



Course Outline (Higher Education)

School:	School of Education
Course Title:	FOUNDATIONS OF LANGUAGE AND LITERACY
Course ID:	EDECE2022
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070103

Description of the Course:

This course 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 course 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)

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Course 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

Values:

- V1.** Appreciate the importance of oral language and literacy
- V2.** Value the social and cultural factors that influence the child's language and literacy learning.

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, S1, A2	AT1
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K3, S1, S3, A2	AT2
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K3, K, S1, A2	AT1
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S1, A1	AT2
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K2, A1	AT1

Learning Task and Assessment:

Learning Outcomes Assessed	Learning 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%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)