

# TEAC 3005 CRITICAL LITERACIES

Credit Points 10

Legacy Code 102678

Coordinator Jaydene Barnes (<https://directory.westernsydney.edu.au/search/name/Jaydene Barnes/>)

**Description** This subject increases students' understanding of literacy as a dynamic, social and cultural practice. It explores the changing nature of literacy by globalisation, new technologies and the diversity of language/language dialects. Students will explore the importance of valuing children's culture, home language/dialect as an integral component to identity, particularly for bilingual and Aboriginal and Torres Strait Islander children. Issues of power and language are considered through social, cultural and critical theories surrounding diversity and difference, and how this shapes the decisions of educators to build the literacy capacities of all children. Students will learn about contemporary frameworks of literacy and language and draw on this knowledge to extend children's literacy learning. This subject is included in the Development Phase of the Bachelor of Education.

**School** Education

**Discipline** Teacher Education: Early Childhood

**Student Contribution Band** HECS Band 1 10cp

Check your fees via the Fees ([https://www.westernsydney.edu.au/currentstudents/current\\_students/fees/](https://www.westernsydney.edu.au/currentstudents/current_students/fees/)) page.

**Level** Undergraduate Level 3 subject

## Restrictions

Students must be enrolled in the 1926 Bachelor of Education (Early Childhood) and have successfully completed 80 credit points to enrol in this subject.

## Learning Outcomes

1. Examine contemporary views of literacy, literacy learning, and literacy as a social practice.
2. Analyse issues of language, culture and identity and the power of language to privilege/marginalise.
3. Discuss the diversity of literacies, languages and dialects in Australia and different approaches to the revival and retention of Aboriginal and Torres Strait Islander and community languages.
4. Apply respect for diverse literacies and understandings of issues of gender, class and language through a critical literacies approach.
5. Analyse family literacy practices and children's literacy funds of knowledge.
6. Plan literacy-enriched play that builds on children's family literacies and scaffolds children's literacy learning.

## Subject Content

1. Literacy as a social practice
2. Multi-literacies; multimodality, diverse texts and literacy practices, diverse languages/dialects including Aboriginal languages and community languages, globalisation and new technologies
3. Bilingualism and Multilingualism
4. Language and power; linguistic and cultural capital

5. Diverse dialects including Aboriginal English; language loss, language maintenance & language revival
6. Children's funds of knowledge
7. The role of play-based pedagogies in literacy learning
8. Selecting and sharing children's literature

## 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
Annotated Bibliography	10 x 100 words	30	N	Individual
Essay	1,000 words	30	N	Individual
Professional Task	1,500 words	40	N	Individual

Teaching Periods

## Spring (2024)

### Campbelltown

#### On-site

**Subject Contact** Christine Jones Diaz (<https://directory.westernsydney.edu.au/search/name/Christine Jones Diaz/>)

View timetable ([https://classregistration.westernsydney.edu.au/even/timetable/?subject\\_code=TEAC3005\\_24-SPR\\_CA\\_1#subjects](https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC3005_24-SPR_CA_1#subjects))