

ECE202 Multimodal Literacies in a Play-Based Curriculum

Level: 2

Credit Units: 5 Credit Units

Language: ENGLISH

Presentation Pattern: EVERY JULY

Synopsis:

Building on the constructivist approach to language development in ECE108 Supporting Communication and Emergent Literacy through Play, ECE202 Multimodal Literacies in a Play-Based Curriculum delves into definitions of “literacy” for children from birth through age eight. It assumes that young children have a hundred native “languages” that teachers and parents should first honour in order to effectively motivate and engage young children in building foundational literacy knowledge and skills including conventional forms of reading and writing. As with the other courses in this programme, it is framed by the principles of developmentally appropriate practice (DAP), guided by the assumptions that children learn best through meaningful and relevant activities. The use of play-based activities along with a variety of everyday opportunities for meaningful interactions with print under the support of patient, nurturing, knowledgeable, intentional teachers will continue to be discussed in conjunction with strategies for supporting children’s development as curious, persistent, flexible, reflective, and collaborative communicators.

Topics:

- Philosophical perspectives to literacy development: behaviorists, maturationists and constructivists
- Principles of developmentally appropriate practice and the foundations of literacy
- Early knowledge of and emerging interest in print
- Developmental stages of reading
- Developmental stages of writing
- Critical thinking dispositions necessary for effective reading
- Critical thinking dispositions necessary for effective writing
- The role of the intentional teacher in promoting literacy development
- Developing literacy-rich environments for young children
- The role of the teacher in promoting acceptance of differences in literacy development
- Documenting and assessing literacy development in early childhood education
- Fostering family-centred partnerships

Textbooks:

ECE202 Study Guide (UDC - SUSS)

ISBN-13: SG-1653

Striking a Balance: A Comprehensive Approach to Early Literacy 2020 Cecil, N. L., Baker, S. & Lozano, A. S. Taylor & Francis

ISBN-13: 9780429810305

Learning Outcome:

- Compare and contrast the historical roots and philosophical perspectives of literacy
- Discuss the importance of the principles of Developmentally Appropriate Practice (DAP) underlying literacy instruction for children birth through 8 years.
- Explain the pedagogical considerations for fostering family-centered partnership in supporting children's literacy development.
- Analyse the effectiveness of teaching strategies for promoting the development of critical thinking dispositions necessary for helping young children become effective readers and writers.
- Apply knowledge of the developmental stages of reading and writing and the principles of developmentally appropriate practice to develop meaningful engaging literacy-based activities for children from birth through eight years.
- Develop a proposal for ways to create a literacy-rich environment for young children

Assessment Strategies - Regular Semester (Daytime Class):

Components	Description	Weightage Allocation (%)
Overall Continuous Assessment	PRE-CLASS QUIZ 1	5
	TUTOR-MARKED ASSIGNMENT 1	40
	DISCUSSION BOARD 1	5
Overall Examinable Components	ECA	50
Total		100

*The information listed is subject to review and change.