Unit Outline
EDEC3002 Early Childhood Literacies
Semester 2, 2016

Unit study package code: EDEC3002
Mode of study: Fully Online
Tuition pattern summary: This unit does not have a fieldwork component.
Credit Value: 25.0
Pre-requisite units: (v.0) Teaching Language and Literacy in Junior Primary or any previous version OR (v.0) Language and Multiliteracies (5-8 years) 202 or any previous version
Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.

Unit coordinator:
Title: Ms
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Location: Building: 501 - Room: Level 4
Consultation times: Please email for an appointment

Teaching Staff:

Administrative contact:
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Phone: 08 9266 2158
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Location: Building: 501 - Room: Level 3

Learning Management System: Blackboard (lms.curtin.edu.au)

Acknowledgement of Country
We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.
Syllabus
This unit is premised on an image of young children as social beings and competent communicators from birth. Students analyse theoretical perspectives underpinning teaching and learning of languages and literacy in the years from birth to age 5. Students learn approaches to establishing relationships between the literacy practices of the home and early childhood settings. The unit features a strong focus on linguistic and cultural diversity: students consider how early childhood settings can value children’s individual, social, and cultural ways of knowing to facilitate harmonious transitions and continuity of learning. Students apply observation, interpretation and assessment to documentation of children’s early communications. Students design a learning environment that enables children to access a wide range of materials and situations for communication.

Introduction
Welcome to the unit Early Childhood Literacies.

This unit contributes to your experience of becoming a teacher by developing your knowledge and skills in appreciating and enhancing children’s competencies in communication. The unit is premised on an image of young children as social beings and competent communicators from birth. By studying this unit, you will become able to: critique perspectives on teaching and learning of language and literacy in the early years; interpret children’s learning in language and literacy events; appraise the value of multi-literacies in sustaining children’s communications; analyse the relationship between home literacy practices and the practices of early childhood settings; and design a literacy-rich environment for learning.

Over the course of the 12 study topics, you will analyse theoretical perspectives underpinning teaching and learning of languages and literacy in the years from birth to age 5 and you will learn approaches to establishing relationships between the literacy practices of the home and early childhood settings. The unit features a strong focus on linguistic and cultural diversity: you will therefore be encouraged to consider how early childhood settings can value children’s individual, social, and cultural ways of knowing to facilitate harmonious transitions and continuity of learning.

The assessment tasks are designed to engage strongly with the content and learning experiences of the unit and will afford you opportunities to document children’s early communications and to design a learning environment that enables children to access a wide range of materials and situations for communication. We hope that you will view these highly practical tasks as a valuable learning opportunity and beneficial preparation for your encounters with children in early childhood settings.

We are delighted to support your learning in this unit and we look forward to enriched discussions about young children, their learning, and the welcoming and rich learning environments that you can provide for them and with them in your experience as an early childhood teacher.

Unit Learning Outcomes
All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.
On successful completion of this unit students can: | Graduate Attributes addressed |
---|---|
1 Critique perspectives on teaching and learning of language and literacy in the early years | ![Critique Perspectives](https://example.com/critique_icon.png) ![Perspectives Icon](https://example.com/perspectives_icon.png) ![Language Icon](https://example.com/language_icon.png) |
2 Interpret children’s learning in language and literacy events | ![Interpret Icon](https://example.com/interpret_icon.png) ![Learning Icon](https://example.com/learning_icon.png) ![Events Icon](https://example.com/events_icon.png) |
3 Appraise the value of multi-literacies in sustaining children’s communications | ![Appraise Icon](https://example.com/appraise_icon.png) ![Value Icon](https://example.com/value_icon.png) ![Multi-literacies Icon](https://example.com/multi-literacies_icon.png) |
4 Analyse the relationship between home literacy practices and the practices of early childhood settings | ![Analyse Icon](https://example.com/analyse_icon.png) ![Relationship Icon](https://example.com/relation_icon.png) ![Practices Icon](https://example.com/practices_icon.png) |
5 Design a literacy-rich environment for learning | ![Design Icon](https://example.com/design_icon.png) ![Environment Icon](https://example.com/environment_icon.png) ![Learning Icon](https://example.com/learning_icon.png) |

**Curtin’s Graduate Attributes**

- Apply discipline knowledge
- Thinking skills (use analytical skills to solve problems)
- Information skills (confidence to investigate new ideas)
- Communication skills
- Technology skills
- Learning how to learn (apply principles learnt to new situations) (confidence to tackle unfamiliar problems)
- International perspective (value the perspectives of others)
- Cultural understanding (value the perspectives of others)
- Professional Skills (work independently and as a team) (plan own work)

Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: [ctl.curtin.edu.au](http://ctl.curtin.edu.au)

**Learning Activities**

The readings and learning experiences are carefully selected and curated to strike a balance between theoretical depth and practical applications: you will be exposed to rigorous theory, while being guided to understand how to apply the theory in encounters with young children and their families in homes and learning settings. The unit includes a rich selection of visual material (in the readings and online learning tasks) to enable you to observe and interpret children’s behavior and learning. You will also have the opportunity to work with children in a home or early childhood setting for one of your assessment tasks, better preparing you for the observation and planning processes required during your professional experiences. You should complete all the required weekly readings and, whenever possible, refer to the extended reading list to follow up particular areas of interest and to enhance your performance on assessment tasks. You should respond to weekly focus questions to assess your understanding of the readings; you should view all the videos and follow all online links, and where possible you should engage with the activities for each weekly topic to consolidate your understanding of the content and apply your knowledge in preparation for assessment tasks and the professional placement.

**Learning Resources**

**Essential texts**

Other resources
Adoniou, M. (2013). Lost for words: Why the best literacy approaches are not reaching the classroom. The Conversation.
Aldridge, D. (2014). Phonics is not a fix-all drug that will get all children reading. The Conversation.


Snow, P. (2015). The way we teach most children to read sets them up to fail. *The Conversation*.


Assessment

Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
</table>
| Case Study 1    | 60 percent | Week: .  
Day: Monday, 19 September  
Time: 23:59 | 1,2,4                      |
| Essay 2         | 40 percent | Week: .  
Day: Monday, 31 October  
Time: 23:59 | 3,5                       |

Detailed information on assessment tasks

1. **Assessment 1: Case study: Documentation of children’s literacy learning**

2500 words (+/- 10%)

**Partner task - 60%**

With a partner, create a Word Document, PowerPoint presentation or PDF that documents your observation and interpretation of a child’s literacy learning.

In order to successfully complete this task you should:

- Select a partner to work with. You will submit ONE assignment and will each earn the same mark. Therefore, you are advised to select your partner carefully and to ensure you both have similar expectations for your achievement in the unit. Collaborative work can be both rewarding and challenging; if you experience any tensions or difficulties with your partner please ensure you advise your lecturer promptly and well in advance of the assignment due date.
- Identify a child aged birth – 5 years who will be the focus of your observations for this assignment. The child can be: your own; a friend’s; related to you in some manner; in an early childhood setting; in your care. Ideally, both partners will both work with the child; however if this is not possible, one partner may work directly with the child and video the encounter so it can be shared with the other partner.
- Gain signed parental consent to observe and analyse the child’s communications. The consent letter must be signed before you begin your assessment task and you will need to specify in your letter to the families that you will be using photos and video-recording equipment (refer to and adapt the sample consent letter available on the unit Blackboard site). The signed consent letter must be submitted with your assignment as an appendix: if it is not, your assignment will not be marked. The assignment also requires you to speak briefly with a family member about home literacy practices, so you should gain the consent of the family member to participate as well as the child.
- In consultation with your partner, plan some appropriate, creative and engaging literacy learning experiences to share with the child. Provide the child with materials and experiences that are: a) concrete and play-based (e.g. drawing, painting or working with other special materials, reading a favourite picture book, or enacting a dramatic play scenario); b) safe, enjoyable and exciting for the child; c) related to everyday events and to the child’s interests. You should bring materials with you to the encounters with the child, but also be willing to work with the materials available in the setting where you are (e.g. preferred toys and books). Ensure family members feel welcome to participate and be present while you engage with the child.
- In consultation with your partner, choose appropriate methods to document your encounters with the child. Your focus for this task is on the process of learning rather than on the finished product; therefore, photographs, audio-recordings, and/or video-recordings are the best option to capture the experiences. You **MUST** include at least one visual sample (photo or audio-recording) that shows you
or your partner engaged in this experience with the child: this is to ensure the integrity of the task and if this sample is not included your assignment will not be marked.

- Ensure that the experiences you undertake with the child allow you to respond to the demands of the task. As a rough guide, you should aim to analyse six excerpts from your experiences – discuss the requirements further with your lecturer if you are unsure. You may also ask the child’s family to view any other relevant samples (for example drawings or paintings or family video-recordings) that may be relevant to your understanding of the child’s competencies, and with permission you can use these as well.

- In consultation with your partner, use the relevant First Steps Maps of Development (MoD) to analyse each excerpt. Note if the excerpt shows features belonging to different phases of the MoD. Note relationships between excerpts and make inferences about why this may occur. Observe the child’s strengths and interests and develop interpretations of his or her learning based on these observations. Note anything exceptional, surprising, or exciting and think about how this might be further supported/scaffolded. Use The Early Years Learning Framework (Outcome 5), and information from your readings to further analyse the experiences.

- Refer substantially to unit readings to support your interpretations – any analysis should be supported by appropriate reference to theories about language and literacy development.

- As a conclusion, refer to your conversation with the family member and add a statement that highlights the relationship between home practices and the practices of the early childhood setting. Discuss, using unit readings, how the literacies of this family can be valued in the early childhood setting.

- Your documentation should not be simply a collection of analysed finished work samples: it should clearly, effectively, and authentically narrate the process of the child’s learning (refer to unit readings on Observation, Interpretation and Documentation for further information on how to narrate the process of learning). Your interpretations should be strong and related to unit readings. The care you take in creating and presenting your documentation will be part of the marking criteria: be creative and accurate. You must adhere to the conventions of academic writing (including referencing) in your documentation.

- Your documentation’s intended audience is fellow professionals (i.e. you are not writing for parents or other non-educator audiences) so you writing needs to be suitably technical.

- Include relevant photos, videos, audio-recordings and transcripts but you must compress the visual data to ensure the file size does not exceed 20MB - otherwise you will not be able to upload to the Blackboard submission point.

- One partner should submit the assessment with both students’ names on the title page, header or footer, and the other should submit a 20-word Word document which states to the effect: “For this assessment I worked with (name / student number) and our assignment has been submitted under her/his name on (date).”

The word limit for this task is 2500 words. It does not include in-text or end-text references or First Steps / EYLF tables. Assignments that are more than 10% over the word count will have to be resubmitted.
2. **Assessment 2: Design a literacy-rich environment for learning**

2000 words (+/- 10%)

**Individual Task – 40%**

In order to successfully complete this task you should:

- Create a plan/sketch/drawing/ digital image/animation of a literacy-rich early learning environment for children aged 2-4 years, making choices about spaces, materials, experiences, and any other relevant considerations. Your ‘environment’ should not be limited to a conventional ‘classroom’; rather it may include other spaces (e.g. outdoors).
- Justify each choice using appropriate theoretical perspectives and a wide range of unit readings.
- Address issues of diversity and include opportunities for exploring multiliteracies.
- Briefly discuss how the environment might provide opportunities for connection between the literacy practices of the home and early childhood settings (this can link to your discussion in Assignment 1).
- Ensure you address possibilities for sharing (a) oral language (b) writing (c) reading and (d) viewing.
- Clearly address how the environment would encourage children’s inquiry, connect with their prior knowledge, and provide opportunities for extension of knowledge. Give some examples, citing materials, spaces, planned experiences, your role as a teacher, how children might work in groups, etc.
- To conclude your assignment, compose a philosophical statement (approx. 500 words) on the teaching of phonics, and the role this would have in your literacy-rich environment. This is a contentious topic that has generated much debate in academia, in government, and in the media in Australia. You are likely to be affected by such debates over the course of your professional life as an early childhood teacher, and this assignment offers you the opportunity to develop an informed philosophical standpoint. You should critically review recent Australian perspectives on the teaching of phonics. The unit Blackboard site provides you with several links to relevant material under Topic 4, and you are encouraged to seek information from further reputable sources. Remember to refer to your required readings for the unit, as well as any other relevant articles you can source from peer-reviewed journals or from well-known media outlets. Once you have gathered a relevant body of information that presents different perspectives on the issue, develop your own opinion, provide a concise critical review of the material you have sourced (accurately referenced), and state your own philosophical standpoint on the issue, with implications for your practice as a teacher of early literacies, and for the design of your classroom environment.

You are free to choose the most appropriate way to represent your design in your assignment: there is not a set format for this assignment. Your creativity in design and presentation will be part of the marking criteria.

References (in text and end text) are not part of the word limit.
Pass requirements

In order to pass this unit, all assessment tasks must be submitted and an overall mark of 50% or more must be achieved. Assessments are not considered as submitted if any required sections are incomplete, or if the electronic file is unreadable. It is a student’s responsibility to ensure that assessments are complete and have been successfully uploaded in a readable format.

A student who has received a Fail Grade (less than 50%) for an assessment, but achieves at least 40% of the possible mark for an assessment that was handed in on time, will be offered the opportunity to resubmit. The maximum a resubmission can be awarded is 50% of the possible mark and only one assessment resubmission per unit is possible. The resubmitted work must be received by the due date.

Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

Late assessment policy

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

Assessment extension

A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

Deferred assessments

If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.
Supplementary assessments

Supplementary assessments, if granted by the Board of Examiners, will have a due date or be held between 09/12/2015 and 30/12/2015. Notification to students will be made after the Board of Examiners’ meeting via the Official Communications Channel (OCC) in OASIS.

It is the responsibility of students to be available to complete the requirements of a supplementary assessment. If your results show that you have been granted a supplementary assessment you should immediately check OASIS for details.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies

A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.

Referencing style

The referencing style for this unit is APA 6th Ed.

More information can be found on this style from the Library web site: http://libguides.library.curtin.edu.au/referencing.

Copyright

© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

Academic Integrity (including plagiarism and cheating)

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one's own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.
Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support:

oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre:

life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel
Additional information

Curtin School of Education Assessment Extension

The Unit Coordinator is responsible for ensuring that the guidelines contained in the Curtin University Student Assessment and Progression policy are adhered to in their unit/s. The onus is on students to provide evidence that their inability to complete an assessment task by the due date can be accepted as being due to exceptional circumstances beyond the student’s control. Such exceptional circumstances that may warrant approval of an assessment extension include, but are not limited to:

- Injury, illness or medical condition
- Family issues
- Commitments to participate in elite sport
- Commitments to assist with emergency service activities
- Unavoidable and unexpected work commitments

These guidelines can be found in Curtin University’s Assessment and Student Progression manual.

Students must apply for an Assessment Extension using the Assessment Extension form located at: http://students.curtin.edu.au/administration/forms.cfm. The form and any supporting documentation must be submitted to the Unit Coordinator or delegate (i.e., lecturer or tutor) before the assessment date/time or due/time. An application may be accepted up to five working days after the due date of the assessment task where the student is able to provide an acceptable explanation as to why he/she was unable to submit the application prior to the assessment date.

Students will be notified of the outcome of their application for Assessment Extension within five working days of the application.

For assignments or other submitted work, an extension will normally be granted up to seven days after the initial due date/time, unless the circumstances warrant a longer delay.

If an application for Assessment Extension is rejected, the Unit Coordinator must provide reasons for her/his decision. Students have the right of appeal (to the Head of School).

Assessment Appeals

Any student who genuinely believes that assessed work has been unfairly or inaccurately marked or that their final unit grade is inappropriate, has the right to request a review of the mark or final result. If this review process is unable to resolve the issue, a formal assessment appeal may be lodged.

It is expected that most situations will be able to be resolved without the need for a formal appeal.

- Step 1 – Initial Request for Review by marker or unit co-ordinator. This informal review will be to check that marking was accurate and complete. The work is not completely re-assessed. Marks cannot be reviewed downwards as a result of this informal process.
- Step 2 – Formal Appeal. If the appeal is upheld and the work re-assessed, this can then result in a mark that is higher, lower or the same as the original assessment.

Corrupted or Unreadable Files
Assessments are not considered as submitted if the electronic file is not readable. It is a student's responsibility to ensure that assessments have been successfully uploaded in a readable format.

It is strongly recommended that students check all uploaded assessments by re-accessing Blackboard and attempting to open and read the uploaded file.

If a lecturer encounters a problem with a submitted file the student will be notified and must provide a readable file within 48 hours of this notification, after which it is considered as a late submission.

Students should check their Curtin student email daily during the assessment marking period.

**Student Support**

**Learning Centre**

- Comprehensive support for many aspects of students' learning is offered through face to face and online resources via the Learning Centre [http://unilife.curtin.edu.au/learning_support/learning_centre.htm](http://unilife.curtin.edu.au/learning_support/learning_centre.htm)

**Uni English**

- This website has been designed to support students whose first language is not English. The Curtin University UniEnglish website contains English language resources, activities, support information, and links to diagnostic assessment tests.


**Counselling**

- All Curtin students are entitled to access Curtin Counseling for free, confidential and professional services. This includes online students who may require individual counselling for personal, psychological, or study-related issues (although please note that the counselling service is not the appropriate avenue for pursuing assessment queries or debates). [http://unilife.curtin.edu.au/health_wellbeing/counselling_services.htm](http://unilife.curtin.edu.au/health_wellbeing/counselling_services.htm)

**Enrolment**

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.
Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s "Student Rights and Responsibilities" website at: students.curtin.edu.au/rights.

Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesi@curtin.edu.au or go to http://eesj.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin’s Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

1. Assessments, including the marking rubrics, have been changed in response to student feedback and to prevent plagiarism.
2. Essential and recommended readings have been updated to ensure the unit reflects current knowledge in the field.
<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Topic</th>
<th>Pre-readings</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>29 Aug</td>
<td>Tuition Free</td>
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<td>6.</td>
<td>5 Sept</td>
<td>5. Emergent literacy: Signs, markings and writing</td>
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<td>7.</td>
<td>12 Sept</td>
<td>6. Multiliteracies:</td>
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<tr>
<td>9.</td>
<td>26 Sept</td>
<td>Tuition Free</td>
<td></td>
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</table>

Assignment 1 Due

**MONDAY 19 SEPT 11.59pm**

Develop assignment 2

Refine Assignment 2
|      |        |     | Refine Assignment 2 |
| 13. | 24 Oct | 11. | Transitions to primary school: Communities of readers and writers |
|      |        |     | Finalise Assignment 2 |
| 14. | 31 Oct | 12. | Honouring diversity in language and literacy |
|      |        |     | Harrison, N. (2011). *Teaching and learning in Aboriginal education* (2nd ed.). South Melbourne, VIC: Oxford University Press. [Chapter 5 - revisit] [available on e-reserve] |
|      |        |     | Assignment 2 Due MONDAY 31 OCTOBER 11.59pm |
|      |        |     | Study Week |
|      |        |     | Examinations |
Examinations