

TEAC 1020 LANGUAGE AND LITERACY 1

Credit Points 10

Legacy Code 102118

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Description The subject is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. The subject examines ways of enhancing children's language learning through speaking, listening, reading and writing as they begin to create and understand the oral, written and visual texts of their environment. Current literacy and language theories are examined. The diverse needs of learners are considered and appropriate teaching strategies to develop literacy skills are explored. Students will appreciate children's literature and the way it can be used to promote literacy and language learning in a variety of early learning contexts K-2. The subject prepares individuals for more advanced subjects involving language and literacy, and primary English teaching specialisation.

School Education

Student Contribution Band HECS Band 1 10cp

Check your fees via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Undergraduate Level 1 subject

Equivalent Subjects EDUC 2004 - Language and Literacy 1 - AREP

Restrictions

Students must be enrolled in 1717 - Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the nature of language acquisition and language development.
2. Describe the strategies that may be used in the teaching of reading K-6.
3. Engage in and utilise practical strategies to support children's literacy learning in a variety of contexts K-2.
4. Assess the impact of social, cultural, technological and political contexts and their effect on literacy learners in classroom contexts.
5. Utilise children's literature to promote literacy and language learning in a variety of learning contexts.
6. Analyse key theories about language learning and apply these to the construction of literacy lesson plans and programs

Subject Content

1. Language acquisition
2. Nature and role of English as a language of communication for participation in society, through reading, writing, listening, speaking, viewing and representing experiences, values and ideas.
3. Mapping oral language onto written language
4. What is literacy? What is reading? How do we learn to read?
5. Broad and critical knowledge and understanding of English as a discipline, including recent theories of reading and the reading process

6. Teaching decoding - phonemic awareness and phonics
7. Strategies for teaching reading: shared reading, guided reading
8. Assessment of reading, running records
9. What makes good children's literature? Practise analysing children's books of varying text types: both fiction and non-fiction, including literature that provides insights into Aboriginal and Torres Strait Islander peoples, multicultural perspectives and children's experiences.
10. Linking reading to writing in the early years
11. Multi-literacies and Critical Literacy
- 12.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Type	Length	Percent	Threshold	Individual/ Group Task
Report	800 words	20	N	Individual
Professional Task	1200 words	30	N	Individual
Essay	1200 words	50	N	Individual

Prescribed Texts

- NSW Educational Standards Authority (2012). NSW Syllabus for the Australian Curriculum: English K-10 syllabus. Sydney, Australia: NSW Board of Studies. Retrieved from <http://syllabus.bos.nsw.edu.au/download/>
- Winch, G., Johnston, R., March, P., Ljungdahl, L. & Holliday, M. (2nd January 2020). *Literacy: Reading, writing and children's literature* (6th ed.). South Melbourne, Australia: Oxford University Press ISBN: 9780190310561