

EDUC4175: Pedagogies of Reading and Writing: Birth to 12 Years

Callaghan and Ourimbah
Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description

This course will further explore current national curriculum documents in the early childhood and primary educational contexts in terms of language, literacy and literature needs, birth to 12 years. It will critically analyse the ways preschool programs prepare children for school with a focus on language, literacy and literature learning. The course will critically examine the technological complexities of contemporary multimodal texts and their uses in birth to 12 years settings. Drawing on a detailed knowledge of metalanguage, it will further explore in depth the variety of text types that connect the classroom with the wider community. A range of strategies will be identified, discussed and applied in the teaching of literacy in the early childhood setting and within the English KLA, including ways to provide achievable challenges for students of various abilities and characteristics.

Requisites

Enrolment in this course is dependent on meeting the teacher education admission milestone of successful completion of

- Three HSC band 5s (including one in English) or
- 80 units of UoN courses or
- Regulatory authority approved comparable pathways or
- Commencement in the program pre-2016

Students must also be active in one of the programs:
Bachelor of Teaching (Early Childhood and Primary) (Honours) [12366]
Bachelor of Education (Early Childhood and Primary) [40105]
Bachelor of Education (Early Childhood and Primary) (Honours) [40109].

Assumed Knowledge

LING1100; EDUC2748; EDUC3075; and EDUC2066

Contact Hours

Lecture

Asynchronous online on canvas
1 hour(s) per Week for Full Term

Workshop

Face to Face On Campus
2 hour(s) per Week for 12 Weeks

Unit Weighting

10

Workload

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

www.newcastle.edu.au

CRICOS Provider 00109J

CONTACTS

Course Coordinator	Callaghan and Ourimbah Sue Thatcher Sue.Thatcher@newcastle.edu.au V Building Callaghan Consultation: please email to organise an appointment
Teaching Staff	Other teaching staff will be advised on the course canvas site.
School Office	School of Education VG30, V Building Callaghan +61 2 4921 6428 Education@newcastle.edu.au HO1.43 Humanities Building Ourimbah +61 2 4349 4962 / 4934

SYLLABUS

Course Content	<ol style="list-style-type: none">1. The language, literacy and literature components of national curriculum documents in early childhood and primary schools.2. Application of a range of teaching strategies in the teaching of literacy across early childhood and primary sectors.3. The designing of activities and lesson plans for literacy learning in early childhood and primary schools, taking special account of social and cultural diversity in Australia, including Indigenous Peoples.
Course Learning Outcomes	<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none">1. Engage and implement national curriculum documents in early childhood and primary schools pertaining to language, literacy and literature using sophisticated metalanguage.2. Critically analyse the ways preschool programs prepare children for school, specifically the use of phonics and phonemic awareness programs.3. Design a range of assessment tasks that address multiple text types referred to in NESA curriculum documents that connect students with the wider community.4. Examine the impact of sophisticated technologies on language, literacy and literature birth to Year 6.5. Construct activities and identify a detailed range of resources that take account of sociocultural diversity in Australia, including language, literate and literature practices that address the needs of Indigenous Peoples.6. Identify and apply a range of teaching strategies in the teaching of literacy in the early childhood setting and within the English KLA, which include addressing the needs of students of various abilities and characteristics.
Course Materials	<p>Required Text: Fellows, J & Oakley, G. (2020) Language, Literacy and Early Childhood Education. Oxford University Press: Victoria</p>

SCHEDULE

Week	Lecture Content	Workshop Content	Required Reading and Learning activities
1	Introduction and Review of Literacy Frameworks	Introduction to Planning for Language and Literacy Reviewing Frameworks (EYLF) and National Curriculum Documents for the Teaching of Literacy.	Fellows, J. & Oakley, G. (2020) <i>Language, Literacy and Early Childhood Education</i> . Oxford: Victoria [Chapter 1] Introduction to Literacy [Required Text] Refresher video under the Lecture tab.
2	Understanding the Diversity of Learners in all Literacy Classrooms; Developing culturally relevant practices, pedagogies, and resources for Aboriginal, Torres Strait Islander and EAL/D students.	Using children's literature to explore cultural and social diversity in Australia including Aboriginal and Torres Strait Islander Histories Planning Text Selection for Assignment 2	Fellows, J. & Oakley, G. (2020) <i>Language, Literacy and Early Childhood Education</i> . Oxford: Victoria [Chapter 2] Children's Literature; (Chapter 25) Connecting with Families
3	Early Childhood and School Initiatives for Continuation of Learning	Review - the Reading Process; Oral Language Development, Phonological Awareness, Phonemic Awareness, Phonics, Fluency, Comprehension and Vocabulary	Fellows, J. & Oakley, G. (2020) <i>Language, Literacy and Early Childhood Education</i> . Oxford: Victoria, (Chapter 10) Understanding Reading; (Chapter 11) Phonological awareness, Letters, Sounds and Sight words. [Continue Reading into Week 4] Refresher video under the Lecture tab
4	Exploring how Early Childhood Preschool programs prepare children for school through early literacy experiences.	Exploring explicit teaching and learning Oral Language Development, Phonological Awareness, Phonemic Awareness, Phonics, Fluency, Comprehension and Vocabulary.	Reading: Fellows, J & Oakley, G. (2020) Continue reviewing Chp's 10 and 11 Refresher video under the Lecture tab
5	Handwriting – Learning to write, writing for/as Learning and for a purpose.	Planning and implementing for Handwriting pedagogy Assignment 1 Part A Due 28/3	Fellows, J. & Oakley, G. (2020) <i>Language, Literacy and Early Childhood Education</i> . Oxford: Victoria [Chapter 21] Writing Experiences and Activities Fellows, J. & Oakley, G. (2020) <i>Language, Literacy and Early Childhood Education</i> . Oxford: Victoria [Chapter 19] Spelling and Handwriting – Read Handwriting Section [Required Text]
6	Encoding Spelling Structures and Pedagogical Practices	Exploring strategies and illustrations of practice for explicit teaching of spelling	Fellows, J. & Oakley, G. (2020) <i>Language, Literacy and Early Childhood Education</i> . Oxford: Victoria [Chapter 19] Spelling and Handwriting – Read Spelling Section Fellows, J. & Oakley, G. (2020) <i>Language, Literacy and Early Childhood Education</i> . Oxford: Victoria [Chapter 16] Introduction to Writing
7	The Writing Development Continuum – Key Stages in Writing including Emergent Writing The Writing Process Pre-Writing, Drafting, Revising, Editing, Publishing.	Introduction to the. Literacy Block – Planning Integrated and Rich Units of Work Overview and purpose. Authentic Contexts for Writing and Connecting to the Wider Community.	Fellows, J. & Oakley, G. (2020) <i>Language, Literacy and Early Childhood Education</i> . Oxford: Victoria [Chapter 17] Writing Purpose and Text Organisation Fellows, J. & Oakley, G. (2021) <i>Language, Literacy and Early Childhood Education</i> . Oxford: Victoria [Chapter 26] Planning for Language and Literacy Refresher video under the WORKSHOP tab.

8	Composing texts through visual Literacy, creativity and Imagination including publishing through sophisticated technologies. Creating multimodal texts	Exploring Technologies and Creating Multimodal Texts Assignment 2 Due 5/5	Fellows, J. & Oakley, G. (2021) Language, Literacy and Early Childhood Education. Oxford: Victoria [Chapter 23] Critical Literacy and Visual Fellows, J. & Oakley, G. (2021) Language, Literacy and Early Childhood Education. Oxford: Victoria [Chapter 24] Language, Literacy and Digital Technologies
9	Understanding and developing Writing Conventions – Grammar, Punctuation and Vocabulary	Review Modelled, Guided, Shared and Independent Writing – Gradual Release of Responsibility. Sharing and Presenting Read Aloud for Book Review for Assignment 2	Fellows, J. & Oakley, G. (2021) Language, Literacy and Early Childhood Education. Oxford: Victoria [Chapter 20] Key Stages to Teaching Writing Fellows, J. & Oakley, G. (2021) Language, Literacy and Early Childhood Education. Oxford: Victoria [Chapter 18] The Writing Conventions: Grammar and Punctuation Fellows, J. & Oakley, G. (2021) Language, Literacy and Early Childhood Education. Oxford: Victoria [Chapter 12] Vocabulary for Reading and Writing Refresher video under the Lecture tab.
10	Pedagogical documentation and reporting in both Early Childhood and primary school settings	Literacy Block – Planning Unit of Work	Fellows, J. & Oakley, G. (2021) Language, Literacy and Early Childhood Education. Oxford: Victoria [Chapter 22] Assessing and Evaluating Writing
11	Guided Reading and Guided Reading – Analyzing data to plan for differentiated learning	Literacy Block – Planning Integrated and Rich Units of Work; incorporating lecture content including designing assessment tasks for as/for and of learning	Fellows, J. & Oakley, G. (2021) Language, Literacy and Early Childhood Education. Oxford: Victoria [Chapter 9] Assessing Speaking and Listening Refresher videos under the Lecture tab
12	ICT and Digital Technologies	Assignment 1 Part B Group Presentations Assessment 1 Part B Due 2/6	N/A
13		Assessment 3 Due 9/6	N/A

ASSESSMENTS

This course has three assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	In Term Test	Part A – Week 5, Thursday 28 th March (10%) Part B – In Workshop presentation (5%), online reflection (15%) Week 12, 2 nd June	Individual	30%	1,2,3
2	Essay/Written Assignments	11:59pm Sunday 5 th May	Individual	40%	1,5,6
3	Case Studies	11:59pm Sunday 9 th June	Individual	30%	1,3,4,6

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 – In Term Test 30%

Assessment Type	In Term Test – Extended Response
Purpose	Part A – To critically analyse the ways pre-school programs prepare children for school, specifically, the use of phonological and phonemic awareness programs including phonics. Part B – To reflect and share the design of teaching and learning activities that engage in and implement National Curriculum documents specifically the K-6 Syllabus. To reflect and share teaching strategies and resources in the teaching of Literacy to include various abilities, characteristics, and cultural backgrounds and present engagingly to an audience for a given purpose demonstrating professional practice.
Description	Part A – In response to the workshop presentations, the guest speaker presentations and/or the other observations in previous placements and/or experiences, students will be required to reflect on how the development of Oral Language skills, Phonological and Phonemic awareness programs prepare students for the continuation of learning for Early Stage 1 reading instruction. Connect your observations to current theories and academic research. Part B: Students will develop a two-week Literacy Unit of Work/Literacy Block using the new K-2 syllabus (UOW) to explore a type of text(s) that connects the classroom to the wider community. After developing the Unit of Work (UOW) students will be required to present their Literacy Unit of Work/Literacy Block and share their planned teaching strategies and resources to address students of various abilities, characteristics, social and cultural backgrounds. The presentation needs to be multi-modal and presented as if presenting to parents and the wider community in an information session. Based on your group's Unit of Work/Literacy Block (created within workshops), design an individual plan for one the planned week to (including all the relevant resources) demonstrate your individual understanding of the focus areas as identified in the K-2 curriculum in your Literacy Unit. Within the day plan, integrate teaching and learning activities particularly guided reading, writing to incorporate the explicit teaching and activities to differentiate the content for specific needs of both case study students. You will be required to annotate your day plan to draw attention to the research evidence you have used to guide your planning, utilise technology as a resource, and how your case study students have been supported within the day plan.
Weighting	30% Part A (10) Part B (20)
Length	1500 words +/- 10%
Due Date	Part A – 11:59pm Thursday 28 th March Part B – 11:59pm Sunday 2 nd June
Submission Method	Online
Assessment Criteria	<ol style="list-style-type: none">1. Analyse and demonstrate understanding of pre-school programs prepare children for school, specifically the use of phonological and phonemic awareness programs linked to a range of academic research and national curriculum documents.2. Identifies a range the strategies and resources to address students of various abilities, characteristics, social and cultural backgrounds within literacy planning.3. Reflects on observations and research from a perspective of teaching and learning to make connections to current professional practices1. Academic rigour in highly accurate written expression as well as the application of in text citation to support extended responses and reflections.
Return Method	Online
Feedback Provided	Online – 3 weeks after submission via Canvas

Assessment 2 – Essays/Written Assignments 40%

Assessment Type	Essay
Purpose	To critically analyse children's literature in language and literacy pedagogy and to take into account the social and cultural diversity in Australia.
Description	Students are to select a children's book to analyse with an overarching focus on the social and cultural diversity in Australia taking into consideration First Nations People. Students are to compose a professional review/ teacher resource including a synopsis of the how the book can be used for the teaching of literacy connections, cross curriculum priorities, and other key learning areas, textual concepts, sound/ letter correspondences and language features. The review and analysis will link to current research and evidence-based practices within the field. A scaffold and more detailed information is found on Canvas. The review is presented to peers in workshops.
Weighting	40%
Length	1500 words +/- 10%
Due Date	11:59pm Sunday 5 th May
Submission Method	Online
Assessment Criteria	<ol style="list-style-type: none">1. A capacity to examine children's literature as a resource for teaching and learning in language and literacy linked to National curriculum documents.2. Evidence of critical understanding of elements of meaning making and linguistic features in children's texts drawing on metalanguage in the analysis.3. A capacity to examine children's literature as a resource to address the needs in Aboriginal and Torres Strait Islander education as outlined by the Australian curriculum.4. Academic rigour in highly accurate written expression and application of citation and bibliographic referencing procedures both in text and in a reference list.
Return Method	Online
Feedback Provided	Online – 3 weeks after submission.

Assessment 3 – Case Studies 30%

Assessment Type	Case Study / Problem Based Learning
Purpose	To respond to a real-life scenario where students are to assess and report on elements of Literacy. Students demonstrate a capacity to analyse student work samples against national curriculum documents and to plan for Literacy activities to address the needs of the diversities of children.
Description	Students will be assigned two case studies within a given K-2 classroom context. The case studies have been assessed on various aspects of literacy (see canvas). Students will be required to annotate and report on each case study against the K- 2 syllabus outcomes and/or the National Literacy Progressions to plan for learning in the assessed areas. Students will respond to the analysis with recommendations, evidence-based strategies and resources to support each student for a colleague teacher.
Weighting	30%
Length	1500 words +/- 10%
Due Date	11.59pm Sunday 9 th June
Submission Method	Online via canvas
Assessment Criteria	<ol style="list-style-type: none">1.Evidence of analysing a student's work sample against criteria of both the English K-6 NSW syllabus and system-wide literacy data.2. An ability to provide professional recommendations of evidence-based strategies to improve language and literacy skills linked to current research.3.An ability to plan a Literacy Session including Speaking and Listening, Reading, and Viewing and Writing incorporating applicable syllabus outcomes.4. Design learning activities, resources, and literacy practice pedagogies incorporating sophisticated technology5. Demonstrate a capacity for differentiated planning addressing the needs of various abilities and characteristics6. Academic rigour in highly accurate written expression as well as the application of in text citation and reference list.
Return Method	Online
Feedback Provided	Online via canvas – 3 weeks after submission

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Attendance

Full attendance at both lectures and workshops is an expectation. Attendance/participation will be recorded in the following components. Lecture/Workshop (Method of recording: Sign in sheet)

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.

Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site. Students are advised to check Canvas regularly two or three times per week as all information will be posted there, including updates and new resources as they come to light.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. Please see the [Student Academic Integrity Policy](#) for more information.

**Adverse
Circumstances**

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the [Adverse Circumstance Affecting Assessment Items Procedure](#).

**Important Policy
Information**

The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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