Bachelor of Early Childhood Studies

101428 Multiliteracies

Learning Guide 2008

Developed by Leonie Arthur, Roslyn Elliott, Clare Power and Mona Shreshta
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Assessment</td>
<td>4</td>
</tr>
<tr>
<td>Assignment 1A</td>
<td>6</td>
</tr>
<tr>
<td>Assignment 1B</td>
<td>28</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>36</td>
</tr>
</tbody>
</table>
Introduction

The unit Multiliteracies introduces you to contemporary theories of literacy and literacy learning while also building your own expertise with academic literacies. The unit takes a broad view of literacy to include oral and visual literacies as well as reading and writing. It explores the impact of new technologies and globalisation on texts of everyday life and highlights the importance of critical literacy. The unit also examines the diversity of languages and literacies in Australia, including languages other than English and Aboriginal English and examines the interrelationships between language and power.

The Multiliteracies unit also aims to support your transition to university study by providing information on academic and information literacies. You will also be provided with opportunities to practice skills such as analysis and synthesis of ideas in readings, oral presentation, and referencing.

The unit is taught in blended mode with a combination of face-to-face and online sessions. There are weekly readings that support the unit content. Throughout the semester you will have the opportunity to investigate one issue, for example bilingualism or popular media culture, and then work in a group to develop a multimodal resource that explains this topic to families. You will also engage in reflections that will assist you to articulate your developing understandings of literacy throughout the semester.

Assessment

There are two assignments in this unit. This learning guide provides you with additional information that will assist you with the completion of these assignments.
Multiliteracies

Assignment 1a

Learning Guide
Assignment 1:  
Analysis of topic and multimodal presentation (50%) 

The purpose of this assignment is for you to engage in investigation, analysis and discussion of an issue and to present the findings in a way that incorporates multiliteracies. This assignment is broken into two parts so that you are able to receive feedback and respond to this feedback in part B.

At the beginning of semester you will form groups and select one of the following topics to investigate as a group.

1. Diverse literacies, languages and dialects 
2. Critical literacy as a key component of literacy 
3. Multimodal and interactive texts 
4. Texts of popular media culture 
5. Oral texts

Assignment 1 Part A is an individual paper on your topic and Part B is a group presentation.

You are strongly advised to discuss your research for this assignment with the other members of your group so that you all select different readings to complete. This will provide you with a wide range of resources when you come to present your group assignment at the end of semester.

Lectures, tutorials, readings, tutorial online discussions, online information literacy tutorials and the academic literacy supports integrated into this unit are all designed to assist you with the completion of this assignment. There will also be opportunities for students to join in online discussions with students from other tutorial groups at Bankstown and Penrith who are researching the same topic.

You must make sure that you complete the online tutorials on Successful Searching on the library website (http://library.uws.edu.au/tc/ss/index.php) and Citing Resources (http://library.uws.edu.au/citing.phtml) prior to submission of Assignment 1 Part A. You will also find that Get it Write, accessible via the UWS e-learning site, will also assist you with academic writing and referencing. You are expected to use American Psychological Association (APA) referencing in your assignments for Multiliteracies, and other Education units.

This learning guide provides you with a great deal of useful information about assignment 1 and for this reason it is essential that you read this document in addition to your unit outline.
What you need to hand in for Assignment 1a:

You are required to submit an individual written response that:

- Identifies three key issues in relation to your topic. These issues must reflect the big ideas of Multiliteracies which are expressed as the unit outcomes in your unit outline.

- Draws on readings to further explore and analyse the issues related to the topic. This analysis must examine each of the issues in more detail and make reference to readings. You must each use a set reading from weeks 1-4 relevant to the topic and a relevant additional reading that you have located independently.

- Makes reference to contemporary views of literacy and describes how literacy is changing. In this discussion you are expected to draw on general readings about multiliteracies and/or new literacies as well as use the two readings relevant to your topic.

- Is clearly written and within the word limit, uses appropriate referencing and includes a reference list.

Assessment Criteria

Below are the criteria that your assignment will be assessed on and how many marks are allocated to each of these criteria.

- **Issues**: Clear identification of key issues relevant to topic (5 marks)

- **Analysis**: Clear analysis of issues supported by reference to 2 relevant readings (5 marks)

- **Contemporary Views of Literacy**: Specific links to contemporary views of literacy and discussion of how literacy is changing, supported by a range of readings (5 marks)

- **Academic Literacy**: Appropriate information and academic literacy, including appropriate referencing (5 marks)

Assessment Standards

The document on the next page outlines the standards expected for each of these criteria in order to pass this assignment and to gain higher grades of credit, distinction and high distinction. All markers use these standards when assessing your work and you are strongly advised to use them to self-assess prior to submitting your assignment.
MULTILITERACIES ASSIGNMENT 1A

<table>
<thead>
<tr>
<th>Issues</th>
<th>0-1/5</th>
<th>2/5</th>
<th>2.5-3/5 (Pass)</th>
<th>3.25 - 3.5/5 (Cr)</th>
<th>3.75 - 4/5 (D)</th>
<th>4.25 – 5/5 (HD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Tends to describe topic not identify issues</td>
<td>- 1 or 2 issues may be identified but are not clear and/or not relevant to the topic</td>
<td>- 3 issues identified but may not all be key issues or may not be clearly articulated</td>
<td>- Clear identification of 3 key issues from 2 relevant readings</td>
<td>- All of C +</td>
<td>- Strong understanding of the big ideas of multiliteracies and the key issues related to the selected topic</td>
<td>- All of D +</td>
</tr>
<tr>
<td>- No use of readings or readings not relevant</td>
<td>- 1 or 2 texts may be relevant</td>
<td>- 2 appropriate readings used to support identification of issues</td>
<td>- Findings from the 2 readings clearly synthesised in identification of issues</td>
<td>- - Strong reading and synthesis of the two selected readings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Analysis | - Tends to describe and summarise readings and not analyse issues | - Some attempts at analysis of some issues by linking to lecture content, or linking to own experiences, but few or no links to the 2 selected readings or overuse of quotes with no inclusion of own ideas | - Some analysis of each of the 3 key issues relevant to topic | - Clear analysis of each of the 3 key issues | - Highly effective analysis of issues that identifying similarities and differences across readings |
|----------|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | - Some attempts to link analysis to contemporary views of literacy but may be unclear and/or not supported by relevant readings on multiliteracies | - Inclusion of own responses and ideas with some use of the 2 selected readings to support points made | - Inclusion of own responses and ideas well supported by reference to the 2 selected readings on the topic | - Analysis includes effective expression of own ideas well supported by reference to the 2 selected readings on the topic | - Discussion reflects own ideas and is well supported by synthesis of readings |
|          | - Some comparison of readings | - Some comparison of readings | - Some comparison of readings | - Clear comparisons and effective synthesis of readings to support analysis | - Some critical reflections on readings and/or own or children’s experiences that highlight different perspectives on issues |
|          | - Some discussion of how literacy is changing and how literacy is changing but may not always be clear or not always linked to topic | - Some links to readings on multiliteracies/new literacies as well as readings on topic | - Some links to readings on multiliteracies/new literacies | - Discussion is well supported by links to a range of readings on multiliteracies/new literacies | - Some links between contemporary views of literacy and analysis of topic supported by range of readings |
|          | - Discussion is well supported by links to a range of readings on multiliteracies/new literacies | - Discussion is well supported by links to a range of readings on multiliteracies/new literacies | - Discussion is well supported by links to a range of readings on multiliteracies/new literacies | - Discussion is well supported by links to a range of readings on multiliteracies/new literacies | - Discussion is well supported by links to a range of readings on multiliteracies/new literacies |
|          | - Strong understanding of the impact of globalisation, new technologies & diversity on contemporary views of literacy | - Strong understanding of the impact of globalisation, new technologies & diversity on contemporary views of literacy | - Strong understanding of the impact of globalisation, new technologies & diversity on contemporary views of literacy | - Strong understanding of the impact of globalisation, new technologies & diversity on contemporary views of literacy | - Strong understanding of the impact of globalisation, new technologies & diversity on contemporary views of literacy |
|          | - Strong links between contemporary views of literacy and analysis of topic supported by range of readings | - Strong links between contemporary views of literacy and analysis of topic supported by range of readings | - Strong links between contemporary views of literacy and analysis of topic supported by range of readings | - Strong links between contemporary views of literacy and analysis of topic supported by range of readings | - Strong links between contemporary views of literacy and analysis of topic supported by range of readings |
|          | - Effective use of a range of relevant readings | - Effective use of a range of relevant readings | - Effective use of a range of relevant readings | - Effective use of a range of relevant readings | - Effective use of a range of relevant readings |

Contemporary views

| - No links to contemporary views of literacy | - Some attempts to link analysis to contemporary views of literacy but may be unclear and/or not supported by relevant readings on multiliteracies | - Some discussion of contemporary views of literacy and how literacy is changing but may not always be clear or not always linked to topic | - Clear discussion of how literacy is changing and explicit reference to contemporary views of literacy in relation to the topic | - Discussion is well supported by links to a range of readings on multiliteracies/new literacies | - Strong links between contemporary views of literacy and analysis of topic supported by range of readings |

Bachelor of Early Childhood Studies, 101428 Multiliteracies 2008
### Academic literacy

- Inappropriate texts selected
- The paper lacks structure and cohesion
- There is no evidence that the paper has been proofread or edited
- May not be within word limit
- Poor or no referencing in text and/or over reliance on quotes
- No reference list

<table>
<thead>
<tr>
<th>Category</th>
<th>Evidence of appropriate information literacy</th>
<th>Evidence of appropriate information literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>- General clear structure e.g. introduction, body and conclusion and clear sentences and paragraphs</td>
<td>- The text is clearly structured and cohesive</td>
<td>- Effective expression of own ideas well supported by clearly synthesised references and well selected, concise quotes</td>
</tr>
<tr>
<td>- Includes student’s own ideas supported by reference to readings and well selected, concise quotes</td>
<td>- Consistently appropriate APA referencing in body of text and reference list</td>
<td>- Consistently appropriate APA referencing in body of text and reference list</td>
</tr>
<tr>
<td>- Generally appropriate referencing in paper and reference list but some errors or inconsistencies</td>
<td>- Consistently appropriate APA referencing in body of text and reference list</td>
<td>- Consistently appropriate APA referencing in body of text and reference list</td>
</tr>
<tr>
<td>- All of C+</td>
<td>- All of C+</td>
<td>- All of C+</td>
</tr>
<tr>
<td>- Most paragraphs have a clear topic sentence</td>
<td>- There is an introduction that clearly and explicitly identifies the 3 key issues</td>
<td>- There is a clear and concise conclusion</td>
</tr>
<tr>
<td>- The introduction clearly and explicitly identifies the 3 key issues</td>
<td>- The conclusion clearly and concisely reiterates the argument presented in the paper</td>
<td>- The conclusion clearly and concisely reiterates the argument presented in the paper</td>
</tr>
</tbody>
</table>

- All of D+                                                               | - All of D+                                   | - All of D+                                   |
- All paragraphs have a clear topic sentence                             | - The introduction clearly and explicitly identifies the 3 key issues | - The conclusion clearly and concisely reiterates the argument presented in the paper |
- The introduction clearly and explicitly identifies the 3 key issues     | - There is an introduction that clearly and explicitly identifies the 3 key issues | - There is a clear and concise conclusion |
- The conclusion clearly and concisely reiterates the argument presented in the paper | - The conclusion clearly and concisely reiterates the argument presented in the paper | - The conclusion clearly and concisely reiterates the argument presented in the paper |
Steps involved in completing Assignment 1a:

1. Select a topic from the unit outline as a group.
2. Then each group member individually follows these steps:
   - Find 1 relevant reading in the weekly topic reading list that discusses one or more issues related to the topic.
   - Find the 2nd reading from a book chapter or journal article that discusses one or more issues related to the topic.
   - Read both readings in-depth to understand the ‘big ideas’ and issues within them.
   - Apply critical thinking and effective reading and note taking skills.
   - Decide on the 3 key issues relevant to your topic.
   - Discuss the topic and the issues with your group and other students, both face-to-face and online.
   - Create an outline of the analysis of topic.
   - Write a draft analysis of topic.
   - Complete final draft and submit Assignment 1a.
   - Edit your draft in terms of content, structure and cohesion.
   - Thoroughly proofread for spelling, grammar and referencing.
3. Find and read readings from lectures, the unit outline and your own research to link your analysis to contemporary views of literacy.
4. Review your assignment feedback and apply it to future assignments.
Multiliteracies Assignment 1a Processes

Firstly:
Select a topic from the unit outline as a group

It is important that every topic is covered in each tutorial group so there may need to be some negotiation or compromise with your tutor and other groups around which topic you choose.

Then:
Each group member individually follows these steps

Find 1 related reading in the weekly topic reading list that discusses one or more issues related to the topic

Choose one reading from the weekly topic reading list in the unit outline. Each student in the group will choose a different reading for their first and second reading so that once you have completed Assignment 1A your group will have covered a large range of readings on the topic which you can share with each other. This collection of readings is essential for your multimodal presentation (Assignment 1B).

Using Reading for an overview.doc read through your reading and start to identify the big ideas and issues in it.

And:
Find the 2nd reading from a book chapter or journal article that discusses one or more issues related to the topic.

You can use articles or chapters from the additional readings reference list in the unit outline (not the set readings for the selected topic) or find an article or book chapter yourself using your research skills developed in the online tutorials on the UWS library website. Remember you will be looking for a text that discusses the issues related to the topic you have chosen. You will probably find that some issues are overlapping with your first text. That is not a problem – the issues will overlap. You will need to make sure you have 3 key issues once you have read and analysed your two readings.

Discuss your selection of your second reading with the members of your group so that you ensure each team member is reading two different readings on the topic.

Make sure you are looking for the ‘big ideas’ within your readings. For some understanding of ‘big ideas’, look at the list of learning outcomes for Multiliteracies. They are found in your unit outline and have also been included below. For example, if your topic is Aboriginal English, issues could be drawn from the ‘big ideas’ in Outcome 7 that focuses on the relationships between language, culture and power and Outcome 6 which relates to bidialectal, bilingual, multilingual and multiliterate practices.
Learning Outcomes for Multiliteracies

Students will:
1. Develop understandings of literacy that are inclusive of a broad range of practices and texts;
2. Develop understandings of the processes of speaking, listening, reading, writing, viewing, drawing and critical thinking;
3. Investigate the impact of globalisation and new information and communication technologies on literacy practices;
4. Examine contemporary theories of literacy learning, including socio-cultural, social interactionist, post-modern and critical theories;
5. Appreciate the complexities and diversities of literacy learners in shaping multiple identities in literacy learning;
6. Investigate the ways in which children become bidialectal, bilingual, multilingual & multiliterate;
7. Analyse the relationships between language, culture, social class and gender and issues of power and identity construction;
8. Develop understandings about cultural literacy and effective communication practices with diverse families, communities and staff;
9. Explore the impact of audience and purpose on the construction of oral, written and multimodal texts;
10. Develop awareness of the ways in which texts are constructed to reflect particular ideologies;
11. Engage in critical analysis of a range of paper-based and digital texts.

An example:
The three key issues for the topic Aboriginal English could be:
1. Aboriginal language has different power in different contexts
2. Aboriginal language is strongly connected to cultural identity and
3. Aboriginal language is frequently misunderstood and judged as bad language.

Once you’ve chosen your texts:
Read both readings in-depth to understand the ‘big ideas’ and issues within them

It is important to spend some time reading and understanding the texts. Using Steps for in-depth reading.doc will help you with this process.

Apply critical thinking and effective reading and note taking skills

What is critical thinking?

Critical thinking is a term that you will hear a lot at university. Developing a critical approach to thinking allows you to assess information and to develop an informed opinion which can be supported by reliable evidence. It also enables you to interpret others’ opinions and have the ability to discuss issues in an informed and open manner.
Critical thinking means thinking carefully, questioning and testing what you hear and read, being prepared to examine and, if necessary, change your beliefs and ideas. Also, critical thinking often refers to the skills and attitudes needed for evaluating texts and arguments.

Critical thinking involves:

- **interpreting**: understanding the significance of information/ideas/issues and clarifying their meaning
- **analysing**: breaking information down into different aspects – probe, examine
- **synthesising**: recombining information and ideas in different ways
- **reasoning**: creating an argument through logical steps
- **evaluating**: judging the worth, credibility or strength of both your source material and your thought processes

You will be applying critical thinking throughout the whole process involved in undertaking Assignment 1. You will be interpreting the task and evaluating when you choose the readings that you’ll be using. You will be analysing them to look for the key issues and the relationships to contemporary views of literacy. When you write your analysis of your topic you will be synthesising ideas by bringing together your own thoughts and the key points raised in your readings. To synthesise your readings means to look for similarities and differences evident in the readings and to recombine the information and ideas and put these ideas into your own words. When you undertake this synthesis you must acknowledge all the sources that have contributed to your thinking.

**An example:**

The teaching of critical literacy can be a constant feature of an educator’s approach. It is the responsibility of educators to incorporate children’s social literacy practices and technology into the school curriculum, encouraging the development of critical thinking and questioning of texts they encounter (Reid, 2003). Where the teacher incorporates critical media literacies into a range of learning opportunities, students are encouraged to develop critical positions that will possibly differ from those anticipated (Alvermann & Hagood, 2000). However, it is crucial that educators are cautious in teaching for critical literacy that there is no manipulation of student opinion, but rather involvement in analytical and critical discussions of multiple perspectives (Knobel & Healey, 1998). Students should be encouraged to form their opinions based on their consideration of different evidence, thinking critically.

For more information on critical thinking go to [www.uws.edu.au/slu](http://www.uws.edu.au/slu) and follow the links to online learning.
How do I read effectively?

One of the most important strategies in reading effectively is to be engaged with the text as a reader. Many times we will read a lot of words and turn a lot of pages and then realise at the end that we really haven’t taken anything in. Sometimes we might use a highlighter and underline great chunks of text but often we need to reread that text and sometimes we’ll wonder why we highlighted it anyway.

**Try reading with a pen rather than a highlighter** (or use both). You might:
- underline key words
- write comments or questions in the margins or on separate note making paper
- summarise the key points of a paragraph
- write your own response to a point
- agree / disagree with or questions or ideas
- be aware of connections between ideas or contradictions in the text.

It is important to record your responses and ideas because:
- although we think we might remember them they often get lost and
- this is part of the critical analysis necessary for your task.

How can I organise my note making?

This is a vital part of your reading and writing process. All students need to experiment and find the methods that work best for them. You may use different methods for different purposes. Talk to other students to find out what methods they use.

**Using evidence effectively.doc**

The most important features of note making are that you:
- always note the bibliographic detail of the information used (the source)
- use evidence effectively. Note whether you have written something down as an exact quote or if you have paraphrased it (written it in your own words)
- add your own comments, interpretations and analysis. Make sure you distinguish these from the evidence taken from the reading.

You are encouraged to use the template provided below when making notes. This is a very effective method of note making because it:
- ensures that you capture the bibliographic details
- reminds you to paraphrase as you make notes
- enables you to link your notes to your purpose
- encourages you to engage critically with the text
- can be used as a basis for structuring paragraphs for your paper.

This template can be adapted for your note making purposes for other assignments in Multiliteracies and for assignments in other units. The headings of the columns may differ slightly depending on the purpose of the note making.
### Bibliographic details of all readings reviewed:

<table>
<thead>
<tr>
<th>Key issues</th>
<th>Evidence (paraphrased as much as possible)</th>
<th>My analysis / comments</th>
<th>Links to contemporary views of literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Example of note making template used to make notes for assignment on Aboriginal English

**Topic:** Aboriginal English

**Bibliographic details of all readings reviewed:**

<table>
<thead>
<tr>
<th>Key issues</th>
<th>Evidence (paraphrased as much as possible)</th>
<th>MY Analysis /comments</th>
<th>Links to contemporary views of literacy</th>
</tr>
</thead>
</table>
| 1. Aboriginal language has different power in different contexts. | Aboriginal language is learnt in Aboriginal families and communities and is the language of communication in those contexts (Eades, 1993)  
Most Aboriginal people use different languages or dialects in different contexts (Eades, 1993)  
Standard Australian English is spoken by the powerful groups in society (Eades, 1993)  
Students all need access to the language of power-- but not at the expense of their home language (Simpson & Clancy, 2005) | Aboriginal students have much stronger language and literacy skills than most people think.  
Aboriginal students are disadvantaged at school as standard Australian English is the language of power – what does this mean for my role as an educator?  
Aboriginal students can move in and out of different identities in different contexts – e.g. home and school. | Discourse, cultural and linguistic capital – AE has power in Aboriginal contexts but not in schools and EC settings. The dominant language (English) has power and status in educational settings (see Simpson & Clancy)  
Significance of language in constructing power relations – educational institutions privilege some groups and marginalise others, e.g. Aboriginal students (Jones Diaz & Makin, 2002). |
2. Aboriginal language is strongly connected to cultural identity.

3. Aboriginal language is frequently misunderstood and judged as bad language.

<table>
<thead>
<tr>
<th>“Aboriginal English plays an important role in the maintenance and assertion of Aboriginal identity” (Eades, 1993, p. 3)</th>
<th>There seems to be the same sort of relationship between Aboriginal English and identity as there is with languages other than English.</th>
<th>Jones Diaz &amp; Harvey (2007) highlight the inter-relationships between bilingualism, biliteracy and identity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal English is a dialect of English (Eades, 1993).</td>
<td>Need to focus on broad definitions of literacy that include different languages and dialects and different literacy practices.</td>
<td>Sociocultural views of literacy are inclusive of languages other than English and different dialects of English (Jones Diaz &amp; Makin, 2002).</td>
</tr>
<tr>
<td>Aboriginal English is often corrected as it is seen as ‘bad English’ – this confuses children (Simpson &amp; Clancy, 2005)</td>
<td>Educators need to know more about the rules of Aboriginal English.</td>
<td>Contemporary views of literacy, e.g. multiliteracies, are inclusive of a variety of social and cultural practices (Jones Diaz &amp; Makin, 2002).</td>
</tr>
<tr>
<td>Eades (1993) – Aboriginal English is not ‘bad language’ – it is actually ‘good learning’ of a language that has its own rules.</td>
<td>Teachers need to avoid stereotyping Aboriginal students.</td>
<td>Literacy as social practice – members of different cultures engage in different literate practices (Jones Diaz &amp; Makin, 2002).</td>
</tr>
<tr>
<td>There are often subtle differences – e.g. ways of interacting, questions etc (Eades, 1993; Simpson &amp; Clancy, 2005)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aboriginal English needs to be recognised and respected as a language (Eades 1997; Simpson &amp; Clancy, 2005)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Multiliteracies Assignment 1a Processes (continued)**

Discuss the topic and the issues with your group and other students, both face-to-face and online

Do not underestimate the importance of discussion. It is a vital part of learning. Through verbally (or in writing if online) expressing your ideas, concerns or confusion you often find that you gain some clarity. This can be further enhanced when you listen to or read others’ comments and when you engage with other people’s ideas and perspectives. These interactions can help clarify your thinking, point out perspectives you hadn’t considered and assist you to express your ideas. Such discussion leads to a deeper and broader understanding of the topic.

**Decide on the 3 key issues relevant to your topic**

Based on your reading of your 2 selected readings on the topic, identify the 3 most significant issues.

**Find and read readings from lectures, the unit outline and your own research to link your analysis to contemporary views of literacy**

You will need to find a range of readings that discuss contemporary views of literacy. These readings can be drawn from the reading list in the unit outline and from the readings referred to in the lectures in weeks 1 – 4 of Multiliteracies. These readings will assist you in linking your analysis of your topic to contemporary views of literacy.

**Create an outline of the analysis of topic**

It is essential that you complete several drafts of your paper prior to submission of the final piece of work. When completing your drafts and your final paper you need to look back to the assessment criteria and the standards and make sure that all areas are covered.

You also need to think about the structure of your paper. A well structured paper has an introduction, a body and a conclusion.

The first time that we write something we are often sorting out ideas and clarifying the ways that we want to express them. Therefore it is very important that this draft is further developed. You need to allow time to edit your draft in terms of content, structure and cohesion, to proofread for spelling and grammar and to redraft before submission. This may require multiple drafts because you might realise that the paper is not well structured, there are flaws in your analysis, you do not have enough evidence to support your arguments or you have not presented your arguments in your own words.
An example of an outline

An outline for the analysis of the topic Aboriginal English might look like this:

<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic – Aboriginal English</td>
</tr>
<tr>
<td>3 issues are:</td>
</tr>
<tr>
<td>1. Aboriginal language has different power in different contexts</td>
</tr>
<tr>
<td>2. Aboriginal language is strongly connected to cultural identity</td>
</tr>
<tr>
<td>3. Aboriginal language is frequently misunderstood and judged as bad language.</td>
</tr>
</tbody>
</table>

These issues reflect the big ideas in Outcome 7 – i.e. the intersection of language, culture and power.

Contemporary views of literacy that will be used to support the analysis of this topic include sociocultural perspectives of literacy and literacy as social practice. These views highlight that importance of having a broad view of literacy that is inclusive of a range of languages and dialects.

<table>
<thead>
<tr>
<th>Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue 1</td>
</tr>
<tr>
<td>Aboriginal language has different power in different contexts (Simpson &amp; Clancy, 2005) – link with readings on power and literacy and discourse, cultural and linguistic capital (Luke &amp; Freebody, 1997; Jones Diaz &amp; Makin, 2002)</td>
</tr>
</tbody>
</table>

| Issue 2 |
| Aboriginal language is strongly connected to cultural identity (Eades, 1993) – link with contemporary view of literacy as social practice (Jones Diaz & Makin, 2002; connections between language, culture and identity (Eades, 1993; Jones Diaz & Harvey, 2007) |

| Issue 3 |
| Aboriginal language is frequently misunderstood and judged as bad language (Eades, 1993; Simpson & Clancy, 2005) – link with contemporary views of literacy, e.g. multiliteracies – broad definition of literacy that includes languages and dialects other than standard English (Jones Diaz & Makin, 2002) |

| Conclusion |
| Reiterate key issues. Reinforce big idea of the intersections of language, culture and power and what this means for Aboriginal students. |
Another example of an overview

*If you are a visual learner, you may choose to develop a mind map such as this:*

![Mind Map]

**What needs to be included in your paper?**

A well structured paper has an introduction, a body and a conclusion. For your analysis of your topic this means:

1. **An introduction** that identifies the topic, the 3 key issues and the contemporary views of literacy that will be used in the analysis.

2. **A body** that is composed of well structured and cohesive paragraphs which address the issues. The body of the paper must analyse and discuss the issues, explaining the complexities of the topic from different perspectives and linking to contemporary views of literacy, and be well supported by reference to relevant readings.

3. **A conclusion** that clearly and concisely reiterates the arguments presented in the paper.
Writing the Introduction

An example of an Introduction:

The concept of literacy is changing and it is recognised that, currently, the literacy experiences of many children are connected to their interactions with popular media culture. One of the key issues related to this topic is the argument that many children develop literacy understandings as they interact with popular media culture (Beecher & Arthur, 2001). A second issue is that when early childhood settings and schools integrate texts from daily life, children are able to see the ways in which literacy is part of everyday social practices (Rowan, Knobel, Bigum, & Lankshear, 2002). Consequently, the third issue is situated in the discussion that early childhood settings and schools need to find ways of creating greater congruence between the everyday literacies of children’s families and communities and school literacies. Alloway et al. (2002) suggest that the use of popular media culture provides opportunities for children to display expertise in the classroom in ways that traditional materials generally do not.

An introduction prepares the readers/assessors for what to expect in the body of the analysis of

Writing the body

See Writing paragraphs.doc

A paragraph is a group of sentences that develops a common theme or topic.

• Paragraph – topic sentence that introduces the key theme/idea of the paragraph

• The themes of each paragraph will be the KEY issues you have identified (you may need several paragraphs to discuss an issue – so you need to identify a logical place to divide the discussion into paragraphs)

• Supporting sentences develop the theme, expand and elaborate on the main point
  These sentences include evidence – paraphrased as much as possible
An Example of a Body paragraph

Visual texts are embedded in the technology used by many children. Many children are ahead of their parents where technology is concerned (Jones Diaz, 2004). Children’s knowledge in these technologies is recognised and targeted in the production of electronic games (Carrington, 2003). These days computers, the Internet, television, DVD and even mobile phones are being used by children. There is a need of technologies suitable for children (Gee, 2004, as cited by Jones Diaz, 2007, p.36). On the other hand, children are required to use different types of cognitive skills to participate in different technologies (Gee, 2004, as cited by Jones Diaz, 2007, p.36). Another way that literacy is changing is that children can use the Internet to look up something and have an advertisement pop up for something else, which is called cross-selling (Kenway and Bullen, 2001).

Another example of a body paragraph

Much learning occurs as children interact with each other in small groups. As Neuman, Copple and Bredekamp (2000) have noted, when children work individually they are silent, but when they work in small groups there is much language use as they express their ideas and respond to the thoughts of others. In addition, when children are learning in small groups the educator is able to interact with individual children, providing demonstrations, scaffolding and feedback as needed. Reid (2002) also notes that there are many benefits of small groups in school classrooms, as well as in prior to school settings, as educators are able to provide teaching that is focused on individual strengths and needs. This is further supported by a study of reduced class sizes in the early years of school in NSW which found that smaller classes allowed for more individualised instruction, greater support for students needing assistance, more frequent and immediate feedback and increased use of small group work (Meyenn, 2003).
Writing analytically

When writing an analytical piece of work as you are in Assignment 1A, you will be presenting your understanding of the topic that has been gained through your readings and tutorial and online discussions. You need to compare, contrast and synthesise your readings to identify the 3 key issues. When analysing these issues it is important to articulate your argument and support it with reference to readings rather than just summarising what each author has said.

Have a look at the two examples below that demonstrate the difference between merely describing writing and analysis that includes your point of view.

<table>
<thead>
<tr>
<th>Example showing description only</th>
<th>Example showing identification of issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many Aboriginal children speak Aboriginal English at home and come to school speaking Aboriginal English. Aboriginal English is a dialect of English that is different to standard Australian English. Aboriginal English differs to Standard Australian English phonologically, syntactically, pragmatically and semantically.</td>
<td>There are three key issues in the topic of Aboriginal English. The first issue is that Aboriginal language has different power in different contexts. The second issue is that Aboriginal language is strongly connected to cultural identity. The third issue is that Aboriginal language is frequently misunderstood and judged as bad language. These three issues reflect the intersections of language, culture and power. This paper will analyse each of these issues in turn. Contemporary views of literacy that will be used to support the analysis of this topic include sociocultural perspectives of literacy and literacy as social practice. These views highlight that importance of having a broad view of literacy that is inclusive of a range of languages and dialects.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example showing summary of readings only</th>
<th>Example showing analysis and synthesis of readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simpson and Clancy (2005) claim that Australian Aboriginal learners are not having their needs addressed by the Australian education system and are not learning to their full potential. Eades (1993) points out that Aboriginal English needs to be recognised and respected.</td>
<td>It has been argued for some time that the educational competencies and needs of Aboriginal Australians need to be recognised. In 1993, Eades pointed out that Aboriginal English is a language that should be respected and incorporated into Aboriginal children’s literacy experiences at school. However fifteen years later, Simpson &amp; Clancy (2005) claim that Australian Aboriginal learners are still not having their needs addressed and are not meeting their learning potential.</td>
</tr>
</tbody>
</table>

Note the references. They focus only on what the authors have said.
Historically, young boys and girls both wore the same clothes, dress-like petticoats (Gittins, 2004). Today, the colours and brandings that children wear separate genders. According to Kenway and Bullen (2001), children even recognise that the Simpsons do not wear brand clothing. This example shows that children can distinguish between brand named clothing and non-brand named clothing. These trends of branded and gendered clothing are pushing children to become class and gender conscious, by increasing social segregations (This should be referenced). Children today recognise the special attention that branded clothing brings to them. Therefore, early childhood educators need to be aware of the messages that are coming across childhood to children by consumer culture and take steps to challenge these dominant discourses.

The writer analyses an issue which is supported by some references. There are times when assertions are made that should be supported with a reference. The references are used effectively to support the argument rather than to merely summarise the readings.

This text is an edited version of a student assignment (2007).

**Writing the Conclusion**

Your conclusion is an important part of your analysis of topic, and it is also the most difficult part of writing. The readers/assessors will assess your understanding and thinking about the topic from your conclusion. Therefore, a strong conclusion shows the true value of your analysis of topic.

You should briefly recount your introduction while providing new understanding in your conclusion. These are some steps that you can follow while writing a conclusion:

- Synthesise (or pull together) the key ideas. The conclusion is not about summarising your entire analysis of topic. It is about showing interconnections between different findings and the analysis you have presented in the body of the assignment. Therefore, you should refer to the key issues raised in the body and show how they support your own views or points.

Show what the significance of your paper is, or explain why the topic is an important area. You could link to why this topic is important and what the implications are for working with children and young people.
Some examples of conclusions:

The analysis of topic has shown that critical literacy changes constantly in children’s social contexts. Therefore, this raises several issues and implications which require ongoing attention from early childhood educators for effective outcomes. Alvermann and Hagood (2000) claim that linking fandom with critical media literacy in classrooms has a possibility of encouraging interest in school literacy practices. This can be practiced while expanding and providing opportunities for teachers and children to utilise the classroom context as becoming a place where meaning can be drawn from a vast range of popular culture texts. Mitchell (2006) argues that exposing children to alternative perspectives portrayed in the alternative press rather than the mainstream press enables them to question their worlds. This exposure encourages children to make their ‘everyday worlds problematic’ and rewrite their worlds when they are curious to learn more about society and themselves (Mitchell, 2006). Such early interactions could prove to be beneficial in the later stages of life which require strong critiquing abilities (Reid, 2003). It is important that cultural and social backgrounds be incorporated with critical literacy practices in every classroom (Knobel &Healey 1998). It must be remembered by educators and practitioners that needs and critiquing abilities of every individual child vary in the context of social literacy practices. Thus, it is essential for early childhood educators and practitioners to collaborate with parents and families to incorporate literacy practices into a school curriculum that teaches for critical literacy.
Ultimately, teaching for critical literacy as it constantly changes in children’s social contexts raises many issues and implications requiring constant attention by early childhood educators. As demonstrated by Alvermann & Hagood (2000), linking fandom with critical media literacy in classrooms has a possibility of encouraging interest in school literacy practices while also expanding and providing opportunities for teachers and children to utilize the classrooms context as becoming a place where meaning can be drawn from a vast range of popular culture texts. Mitchell (2006) emphasizes the ongoing need to look beyond texts and critique them, arguing that by exposing children to alternative perspectives portrayed in alternative press rather than the mainstream press they are beginning to question their worlds, making their “everyday worlds problematic” and highlighting the need to rewrite their worlds when they are curious to learn more about society and themselves. This will prove beneficial in the later stages of life, which require strong critiquing abilities (Reid 2003). As Knobel & Healey (1998) argue, cultural and social backgrounds must be incorporated with critical literacy practices in every classroom. The needs of each individual child, as well as the fact that critiquing abilities will vary, must always be remembered in the context of the child’s social literacy practices. Essentially, early childhood educators must collaborate with parents and families, considering literacy as a social practice, and aiming to incorporate social literacy practices into a school curriculum that teaches for critical literacy.

Edit your draft in terms of content, structure and cohesion
Thoroughly proofread for spelling, grammar and referencing

Editing.doc

You need to edit your draft in terms of content, structure and cohesion and to proofread for spelling, grammar and referencing. You should use the assessment standards (indicating what is required for a pass, credit and distinction) to assist you in editing your paper.
EXAMPLE of why it is important to proofread

Mistakes can change the meaning of the text

The pictures are also accompanied by persuasive words like half price, look cool this summer, hot, which children will they see the items as must have items. As educators we should not turn out back on these types of literacies but acknowledge that it is apart of the children and it will construct children’s play and social identity. (Excerpt from a student assignment, March 2006)

Your analysis of the topic needs to be clearly written. Therefore, it is important to proofread before submitting your assignment. This is an example of insufficient proofreading.

The writer claims that various literacies are part of children, but does not explain what this means.

Reading out ALOUD is a good strategy for proofreading and editing your text.

The underlined words are the mistakes in this text. This example is taken from a student assignment (2007).

They – is an extra word. “hot” “Must have” etc, needed inverted commas. Out – should have been ‘our’. Apart – should be ‘a part’.

These mistakes make the sentences confusing, and sometimes result in a completely different meaning.

Some strategies which are useful when editing:

- Read your paper aloud
- Give it to somebody else to read critically – ask them to let you know where it doesn’t make sense
- Check that all references used in the paper are included in the reference list and that referencing is using the APA referencing style

You also need to make sure that you check your word count and are not more than 10% on either side of the word limit.

Complete final draft and submit Assignment 1A
You should also check the presentation of your assignment. Make sure that you have left a suitable margin on each side so that there is room for the marker to make comments. Check that the font is in 12 point and that there is appropriate spacing between paragraphs.

Check that you have included a completed and signed cover sheet and feedback sheet before you submit your assignment.

---

**Review your assignment feedback and apply it to future assignments**

Make sure that you collect your assignment when it has been marked and take note of the marker’s feedback. This will provide you with important information about the areas where you did well and aspects that need improvement.

It is important that you
- review your assignment feedback and apply it to future assignments
- discuss the comments on your assignment with the marker if you need clarification
- share your feedback on Assignment 1a with team members to assist with preparation for Assignment 1b.
Multiliteracies

Assignment 1b

Learning Guide
Assignment 1, Part B: Multimodal group presentation (30%)

This assignment involves a group presentation of 10 minutes, accompanied by a multimodal resource and 1 – 2 page submission of group processes.

Each group is to combine the individual resources from Part A of Assignment 1 and then conduct further research on their topic.

Using the scenario included below or a professional experience or educational workplace setting, each group is required to develop a multimodal resource that communicates the key ideas of their research to staff and/or families in the setting. The information should be presented in a way that integrates at least two modalities – e.g. print and images; sound and images.

The multimodal resource could take one of the following forms:
- poster,
- brochure,
- video/DVD,
- Power Point slide show,
- CD-Rom or
- Website.

At the allocated time in week 12 (Penrith) or week 13 (Bankstown) each group will be provided with time to install/display their resource. Each group will have 10 minutes to present. The group presentation must include a well researched and referenced overview of the issues relevant to the selected topic as well as the resource developed for families and/or staff.

You must ensure that all group members make an active contribution to the presentation, as well as to the research and the preparation of the multimodal resource for this assignment. Each group must provide the marker with a copy of the resource for families and/or staff. Each group must also provide a one to two page overview of the group processes involved in preparing for this assignment. This should include times and dates of group meetings, members present, and tasks completed by each member. You each need to sign this document as a true record. If there are any problems with any group (e.g. members not contributing) you need to discuss these with the tutor, preferably prior to the presentation.

You should use the scenario included below, or a professional experience or educational workplace setting that you are familiar with, as the context for the development of your resource for families and/or staff.
Scenario:

Gumnut Child Care Centre is a 40 place centre in the south-west region of Sydney. The centre caters for children and families from a wide range of cultural and linguistic backgrounds. Languages spoken by children and families include Vietnamese, Arabic, Spanish, Serbian, Tongan, Chinese and Aboriginal English. Most families are fluent in their home languages and have varying degrees of English language proficiency.

There are 6 early childhood staff members. 4 staff members speak English only. 1 staff member is bilingual speaking Greek and English; one staff member is bilingual speaking Italian and English. There is an additional bilingual support worker who speaks Chinese and Vietnamese who attends the centre two mornings a week. The cook also speaks some Arabic and the administrative assistant speaks Spanish and English.

Staff have noticed that they have developed strong partnerships with many of the Anglo-Australian families but that they do not have such productive relationships with the Aboriginal and bilingual families.

Most of the parents place a high value on literacy, particularly in English. Some parents are concerned that speaking languages other than English at home and at the centre will be detrimental to their child’s English language development. Other parents emphasise the importance of their children’s maintenance of the home language alongside English language learning. There are some English speaking families that have expressed interest in their children learning a community language.

The centre has recently introduced computers in each of the playrooms (0-3s and 3-5s). This has been met with enthusiasm from many families although some parents have expressed concerns. The issue of whether and how to include children’s interests in popular media culture has recently been raised at staff meetings and staff have been investigating strategies for including popular media culture and critical literacy in the program.
Processes involved in Assignment 1b

The flow chart on the following pages outlines the group processes that you need to engage in to complete this assignment.

Make sure that you document all your meetings. Your group will need to hand in a 1-2 page overview of your meetings, including when you met, who attended each meeting and who was involved in completing each of the tasks. This must be a true record of the meetings and be signed by each member.

Read the notes on Group Work and Presentations in the Academic Literacies folder on the unit e-learning site.

Also read the Assessment Standards for Assignment 1a at the end of this document. You should use these to self-evaluate your presentation and resource prior to presenting to the tutorial group.

Remember you need to submit a copy of your resource at the presentation.

Assessment criteria:

- **Research and analysis**: Wide and analytical reading of current research related to the topic and clear identification and analysis of relevant issues (15 marks)

- **Resource**: Resource is appropriate to context and audience, reflects contemporary views of literacy and effectively integrates different modes (10 marks)

- **Presentation and team work**: Appropriate group processes and team work; clear presentation of overview of issues and resource (5 marks)

Assessment Standards are included on pages 34 and 35.
GROUP MEETING: Information sharing

Set rules for meetings and appoint a minute taker (should be rotating position). Group meets to share analysis of topic, discuss main points from readings, discuss given scenario for assignment and set time line for future meetings.

Students undertake own readings and write analysis of topic

Team then determines the nature of further research needing to be conducted

GROUP MEETING
Focus: Presentation

Determine minute taker
Step 1: Group considers and determines the most appropriate multimodal forms for presenting information to tutorial audience and for the resource for families and/or staff in given scenario.
Step 2: Group determines what information is most appropriately presented to tutorial group and what is to be included in the resource developed for families and/or staff in scenario.
Step 3: Determine who will be working on which sections of the presentation and resource or how the team will work together on the total project.

Individuals complete further research

GROUP MEETING
Focus: Further research information sharing

Review agenda and determine minute taker.
Share new research information.
Discuss main points from new readings.
Bring together previous key points and information from original meeting and new information raised at this meeting.
Review Assessment Standards for Assignment 1b.

Allocated tasks from initial planning meeting
GROUP MEETING
Determine minute taker
Share information and work to date
Collate and refine information for tutorial presentation and resource
Review information against assessment standards

Tutorial Presentation
Edit and proof read all material

Resource
Edit and proof read all material

GROUP MEETING
Review Tutorial Presentation and Multimodal Resource
Determine:
Who will be addressing each segment of the presentation?
In what sequence will the information be presented?
How will the information be presented in each sequential segment?
How will the resource for families and/or staff be included in the tutorial presentation?
What time will be allocated to each segment?
Who will introduce the topic?
Who will deliver the main points (in what order will individuals present)?
Who will conclude the presentation?
How will the session be concluded (is there a handout? How will it be distributed?)

REHEARSE THE PRESENTATION
Group to present material (see if you can find another group or family members to act as audience and give feedback)
Analysis of presentation.
How long did the presentation take?
What needs to be refined?
What needs to be removed?
What needs to be reinforced?
What needs to be included?
Make a decision about how many times the team needs to rehearse
Plan future rehearsals Practise Practise Practise

Review timeline and meeting schedule
<table>
<thead>
<tr>
<th>Assessment standards</th>
<th>0-4/15</th>
<th>5-7/15</th>
<th>7.5 - 9/15 (Pass)</th>
<th>10-11/15 (Cr)</th>
<th>11.5 - 13/15 (D)</th>
<th>14-15/15 (HD)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research and analysis</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Tends to describe topic and not identify issues</td>
<td>Some attempts at analysis of some issues by linking to lecture content, or linking to own experiences, but few links to readings or readings not relevant</td>
<td>Some analysis of relevant issues supported by reference to 4 – 6 relevant readings</td>
<td>Clear analysis of key issues related to topic well supported by reference to 6 – 8 relevant readings</td>
<td>Strong understanding of the big ideas of multiliteracies and the key issues related to the selected topic</td>
<td>Strong analysis of and critical reflection on issues well supported by reference to readings</td>
<td></td>
</tr>
<tr>
<td>- Few or no links to readings</td>
<td>Some attempts at referencing and reference list but not following APA or incomplete</td>
<td>Some synthesis of readings</td>
<td>Clear comparisons and effective synthesis of readings to support analysis</td>
<td>Highly effective analysis of issues supported by extensive range of relevant readings</td>
<td>Strong understanding of the complexities of the topic – e.g. different perspectives</td>
<td></td>
</tr>
<tr>
<td>- Poor or no referencing in presentation and/or over reliance on quotes</td>
<td>Appropriate referencing and reference list</td>
<td>Appropriate synthesis of readings to support analysis</td>
<td>Some critical reflections on readings and/or own or children’s experiences that highlight different perspectives on issues</td>
<td>Strong reflections on own/children’s experiences in relation to the topic demonstrating different perspectives on issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- No reference list</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Resource</strong></td>
<td>Resource included but may not be multimodal</td>
<td>Clear, multimodal, professionally presented resource relevant to topic and scenario</td>
<td>Clear, effective, professionally presented multimodal resource that is relevant to topic and scenario</td>
<td>All of C + Resource reflects strong understandings of the big ideas in multiliteracies and their impact on families and early childhood and/or schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Does not reflect understandings of topic or contemporary views of literacy</td>
<td>Some attempt to include relevant information that links to contemporary views of literacy but may be unclear</td>
<td>Resource clearly reflects contemporary views of literacy relevant to topic</td>
<td>Resource provides clear, concise information that reflects contemporary views of literacy and</td>
<td>Highly innovative resource that is highly appropriate to scenario</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- No resource or not appropriate to topic or audience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-1/5</td>
<td>2/5</td>
<td>2.5-3/5 (Pass)</td>
<td>3 – 3.5/5 (Credit)</td>
<td>4/5 (D)</td>
<td>4.5-5/5 (HD)</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-----</td>
<td>---------------</td>
<td>-------------------</td>
<td>--------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Not all members of the group contributed</td>
<td>- All members contribute but poor teamwork or uneven contributions</td>
<td>- All members contribute to presentation</td>
<td>- All members contribute to presentation</td>
<td>- All members contribute to presentation</td>
<td>All of C +</td>
<td></td>
</tr>
<tr>
<td>- No submission of group processes</td>
<td>- Submission of group processes but may be unclear or incomplete</td>
<td>- Submission on group processes is clear and complete</td>
<td>- Submission on group processes is clear and complete</td>
<td>- Submission on group processes is clear and complete</td>
<td>All of D +</td>
<td></td>
</tr>
<tr>
<td>- The presentation lacks structure and cohesion</td>
<td>- Some structure and cohesion but sections not clearly linked and presentation does not flow smoothly</td>
<td>- Presentation is generally clearly organised with introduction and conclusion</td>
<td>- The presentation is clearly structured and cohesive</td>
<td>- The presentation is clearly structured and cohesive</td>
<td>Innovative presentation</td>
<td></td>
</tr>
<tr>
<td>- There is no evidence that the presentation has been rehearsed – e.g. too long or too short, poor teamwork</td>
<td>- Little consideration of audience – e.g. visual aids are not used or are not used appropriately; presenters read rather than addressing audience</td>
<td>- Some links to resource in presentation</td>
<td>- Clear concise points with clear introduction and conclusion</td>
<td>- Effecte integration of resource into presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- No consideration of audience</td>
<td>- Poor time management</td>
<td>- Some consideration of audience for presentation – e.g. maintain eye contact, use of visual aids such as PowerPoint slides or overhead but may include too much text or be unclear</td>
<td>- Appropriate consideration of audience – e.g. eye contact, effective use of visual aids</td>
<td>- All of D +</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bachelor of Early Childhood Studies, 101428 Multiliteracies 2008
Multiliteracies

Assignment 2

Learning Guide
Multiliteracies for Learning: Assignment 2 overview

**PART A (weeks 1 – 14)**
Every week read, summarise and reflect on your set reading

**Online weeks**
Contribute to the online discussions using readings to support discussion

**On campus weeks**
Bring your reading notes to your tutorial

**PLUS**

**Reflections on your understandings of literacy to be completed in Weeks 1, 6 and 12**

**PART B (week 14)**
Choose two online posts of approx 200 words each to submit for marking

**PLUS**

**Submit an explanation of the complexity of issues relating to boys and literacy**

**Part C (week 14)**
Submit an overview of how your understandings of literacy have changed over the semester (attach reflections on literacy from weeks 1, 6 and 12)

**PLUS**

**Make sure you include a Reference List**
Multiliteracies for Learning: Assignment 2

PART A: READINGS AND PARTICIPATION IN ONLINE DISCUSSION (weeks 1 – 14)

Every week read, summarise and reflect on your set reading.

See the notes on Summarising in the Academic Literacies folder

Assessment Criteria Assignment 2 Part A

- **Research and reflection**: Evidence of weekly readings and reflections on literacy (5 marks for evidence of written summaries of readings in each on-campus tutorial and completion of reflections on literacy)
- **Online participation**: Evidence of completion of online tasks (5 marks for on-time completion of online tasks)

Assessment standards
The assessment standards are on page 47.

What do I need to do for Assignment 2 part A?

**On campus weeks:** Bring your reading notes to your tutorial
Be prepared to discuss the reading in class. Your opinions/concerns about the reading can be captured in the reflections column in the proforma on page 40.

**Online weeks:** Contribute to the online discussions using your readings to support your discussion

How can I effectively contribute to online discussions?

Think about:

**Writing Online**
- Write in complete sentences.
- Don’t use sms abbreviations, e.g. Use ‘you’ not u, ‘are’ not ‘r’.
- Before you post online, draft a comment or response to the question as a Word document.
- Before you post online, re-read what you’ve written.
- Make sure that others reading your post will understand what you mean.

**Online discussions**
When you’re commenting on or adding to what someone else has said, begin your message by acknowledging the original post (so others understand what you’re responding to);
Or
Summarise what’s been said already by others in the discussion – pick out the really key points, aiming to be both clear and brief in your summary.
Keeping a discussion going ...

- Respond to what other students have said – if you agree with them, explain why, and if you disagree, explain why;
- Draw on your readings and other references to support your case (remember to reference these at the end of your response);
- Build on what others have said – take a point raised by someone else and offer your perspective on it, explaining why you think that;
- Ask questions of other students if you don’t fully understand the point/s they’re making – rephrase what you think they’ve said and ask them to confirm or clarify;
- If you have found a reading related to the topic that the lecturers or other students haven’t mentioned before, bring this into the discussion;
- Remember to use subject line titles that indicate what your message is about, and will sound interesting to others;
- When you see an important theme emerging in the discussion, you could highlight this for everyone by collecting together some relevant statements (acknowledging who said them) and pointing out what you see as their significance;
- Consider ending your message with a question or an invitation to others to respond.

Adapted from material provided by Rosemary Thomson, Teaching Development Unit, UWS, October 2007

Reflections on your understandings of literacy
To be completed in Weeks 1, 6 and 12

You are expected to reflect on your changing understandings of literacy in weeks 1, 6, and 12. You will then be able to use these reflections to write Part C; your reflection on how your understanding of literacy has developed over the semester. You are expected to submit your reflections from weeks 1, 6 and 12 with Part C in week 14. These should be on the reflections on the literacy proforma given out in class in week 1, or on a similar proforma that you have developed. The proforma is included on the following pages.
<table>
<thead>
<tr>
<th>Reading Summary Proforma</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bibliographic details</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Key Points</strong></th>
<th><strong>Reflections (my analysis/ comments)</strong></th>
</tr>
</thead>
</table>

| **Paragraph Summary** |  |
Name: ___________________________ Tutorial group: ____________

Multiliteracies: Reflections on Literacy

(Submit these sheets with Assignment 2 Part C in week 14)

Week 0/1
What does literacy mean to me?

Week 1 or 2
(Complete after first lecture and after completing first reading)

After having been to the first lecture and completing the first reading my ideas about literacy have been challenged and extended in the following ways........................
Week 6

After having completed the module on What is Literacy this is how I would explain literacy to another student ..................

Key points from readings to support these ideas are ............
Week 12
After having completed the module on Literacies and Power I have extended my understandings of literacy in the following ways……………..

Key ideas from readings that support these ideas are .............
Sample Reflection

Week 12
After having completed the module on Literacies and Power I have extended my understandings of literacy in the following ways………………

Just recently I have begun to understand more fully the inter-relationship between language and power. Languages other than English do not generally have status and power in mainstream Australia. This partly explains why many parents believe that they should only speak to their children in English rather than use their first language at home. I have learnt that it is important to value children’s home languages. Languages are closely linked to culture and identity. Ways that educators can support languages other than English are by learning some words in children’s languages and providing bilingual resources. It is also important to provide families with current information about the benefits of bilingualism.

Dominant discourses of literacy value book-based literacies and often ignore literacy practices that involve languages other than English, texts of popular culture and technologies. Many children are highly interested in popular culture and digital texts and develop literacy understandings through experiences with these texts. Educators should include these types of texts in early childhood settings and schools rather than assume that all children have experience with books. In addition, it is important to consider the diverse texts that children interact with within their families and communities, which include texts in a range of community languages, and to include these in early childhood settings and schools.

Key ideas from readings that support these ideas are……………………

Both Barratt-Pugh (2000) and Jones Diaz (2001) emphasise the critical importance of maintaining and developing children’s home languages. In addition, Reid (2003) suggests that collaboration between educators and families and building on family literacies is vital in successful literacy teaching and learning.

Unsworth (2001) highlights the prominence of texts of popular culture and information and communication technologies in children’s lives and argues that a range of multimodal texts should be included in classrooms.
PART B: SELECTED ONLINE POSTINGS
(Due week 14)

You are required to select your two best posts from online discussions on two different topics from weeks 3 – 10 and submit these for marking in week 14. These posts need to demonstrate analysis of issues, introduction of new ideas and/or extension of others’ ideas, and make reference to a range of readings. You will need to print the discussion thread for each of the two selected postings in order to demonstrate the ways in which you have facilitated and/or built on the discussions.

Assessment Criteria
Informed discussion: Reflective contributions to online discussions that draw on a range of relevant readings, analyse issues and stimulate discussion (10 marks)

Assessment Standards
The assessment standards are on page 47.

PART C: REFLECTIONS ON UNDERSTANDINGS OF LITERACY (Due week 14)

Part C has two sections.

Reflections on literacy: You are required to reflect on how your understandings of literacy have developed throughout the semester, making specific links to relevant readings and contemporary views of literacy. You also need to reflect on what your new understandings of literacy mean for your future work with children or young people. This piece of writing is a 250 word overview of your main learnings about literacy over the semester. You should submit your reflections on literacy from weeks 0/1, 6 and 12 on the literacy reflections proforma as an appendix. The appendix is not included in the word count.

Explanation of complexity of issues relating to boys and literacy: The second section asks you to write an explanation for Multiliteracies students doing this unit in 2009 that analyses the relationships between language, ethnicity, social class and gender and discusses issues of power and identity construction. This explanation must critique the popular and simplistic views of boys and literacy and be supported by reference to a range of relevant readings. This section is also 250 words.

Make sure you attach a reference list that includes all the references used in your reflections on literacy and explanation about boys and literacy.

Assignment 2 Part C: Marking Criteria
- **Research**: Reference to a range of relevant readings (5 marks)
- **Reflection**: Clear articulation of how understandings have changed and why
  These reflections include **Contemporary Views of Literacy**: Evidence of clear understanding of contemporary views of literacy and implications for work with children and young people (10 marks)
- **Analysis**: Clear understanding of the relationship between language, ethnicity, social class and gender and issues of power and identity construction (10 marks)
- **Academic Literacy**: Clear written expression, appropriate literacy and referencing (5 marks)

The assessment standards are on the following page.
# Multiliteracies Assignment 2 Assessment Standards

<table>
<thead>
<tr>
<th>Part A: Reading summaries in tutorials</th>
<th>0-1/5</th>
<th>1.5 – 2/5</th>
<th>2.5 – 3/5-6/10 (pass)</th>
<th>6.5 – 7/10 (credit)</th>
<th>7.5-8/10 (D)</th>
<th>8.5-10/10 (HD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings generally not completed for tutorials.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No evidence of completion of reflections on literacy available to share in tutorials.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maybe frequently absent.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Readings often not completed – or may be highlighted photocopy not summary of key issues.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No evidence of completion of reflections on literacy available to share in tutorials.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summaries not available for 2-3 tutorials and not shown to tutor later.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generally in attendance and reading summaries highlighting key ideas generally completed for each on-campus tutorial. Some evidence of reflections on literacy available to share. May have missed 2 tutorials or 2 reading summaries not available at time of tutorial but shown to tutor later.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summaries and reflections generally available for sharing – missed one tutorial.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary for missed tutorial shown to tutor later.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attended all tutorials. One reading summary not completed in time for tutorial or only partially completed but completed and shown to tutor later.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attended all tutorials and reading summaries always completed for each tutorial.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part A: Online participation</th>
<th>0-2/10</th>
<th>3-4/10</th>
<th>5-6/10 (pass)</th>
<th>6.5 – 7/10 (credit)</th>
<th>7.5-8/10 (D)</th>
<th>8.5-10/10 (HD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No evidence of participation in online discussions or participation in only 1 or 2 online discussions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Little evidence of timely completion of online discussion – e.g. 1 or more modules not completed or only completed limited number of tasks for each online module.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generally participated in online discussions and completed most online tasks on time. May have not completed 1 online module on time but provided evidence of completion of tasks after discussion closed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed all online modules on time as evidenced by contributions to online discussions. Completed most discussion tasks in each online module on time – 3 or 4 tasks across all modules may have not been completed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participated in all online discussions and completed most discussion tasks on time. 1 – 2 tasks across all modules not completed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participated in all aspects of online discussion for all modules at appropriate time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: Two selected online postings submitted for marking</th>
<th>0-2/10</th>
<th>3-4/10</th>
<th>5-6/10 (pass)</th>
<th>6.5 – 7/10 (credit)</th>
<th>7.5-8/10 (D)</th>
<th>8.5-10/10 (HD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No print out of 2 online postings or only one brief posting from one topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Print outs included but limited discussion (e.g. merely agrees with others without adding anything new to discussion and without linking to readings)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Print out of two online postings of 200 words each on two different topics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some understanding of issues evident in discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some reference to readings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online contribution clearly builds on others ideas and/or initiates new discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key issues from readings incorporated into discussion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All of C + Strong understanding of contemporary views of literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consideration of different perspectives and complexity of issues Contributions extend discussion, raise issues, and offer alternate perspectives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All of D + Strong critical analysis Effective synthesis of range of readings to support discussion Shows leadership – e.g. sharing of new resources, supporting peers, initiating discussion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part C: Reflections on literacy</td>
<td>0-2/10</td>
<td>3-4/10</td>
<td>5-6/10 (pass)</td>
<td>6.5 – 7/10 (credit)</td>
<td>7.5-8/10 (D)</td>
<td>8.5-10/10 (HD)</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------</td>
<td>-------</td>
<td>--------------</td>
<td>-------------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>No reflections included or reflections do not demonstrate understandings of contemporary views of literacy.</td>
<td>Generally clear reflections on how understandings of literacy have changed over the semester.</td>
<td>Clear reflections demonstrating sound understandings of contemporary views of literacy.</td>
<td>Reflections demonstrate strong understanding of key ideas of Multiliteracies unit e.g. multiliteracies, literacy and power.</td>
<td>All of D +</td>
<td>Strong, critical and reflective analysis of issues and implications for practice.</td>
<td></td>
</tr>
<tr>
<td>No consideration of what new understandings mean for future work with children and young people.</td>
<td>Limited understandings of contemporary views of literacy evident.</td>
<td>Reflections from weeks 1, 6 and 12 included in appendix.</td>
<td>Clear discussion of future work with children and young people that clearly links to issues raised in reflections.</td>
<td>Strong analysis of key issues relating to boys and literacy and dominant discourses.</td>
<td>Strong, critical, reflective analysis that demonstrates sound understanding of the complexity of the issues relating to boys and literacy.</td>
<td></td>
</tr>
<tr>
<td>Some overall reflections included and/or reflections from weeks 1, 6 and 12 on proforma.</td>
<td>Little or no discussion of what new understandings of literacy mean for practice.</td>
<td>Reflections demonstrate understanding of some of the key ideas in contemporary views of literacy.</td>
<td>Clear, specific discussion of future work with children and young people that clearly links to issues raised in reflections.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some discussion of what new understandings of literacy mean for future work with children and young people.</td>
<td></td>
<td>Some discussion of what new understandings of literacy mean for own future work with children and young people.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part C: Explanation of complexity of issues relating to boys and literacy</td>
<td>2.5-3/5 (pass)</td>
<td>3.5/5 (credit)</td>
<td>4/5 (D)</td>
<td>4.5 -5/5 (HD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No explanation or limited explanation</td>
<td>Some analysis of the relationship between language, ethnicity and/or, social class and gender.</td>
<td>Clear analysis with explicit discussion of the relationship between language, ethnicity, social class and gender and sound critique of popular myths.</td>
<td>Strong analysis of key issues relating to boys and literacy and dominant discourses.</td>
<td>All of D +</td>
<td>Evidence of wide, reflective reading beyond set readings.</td>
<td></td>
</tr>
<tr>
<td>Some explanation but does not critique popular myths regarding boys and literacy.</td>
<td>Some discussion of issues of power and identity construction in relation to boys but may be unclear.</td>
<td>Clear, explicit discussion of issues of power and identity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Little or unclear analysis of relationship between language, ethnicity, social class and gender.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No discussion of issues of power and identity construction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part C: Research</td>
<td>0-1/5</td>
<td>2/5</td>
<td>2.5-3/5 (pass)</td>
<td>3.5/5 (credit)</td>
<td>4/5 (D)</td>
<td>4.5 -5/5 (HD)</td>
</tr>
<tr>
<td>No links to readings.</td>
<td>Few links to readings or not relevant.</td>
<td>Links to 1 – 2 relevant readings in both reflections on understandings and explanation of boys and literacy.</td>
<td>Clear, explicit links to at least 6 readings across part C. Some synthesis of key ideas from readings.</td>
<td>Effective use of at least 8 readings across Part C to support arguments. Effective synthesis of key ideas from readings.</td>
<td>All of D +</td>
<td>Evidence of wide, reflective reading beyond set readings.</td>
</tr>
<tr>
<td>Arguments not clear. Literacy not adequate Not referenced appropriately.</td>
<td>Clearly organised and presented. Generally appropriate academic literacy &amp; ref.</td>
<td>Clear with consistently appropriate literacy &amp; referencing.</td>
<td>All of C + cohesive well structured text well referenced.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poorly organised. Not always clear. Poor academic literacy and/or referencing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part C: Academic literacy</td>
<td>0.5-1/5</td>
<td>2/5</td>
<td>2.5-3/5 (pass)</td>
<td>3.5/5 (credit)</td>
<td>4/5 (D)</td>
<td>4.5 -5/5 (HD)</td>
</tr>
<tr>
<td>No explanation or limited explanation</td>
<td>Some analysis of the relationship between language, ethnicity and/or, social class and gender.</td>
<td>Clear analysis with explicit discussion of the relationship between language, ethnicity, social class and gender and sound critique of popular myths.</td>
<td>Strong analysis of key issues relating to boys and literacy and dominant discourses.</td>
<td>All of D +</td>
<td>Evidence of wide, reflective reading beyond set readings.</td>
<td></td>
</tr>
<tr>
<td>Some explanation but does not critique popular myths regarding boys and literacy.</td>
<td>Some discussion of issues of power and identity construction in relation to boys but may be unclear.</td>
<td>Clear, explicit discussion of issues of power and identity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Little or unclear analysis of relationship between language, ethnicity, social class and gender.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No discussion of issues of power and identity construction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>