

Course Title	Literacy Practices & Story-telling				
Course Code	EDE625				
Course Type	Elective				
Level	Master (2 nd Cycle)				
Year / Semester	2 nd / 3 rd				
Teacher's Name	TBA				
ECTS	10	Lectures / week	3 hours, 14 weeks/	Laboratories / week	No
Course Purpose and Objectives	The course aims to explore literacy as a social construction (and not just as a cognitive conquest) and to highlight the relation of early literacy research to recent theoretical approaches or perspectives. The lesson focuses on the first school age because current research has shown that the attitudes, motives and knowledge that children acquire for literacy and written communication through their experiences in the family environment and pre-school education are crucial to subsequent school career and success in life. A second objective is to deepen on issues related to art and narrative techniques, as well as ways to exploit narrative on issues related to sustainability and intercultural education. Finally, the course deals with issues related to theatrical play as a means of concentrating the child with the non-familiar.				
Learning Outcomes	<p>It is expected that upon completing the course, students will be able to:</p> <ul style="list-style-type: none"> • Explain the modern approaches to literacy • Explain the theoretical and epistemological principles on which the various research approaches for the early / natural / emergent literacy • Recognize and been engaged in discussions on the key issues of both research and educational practices on literacy and the role of kindergarten in fostering • Be critical readers of the wide range of research on literacy in preschool and early school age • Develop educational actions to familiarize children with a variety of narrative techniques in order to cultivate their narrative skills • Use the play as a creative event that exploits man's inherent mimetic tendency. 				
Prerequisites	None	Co-requisites	None		
Course Content	<ul style="list-style-type: none"> • Literacy: Conceptual clarification • Functional, critical literacy • First / natural / emerging literacy • Literacy practices in early childhood education • Practices for enhancing the comprehension of written texts and first acquaintances with written code contracts • The role of early childhood teacher as a mediator of literacy • Narration: basic features • Narrative techniques • Role-play, play, self-expression • Organization of theatrical play activities in early childhood education 				
Teaching Methodology	Face-to-face				
Bibliography	Cecil, N. (2015). Striking a Balance: A Comprehensive Approach to Early Literacy. Routledge.				

	<p>Christie,J.; Enz,B. J.; Vukelich, C.; Roskos, K. (2014). Teaching Language and Literacy: Preschool Through the Elementary Grades / Edition 5. Boston, MA: Pearson.</p> <p>Joyce, H.S. & Feez, S. (2016). Exploring Literacies: Theory, Research and Practice. London: Palgrave Macmillan.</p> <p>Machado, J.M. (2012). Early Childhood Experiences in Language Arts: Early Literacy. Belmont, CA: Wadsworth.</p>						
Assessment	<table border="1" style="border-collapse: collapse;"> <tr> <td style="padding: 5px;">Exams</td> <td style="text-align: center; padding: 5px;">50%</td> </tr> <tr> <td style="padding: 5px;">Assignments</td> <td style="text-align: center; padding: 5px;">40%</td> </tr> <tr> <td style="padding: 5px;">Class Participation and Attendance</td> <td style="text-align: center; padding: 5px;">10%</td> </tr> </table>	Exams	50%	Assignments	40%	Class Participation and Attendance	10%
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Language	English						