Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	FOUNDATIONS OF LANGUAGE AND LITERACY
Unit ID:	EDECE2022
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070103

Description of the Unit:

This unit will examine how young children learn to communicate from birth to six years. Emphasis will be placed upon children from a diverse range of cultural and linguistic backgrounds and the ways in which family, community, and educational environments influence language and emergent literacy learning and development. The unit will consider the literacy development of Aboriginal and Torres Strait Islander children. Different theoretical perspectives will be explored so that pre-service teachers develop a deep understanding of the development of oral language. Literature, including poetry and storytelling, drama, music and play, will be studied as pedagogy to foster language and literacy.

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. Articulate an understanding of the research related to the development of oral language from birth to 6 years of age

K2. Explore the theories of language learning

K3. Identify the implications for practice within an early childhood context.

Skills:

S1. Employ a range of pedagogies including the use of drama, story-telling, poetry, play and literature to enhance children's language skills

S2. Identify the diversity of family and cultural experiences regarding language and literacy learning for children.

S3. Deliberate the ways in which teachers can enhance language and literacy learning for children

Application of knowledge and skills:

A1. Design opportunities for children to foster language and literacy development through play, music, literacy and drama

A2. Develop experiences for children from diverse backgrounds to listen and respond to language

Unit Content:

Topics may include:

- Examine the development and importance of oral language
- Evidence based research investigating the development of oral language
- Fostering language and literacy development through play, music, literacy and drama
- Developing connections between home, early childhood settings and communities
- Early childhood contexts and the development of children's speaking and listening
- Non-verbal language
- Child's linguistic and cultural background and the acquisition of home languages and dialects
- Supporting second language users within early childhood contexts
- Language and literacy development of Aboriginal and Torres Strait Islander children
- Designing learning experiences that promote language and literacy learning
- Resources that encourage children to investigate images and print
- Creating opportunities for children to listen and respond to language within an early childhood context

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3 S2, S3, A1, A2. APST 1.1, 1.3, 1.5, 1.6	Describe the phases of development of children's oral language between birth and six years of age. Explain these phases by referring to several theoretical perspectives. Draw upon literature to justify the importance of oral language.	Academic Essay	40-60%
K1, S1, S2, S3, A1, A2. APST 3.3, 3.6, 4.1	Create a made up story to tell to young children. Plan and develop three home-made resources that can be used as props to enhance your story telling. Video yourself telling the story utilising at least one of the home-made props.	Story telling video presentation	40-60%

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](#)