to the current curriculum framework, and other pertinent assessment approaches. Create a series of effective learning experiences which include teaching practices to support and scaffold literacy development for all literacy learners	Extended analytical response and learning sequence	40-60%
K2, K3, S1; APST: 3.2	Evaluation, reflection and action plan on personal literacy capabilities obtained from feedback from previous assessments and language conventions/reading comprehension tests.	Personal Literacy Reflection and Action Plan	S/U

### Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

**MICS Mapping has been undertaken for this Unit** No

Date:

**Adopted Reference Style:**

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)