



# EDCU11033 *Multiliteracies*

## Term 1 - 2020

Profile information current as at 30/04/2024 08:07 am

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 you to socio-cultural theory as a basis for understanding language acquisition and use and for evaluating pedagogical approaches to literacy learning. You will 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. You will 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. You will 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 - 2020

- Bundaberg
- Cairns
- Gladstone
- Mackay
- Noosa
- Online
- 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. **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 Email.

##### **Feedback**

Changes to the structure of AT1.

##### **Recommendation**

Continue to monitor structure within the course.

## 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

### **Successful completion of this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:**

- 1.1 Physical, social and intellectual development and characteristics of students
- 1.2 Understand how students learn
- 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
- 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 2.5 Literacy and numeracy strategies
- 3.3 Use teaching strategies
- 3.4 Select and use resources
- 4.1 Support student participation

In addition, competency elements from the Diploma of Children's Services (Early Childhood Education and Care) are taught and assessed in this unit.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

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

## Textbooks and Resources

### Textbooks

EDCU11033

#### Prescribed

##### Language, Literacy and Early Childhood Education

Edition: 3rd edn (2019)

Authors: Janet Fellowes & Grace Oakley

Oxford

South Melbourne , Victoria , Australia

ISBN: 9780190318567

Binding: Paperback

#### Additional Textbook Information

Both paper and eBook copies can be purchased the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[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

[c.steel@cqu.edu.au](mailto:c.steel@cqu.edu.au)

## Schedule

### Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Theories of literacy and their relationship to practice.	Textbook Chapter 1 - Definitions and Theoretical Perspectives. Course Resource Online: Introduction: Literacy in the Modern World - Winch,G., Ross Johnston, R., March, P., Ljungdahl, L. & Holliday, M. (2010). Literacy: Reading Writing & Children's Literature. Melbourne: Oxford University Press	

### Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Literacy as a socio-cultural practice.	<p>Course Resource Online: Chapter 6 - Discourses and literacies. Gee, J. P. (1991). Social linguistics and literacies: Ideologies in discourses. London: Farmer Press</p> <p>Course Resource Online: Portfolio Reading (1) - Chapter 1 - The socio-cultural context of literacy learning. Barratt-Pugh, C. &amp; Rohl, M. (2000). Literacy learning in the early years. Crows Nest: Allen &amp; Unwin</p>	Complete the first of four handouts designed to build your knowledge and understanding of the socio-cultural theory of literacy and language learning. This handout forms part of Assessment Task One (AT1) and must be submitted as an appendix with your AT1 submission.
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### Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
New literacy practices and implications for teaching literacy.	<p>Course Resource Online: Chapter 7 - Many roads through many modes: becoming literate in childhood. Makin, L., Jones Diaz, C. &amp; McLachlan, C. (2007). Literacies in childhood: Changing views, challenging practice. Marrickville: Elsevier</p> <p>Course Resource Online: Portfolio Reading (2) - Carrington, V. (2001). Emergent home literacies: A challenge for educators. <i>Australian Journal of Language and Literacy</i> 24.2 (2001): 88-100. Web</p>	Complete the second of four handouts designed to build your knowledge and understanding of the different literacy practices children experience in their homes and community before coming to school. This handout forms part of Assessment Task One (AT1) and must be submitted as an appendix with your AT1 submission.

### Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Language acquisition.	<p>Textbook Chapter 4 - Oral Language: Perspectives and phases.</p> <p>Textbook Chapter 5 - Early childhood settings and oral language learning and development.</p> <p>Course Resource Online: Chapter 3 - Oral language. Literacy (pp. 50-55): Reading, writing &amp; children's literature. Winch, G., Ross Johnston, R., March, P., Ljungdahl, L. &amp; Holliday, M. (2010). Literacy: Reading Writing &amp; Children's Literature. Melbourne: Oxford University Press.</p> <p>Course Resource Online: Portfolio reading (3) - Chapter 3 - Getting to know students : Developing culturally relevant practices for reading and writing. Flint, A., Kitson, L., Lowe, K., Shaw, K., Feez, S., Humphrey, S., &amp; Vicars M. (2017). Literacy in Australia : Pedagogies for Engagement. Milton. Qld: John Wiley &amp; Son</p>	Complete the third of four handouts designed to build your knowledge and understanding of culturally diverse practice and how the oral language that children learn in their homes and communities informs literacy learning in early childhood settings. This handout forms part of Assessment Task One (AT1) and must be submitted as an appendix with your AT1 submission.

### Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Diverse literacy practices.	<p>Textbook Chapter 25 - Connecting with families.</p> <p>Course Resource Online: Chapter 5 - Multiliteracies: Growing the next generation of readers. McLachlan, C., Nicholson, T., Fielding-Barnsley, R., Mercer, L., &amp; Ohi, S. (2013). Literacy in early childhood and primary education: Issues, challenges and solutions. Melbourne: Cambridge University Press.</p> <p>Course Resource Online: Portfolio reading (4) - Chapter 2 - Language, literacy and social power (pp. 37-45) Anstey, M., &amp; Bull, G., (2004). The literacy labyrinth. Frenchs Forrest: Pearson</p>	<p>Complete the fourth and final of four handouts designed to build your knowledge and understanding of language, literacy and social power. This handout forms part of Assessment Task One (AT1) and must be submitted as an appendix with your AT1 submission.</p>
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#### Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
No topic		

#### Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Children as competent and capable communicators.	<p>Textbook Chapter 26 - Planning for language and literacy.</p> <p>Course Resource online: The Early Years Learning Framework (EYLF)</p> <p>Course Resource Online: The Literacy Learning Continuum of the Australian Curriculum.</p>	<p>Submission of a 1500 word individual written response that discusses the claim made by Martello that "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). A portfolio of four handouts must be included as an appendix in the submission. Written Assessment Due: Week 6 Wednesday (22 Apr 2020) 11.30pm AEST</p> <p><b>Individual Written Response Due:</b> Week 6 Wednesday (22 April 2020) 11.30pm AEST</p> <p><b>Individual Written Response Due:</b> Week 6 Wednesday (22 Apr 2020) 11:30 pm AEST</p>

#### Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Critical and visual literacies.	<p>Textbook Chapter 23 - Critical literacy and visual literacy.</p> <p>Course Resource Online: Theories and practices of multimodal education: The instructional dynamics of picture books and primary classrooms. Hassett, D., &amp; Curwood, J. (2009) <i>The Reading Teacher</i>, 63(4), pp.270-282.</p>	

#### Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Multiliteracies and children's meaning-making processes.	<p>Textbook Chapter 21 - Writing experiences and activities.</p> <p>Textbook Chapter 12 - Vocabulary for reading and writing.</p>	

#### Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Multiliteracies and digital texts.

Textbook Chapter 24 - Language, literacy and digital technologies.

### Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Developing literacy in reading and writing.	Textbook Chapter 10 - Understanding reading. Textbook Chapter 11 - Phonological awareness, letters, sounds and sight words. Textbook Chapter 12 - Vocabulary for reading and writing.	

### Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Transitions between home and school.	Textbook Chapter 13 - Strategies for teaching reading. Textbook Chapter 20 - Key strategies for teaching writing.	

### Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
Unit review - no topic.		Submission of practical and written assessment task. Due: Week 12 Wednesday (3 June 2020) 11.30pm AEST <b>Practical and Written Assessment Due:</b> Week 12 Wednesday (3 June 2020) 11.30pm AEST  <b>Practical and Written Assessment Due:</b> Week 12 Wednesday (3 June 2020) 11:30 pm AEST

## Assessment Tasks

### 1 Individual Written Response

#### Assessment Type

Written Assessment

#### Task Description

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 you to complete your written response, you are required to compile a portfolio that includes four handouts that summarize four key readings introduced in weeks 2-5. Links to the four key readings will be provided in the Multiliteracies Moodle site along with instructions outlining how to structure your handouts. The portfolio must be submitted as an appendix with your written response.

#### Assessment Due Date

Week 6 Wednesday (22 Apr 2020) 11:30 pm AEST

Week 6 - Wednesday 22 April 2020 11.30PM AEST

#### Return Date to Students

Week 9 Wednesday (13 May 2020)

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

#### Weighting

50%



### Assessment Criteria

Knowledge and understanding of the socio-cultural theories of literacy and language acquisition.

Understanding of the impact of learners' primary discourse 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

The Individual Written Response task will be uploaded via the Assessment Task 1 link in the Multiliteracies Moodle site (See Assessment Block). The Portfolio of 4 handouts must be included in the Individual Written Response and attached as an appendix.

### Learning Outcomes Assessed

- 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

### Graduate Attributes

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

## 2 Practical and Written Assessment

### Assessment Type

Practical and Written Assessment

### Task Description

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 the images and the text tell or 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 to construct your understanding of the text and consider whether all children in the chosen group would interpret the 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 interpretive 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 trialed some or all of your planned 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 (3 June 2020) 11:30 pm AEST

Week 12 - Wednesday 3 June 2020 11.30PM AEST

#### Return Date to Students

Feedback on this assessment response will be provided in accordance with university policy prior to 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 your Practical and Written Assessment via the Assessment Task 2 link in the Multiliteracies Moodle site (See Assessment Block).

#### Learning Outcomes Assessed

- 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

#### Graduate Attributes

- 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