EDCU11033 *Multiliteracies*

Term 1 - 2017

Profile information current as at 12/10/2024 02:39 pm

All details in this unit profile for EDCU11033 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student).The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit introduces students to socio-cultural theory as a basis for understanding language acquisition and use and for evaluating pedagogical approaches to literacy learning. Students examine “multiliteracies” through the twin dimensions of multimodality and multiple perspectives. An understanding of discourses and the relationship between texts and contexts in developing authentic learning and literacy experiences for first and second language learners at all stages of the school curriculum and prior to formal schooling is explored in depth. Students build an understanding of oracy as a language resource for a growing number of purposes in an increasing range of situations and value children as communicators with a repertoire of practices for making and constructing meaning including the use of Arts symbol systems and ICTs. Students analyse and plan for the use of teaching and learning practices that promote effective interaction with learners and enhance language use, oracy and creativity through engagement with literature and aesthetic meaning making processes in the early years and formal learning contexts.

Details

Career Level: *Undergraduate*
Unit Level: *Level 1*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 1 - 2017

- Bundaberg
- Cairns
- Distance
- Gladstone
- Mackay
- Noosa
- Rockhampton
- Townsville

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Presentation and Written Assessment**
Weighting: 50%
2. **Practical and Written Assessment**
Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student feedback.

Feedback

The collaborative group tasks/peer assessment (weeks 3 & 5) that inform assessment task 1 were very difficult to manage particularly for the Flex cohort.

Recommendation

Revise/remove the collaborative group tasks/peer assessment in the week 3/5 jigsaw activity for future offerings of this course.

Action

The group component of AT1 (jigsaw activity) was revised.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Explain socio-cultural theories of literacy, language learning and meaning making.
2. Evaluate the diverse communicative backgrounds of children and the impact this diversity has on learning.
3. Explain the effect of oral language development on the literacy learning of young children and/ or learners from diverse linguistic, social and cultural backgrounds.
4. Describe strategies used by educators to develop oracy and build on the home, community and real-world literacy practices of children and school-age learners.
5. Plan developmentally appropriate evidence-informed language and literacy learning activities that are responsive to students from diverse backgrounds.
6. Evaluate activities and teaching strategies from multiple expressive and interpretive modes on their suitability for supporting language and literacy development, imagination, creativity and knowledge of the world for a wide range of learners.

This unit is one of the minimum 16 units required by the accrediting body that focus on content, pedagogy, or curriculum knowledge underpinning the core subjects in the Australian curriculum. Successful completion of this unit provides opportunities for students to demonstrate the Australian Professional Standards for Teachers focus areas of 1.1, 1.2, 1.3, 1.5, 2.5, 3.3, 3.4 and 4.1. Competency elements from the Diploma of Children's Services (Early Childhood Education and Care) including CHCFC506A: 1, 2, 3 and 4 and CHCFC508A: 1, 2, 3 and 4 are also taught and assessed in the Multiliteracies unit.
Assessment tasks for this unit may be included in a portfolio and used as evidence of progress towards meeting the standards at Graduate career stage and as the focus for identifying professional learning needs.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level | • Introductory Level | • Intermediate Level | • Graduate Level | ◦ Professional Level | ◦ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Presentation and Written Assessment - 50%	•	•	•	•		
2 - Practical and Written Assessment - 50%	•		•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Communication	•		•	•		
2 - Problem Solving						
3 - Critical Thinking	•	•	•		•	•
4 - Information Literacy	•	•	•	•		•
5 - Team Work	•	•				
6 - Information Technology Competence	•	•				•
7 - Cross Cultural Competence	•	•	•	•	•	•
8 - Ethical practice						
9 - Social Innovation						
10 - Aboriginal and Torres Strait Islander Cultures						

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Presentation and Written Assessment - 50%	•		•	•	•	•	•			
2 - Practical and Written Assessment - 50%	•		•	•		•	•			

Textbooks and Resources

Textbooks

EDCU11033

Prescribed

Language, literacy and early childhood education
Edition: 2nd (2014)
Authors: Fellowes, J., & Oakley, G.
Oxford
South Melbourne , VIC , Australia
ISBN: 9780195521177
Binding: Paperback

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Carol Steel Unit Coordinator
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Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Theories of literacy and their relationship to practice; .	Textbook Chapter 1	

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Literacy as a socio-cultural practice.	Chapter 6 in Gee, J. P. (1991). *Social linguistics and literacies: ideologies in discourses*. London: Falmer Press.	

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
New literacy practices and implications for teaching literacy .	Set readings for the cooperative group task	Cooperative group task 1. This is part of your preparation for Assessment Task 1: Cooperative Group Task and Individual Critical Professional Response.

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Language acquisition	Textbook Chapters 3 & 5	

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Children as confident and capable communicators	Early Years Learning Framework for Australia	

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Diverse literacy practices	Textbook Chapter 25.	Cooperative group task 2: Language and literacy in everyday practices. This is part of your preparation for Assessment 1: Part A - Cooperative group task 2.

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Presentation and Written Assessment Due: Week 6 Wednesday (19 Apr 2017) 11:30 pm AEST

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Critical and visual literacies	Textbook, Chapter 23.	

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Multiliteracies and children's meaning-making processes	Textbook, Chapter 20 See Moodle for additional readings for this topic	

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Multiliteracies and digital texts	Textbook, Chapter 24	

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Developing literacy in reading and writing.	Textbook Chapter 11	

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Transitions between home and school	Textbook Chapters 12 & 19	

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Course Review		**Practical and Written Assessment** Due: Week 12 Wednesday (31 May 2017) 11:30 pm AEST

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Presentation and Written Assessment

Assessment Type
Presentation and Written Assessment

Task Description
Cooperative Tasks and Individual Written Response:
You will create an individual written response of no more than 1500 words that discusses the claim made by Martello in the following quote: “Teachers’ recognition of the multimodal practices available to children through their homes, communities and popular culture enriches and extends the possibilities for literacy teaching” (Martello, 2007).
Your response must define and explain current perspectives on literacy, and link these views to the teaching practices that underpin early language and literacy learning in educational settings. In order to prepare and complete this response, you are required to participate in two cooperative learning tasks which you will undertake in Weeks 3 & 5 during your on campus tutorial or through your distance Zoom session.
Each of the following cooperative tasks require the preparation of a handout that builds on your peers professional knowledge of sociocultural theories of literacy and language learning. You are also required to complete a peer assessment of two of your peer's handouts.
Cooperative tasks:
Week 3 - A key point summary of an allocated reading.
Week 5 - An analysis of the language and literacy practices embedded in a selected everyday experience involving adults and young children.
The structure for completing the individual written response will be provided on the Multiliteracies Moodle site along with comprehensive preparation details for the two cooperative learning tasks. You are required to attach both cooperative tasks handouts and peer assessment as appendices when submitting your final Individual Written Response.

Assessment Due Date
Week 6 Wednesday (19 Apr 2017) 11:30 pm AEST

Return Date to Students

Feedback on this assessment response will be provided in sufficient time to allow for academic support and advice as necessary to inform students' responses to the second assessment task.

Weighting
50%

Assessment Criteria
Knowledge and understanding of socio-cultural theories of literacy learning and language acquisition
Understanding of the impact of learners' primary discourses and diverse backgrounds on literacy practices and dispositions for learning
Knowledge of the range of literacy practices used in homes and communities in real-world settings
Strategies and teaching practices that underpin early language and literacy learning in educational settings
Use of academic conventions and practices for engaging professionally with colleagues to develop knowledge

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Upload the individual written task through the link on the Moodle site for Assessment Task 1 (See the Assessment Block)
Instructions for completing peer assessment will be provided on the Moodle site. Peer assessment will contribute to the marking of the final criterion on the criteria sheet.

assessmentOutcome

- Explain socio-cultural theories of literacy, language learning and meaning making.
- Evaluate the diverse communicative backgrounds of children and the impact this diversity has on learning.
- Explain the effect of oral language development on the literacy learning of young children and/ or learners from diverse linguistic, social and cultural backgrounds.
- Describe strategies used by educators to develop oracy and build on the home, community and real-world literacy practices of children and school-age learners.

assessmentGradAttribute

- Communication
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence

2 Practical and Written Assessment

Assessment Type
Practical and Written Assessment

Task Description
Individual practical and written assessment
This task consists of two parts: Part A and Part B as outlined below. All students MUST complete both Part A and Part B. Part B consists of two alternatives. Students may choose either Option 1 or Option 2 depending on whether the strategies and activities are implemented in a real world context or not.
Part A
Choose a children's picture book suitable for use with either of the following groups: 3-5 year old children prior to formal schooling; or, children in an early years classroom (Prep, Year 1 or Year 2); and complete all of the sections of the task as outlined below.
1. Summarise the information you gain from the illustrations and the written text, both singly and together about: (a) The mood of the book; (b) what images and text tell or do not tell about the topic of the story or information; and (c) the characters, setting and plot.
2. Reflect on the experiences or knowledge that helped you construct your understandings of the text and consider whether all children in the chosen age group would interpret the story in the same way. Explain why or why not.
3. Using the picture book as a starting point, describe a range of activities and strategies you could use to enhance children's competence as "symbol users". Your selected planning ideas should include:

- Activities based on a range of expressive and interpretative modes such as drama, media activities, use of ICTs, visual art activities, expressive movement or any other modes for making and communicating meaning; and
- Strategies that draw on the learning outcomes of the Early Years Learning Framework or the literacy capabilities of the Australian Curriculum to specifically target the development of the learners' use and understanding of oral and written language.

Part B
Option 1. (Choose this option if you do not have the opportunity to trial your planned activities with children.)
Write a short justification (500 words) explaining how your selected strategies are responsive to diverse linguistic, social and cultural backgrounds and make connections between home, community and school-based literacy practices.
Option 2 (Choose this option if you trialled some or all of the activities in an authentic setting).
Write a short evaluation (500 words) explaining how children responded to your planned activities and teaching strategies in ways that promoted oracy and contributed to their literacy development.

Assessment Due Date
Week 12 Wednesday (31 May 2017) 11:30 pm AEST

Return Date to Students

Feedback on this assessment response will be returned in accordance with university policy on certification of grades.

Weighting
50%

Assessment Criteria
Knowledge and understanding of factors affecting transitions between home, care and formal educational settings.
Knowledge of the textual features of contemporary multimodal texts.
Ability to identify connections between text, context and the multiple possible meanings of a text.
Understanding of the range of ways in which young children express and interpret meaning using language and other symbol systems.
Knowledge of developmentally appropriate activities and teaching strategies that promote oracy and the development of literacy practices for learners from a diverse range of backgrounds and characteristics.
Use of authoritative sources to provide justification for strategies.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Upload assessment through the link in the Assessment block on the course Moodle site.

assessmentOutcome

- Explain socio-cultural theories of literacy, language learning and meaning making.
- Explain the effect of oral language development on the literacy learning of young children and/ or learners from diverse linguistic, social and cultural backgrounds.
- Describe strategies used by educators to develop oracy and build on the home, community and real-world literacy practices of children and school-age learners.
- Plan developmentally appropriate evidence-informed language and literacy learning activities that are responsive to students from diverse backgrounds.
- Evaluate activities and teaching strategies from multiple expressive and interpretive modes on their suitability for supporting language and literacy development, imagination, creativity and knowledge of the world for a wide range of learners.

assessmentGradAttribute

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem