



# EDCU11033 *Multiliteracies*

## Term 1 - 2024

Profile information current as at 22/05/2024 04:55 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 - 2024

- Bundaberg
- Cairns
- Mackay
- Online
- Rockhampton

### 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 student feedback

**Feedback**

Assessments tasks were clear and relatable to the course

**Recommendation**

Retain the assessment tasks.

#### Feedback from student feedback

**Feedback**

Update some of the readings

**Recommendation**

Review readings and update where necessary.

## 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



### 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: Third (2020)

Authors: Fellowes, J. and Oakley, G.

Oxford

Melbourne , Victoria , Australia

ISBN: 9780190318567

Binding: Paperback

#### Additional Textbook Information

The prescribed textbook can be accessed online at the CQUniversity Library website. Access may be limited, so if you prefer your own copy, you can purchase either paper or eBook versions at 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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Dawn Haynes** Unit Coordinator

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## Schedule

### Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Theories of literacy and their relationship to practice.	<ul style="list-style-type: none"><li>• Textbook Chapter 1 - Definitions and Theoretical Perspectives.</li><li>• Chapter 1: Literacy in the Modern World (Winch, G., Johnston, R., March, P., Ljungdahl, L. &amp; Holliday, M. (2020). <i>Literacy: Reading Writing &amp; Children's Literature 6th Edition</i>. Melbourne: Oxford University Press.</li></ul>	

### Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Literacy as a socio-cultural practice.

- Barratt-Pugh, C., (2000). The socio-cultural context of literacy learning. In Barratt-Pugh, C., & Rohl, M., (EDS.). Literacy learning in the early years. (pp. 1-26). Crows Nest, NSW: Allen & Unwin.
- Gee, J. P. (1991). Discourses and literacies. In Social linguistics and literacies: Ideologies in Discourses. (2nd ed., pp. 122-148). London: Falmer Press.
- Jones Diaz, C. (2007). Literacy as social practice. In L. Makin, C. Jones Diaz & C. McLachlin (E.Ds.). Literacies in childhood, changing views, changing practice. (2nd ed., pp. 31-40). Marrickville, NSW: Elsevier.

### Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
New literacy practices and implications for teaching literacy.	<ul style="list-style-type: none"><li>• Plowman et al. (2012). Preschool children's learning with technology at home. Computers and Education v 59. issue 1 pp 30-37</li><li>• Davidson, C. (2011) Seeking the green basilisk lizard: Acquiring digital literacy practices in the home. Journal of Early Childhood Literacies, 12(1), 24-45</li><li>• Davidson, C. (2009) Young children's' engagement with digital texts and literacies in the home: Pressing matters for the teaching of English in the early years of schooling. English Teaching: Practice and Critiques, 3, 36-54.</li><li>• Martello, J. (2007). Many roads through many modes: becoming literate in childhood. In L. Makin, C. Jones Diaz &amp; C. McLachlin (EDs.). Literacies in childhood, changing views, changing practice. (2nd ed., pp. 89-103). Marrickville, NSW: Elsevier.</li></ul>	

### Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Language acquisition.

- Textbook Chapter 4 - Oral Language: Perspectives and phases.
- Textbook Chapter 5 - Early childhood settings and oral language learning and development.
- Textbook Chapter 6 - Key Early Childhood Learning Contexts for Oral Language.
  
- Flint, S., Kitson, L., Lowe, K., Shaw, K., Feez, S., Humphrey, S. & Vicars, M. (2017). Literacy in Australia: Pedagogies for Engagement (2nd ed., pp 72-85). John Wiley & Sons, Australia.
- Winch, G. & Halliday, M. (2020). Oral Language. In G. Winch, R. Johnston & P. March (Eds.), Literacy: Reading, Writing and Children's Literature (6th ed., Chapter 2). Oxford University Press Australia and New Zealand.
  
- Konza, D. (2011). Oral Language. Research into Practice: Literacy is everyone's business, Series 1.1, 1-6.

**Week 5 - 01 Apr 2024**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Children as competent and capable communicators.

- Textbook Chapter 25 - Connecting with Families
- Anstey, M. & Bull, G. (2004). *The Literacy Labyrinth* (2nd Ed.) Pearson Education Australia. [Chapter 2 only]
- McLachlan, C., Nicholson, T., Fielding-Barnsley, R., Mercer, L. & Ohi, S. (2013). *Literacy in Early Childhood and Primary Education: Issues, challenges and solutions.* Cambridge University Press. [Chapter 5 only]
- Louden, W. & Hunter, J. (1999). One Hundred Children: baseline assessment of literacy in the early years of education. *Journal of Research in Reading*, 22(1), 89-94.
- Comber, B. & Hill, S. (2000). Socio-economic disadvantage, literacy and social justice: learning from longitudinal case study research. *Australian Educational Researcher*, 27(3), 79-97. Case Study - Christianne
- Davidson, Christina; Danby, Susan; Ekberg, Stuart & Thorp, Daren (2021). The interactional achievement of reading aloud by young children and parents during digital technology use. *Journal of Early Childhood Literacy*, 21(4), pp 474-498
- Busch, G. (2017). "What Does It Say About It?!" Doing Reading and Doing Writing as Part of Family Mealtime. Children's knowledge-in-interaction: *Studies in conversation analysis*, 297-311
- Busch, G., Theobald, M. & Danby, S. (2022). The stories we tell: Stories within family mealtimes. in *Storytelling Practices in Home and Educational Contexts: Perspectives from Conversation Analysis* (pp 73-92)

#### Break Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Diverse Literacy Practices	<ul style="list-style-type: none"> <li>• Textbook Chapter 26 - Planning for Language and Literacy</li> <li>• Arthur, L., McArdle, F. &amp; Papic, M. (2010). Stars are made of glass: Children as capable and creative communicators - Supporting the early years learning framework.</li> <li>• Australian Government for the Department of Education for the Ministerial Council (2022) Belonging, being &amp; becoming: The early years learning framework for Australia.</li> <li>• Australian Curriculum, Assessment and Reporting Authority [ACARA]. (n.d.). Literacy learning continuum: Australian curriculum.</li> </ul>	<p><b>Assessment Task 1 Due</b> - Wednesday, 17 April 2024</p> <p><b>Individual Written Response Due:</b> Week 6 Wednesday (17 Apr 2024) 11:45 pm AEST</p>
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### Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Critical and visual literacies.	<ul style="list-style-type: none"> <li>• Textbook Chapter 23 - Critical literacy and visual literacy.</li> <li>• Hassett, D. &amp; Curwood, J. (2009). Theories and practices of multimodal education: The instructional dynamics of picture books and primary classrooms. <i>The Reading Teacher</i>, 63(4), 270-282.</li> </ul>	

### Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Multiliteracies and children's meaning-making processes.	<ul style="list-style-type: none"> <li>• Textbook Chapter 2 - Children's Literature</li> <li>• Textbook Chapter 12 - Vocabulary for reading and writing.</li> <li>• Textbook Chapter 21 - Writing experiences and activities.</li> </ul>	

### Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Transitions between home and school.	<ul style="list-style-type: none"> <li>• Textbook Chapter 13 - Strategies for teaching reading.</li> </ul>	

### Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Developing literacy in reading and writing.	<ul style="list-style-type: none"> <li>• Textbook Chapter 10 - Understanding reading.</li> <li>• Textbook Chapter 11 - Phonological awareness, letters, sounds and sight words.</li> </ul>	

### Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Multiliteracies and digital texts.	<ul style="list-style-type: none"> <li>• <i>Textbook Chapter 24 - Language, literacy and digital technologies.</i></li> </ul>	

## Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Unit review - no topic.		<b>Assessment Task 2 Due -</b> Wednesday 29 May 2024  <b>Practical and Written Assessment</b> Due: Week 12 Wednesday (29 May 2024) 11:45 pm AEST

## Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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## Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Individual Written Response

#### Assessment Type

Written Assessment

#### Task Description

##### Individual Written Response

You will create an individual written response of 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.

Your written response should support Martello's quote by addressing the discussion points below:

- Outline your knowledge and understanding of the socio-cultural theories related to literacy and language acquisition
- Explain the impact of learners' primary discourse and diverse backgrounds on literacy practices and dispositions of learning in educational settings
- Identify a range of literacy practices used in real world settings
- Identify examples of strategies and teaching practices used in early language and literacy learning

In order to prepare you to complete your written response and form your position in response to Martello's quote, activities that analyse four main readings will be embedded as essential weekly engagement in Moodle.

#### Assessment Due Date

Week 6 Wednesday (17 Apr 2024) 11:45 pm AEST

#### Return Date to Students

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.

#### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

The Individual Written Response task will be uploaded via the Assessment Task 1 link in the Multiliteracies Moodle site.

**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****Practical and Individual Written Response**

This task requires you to select a children's picture book that would be suitable for either a group of 3-5 year old children or children in an early years classroom (Prep, Year 1, or Year 2).

Using your chosen picture book, you will identify textual and multimodal features and consider how these contribute to and support the development of meaning making for diverse learners in your target group. You will draw upon your knowledge of text features to infer multiple possible meanings and connections between text and context. You will reflect on your own skills, experience, and knowledge you use to construct meaning of the text before considering how diverse learners make meaning and how factors of home, care and formal educational settings influence their own understandings.

You are then required to plan developmentally appropriate activities and describe engaging strategies you could use to enhance children's competence as meaning makers. Consideration of the Early Years Learning Framework or the literacy capabilities of the Australian Curriculum should be apparent in the activities and strategies described.

Conclude your response with a written statement that evaluates the effectiveness of your planned activities and strategies in terms of suitability for supporting language and literacy development, imagination, creativity, and knowledge of the world for a wide range of learners in educational settings.

Engagement with the Moodle site and associated tutorials will be essential as further information to support your response and structural considerations will be embedded in weekly activities.

**Assessment Due Date**

Week 12 Wednesday (29 May 2024) 11:45 pm 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 of the textual features of contemporary multimodal texts.
- Ability to identify connections between text, context, the multiple possible meanings of text.
- Understanding of the range of ways in which young children express and interpret meaning using language, other symbol systems and the influencing factors of home, care and formal educational settings.
- Plan and describe developmentally appropriate activities and teaching strategies that promote oracy and the development of literacy practices for learners 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.
- Use of academic conventions and practices

## **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## **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