

Faculty of Philosophy / PRE-SCHOOL EDUCATION / Methodology of initial literacy

Course:	Methodology of initial literacy			
Course ID	Course status	Semester	ECTS credits	Lessons (Lessons+Exercises+Laboratory)
4555				
Programs	PRE-SCHOOL EDUCATION			
Prerequisites	There are no pre-conditions for the attendance of this course.			
Aims	Acquiring knowledge on methodology of initial literacy as a scientific and teaching discipline; Getting to know the specifics of methods and procedures that apply to preschool children in preparation for initial literacy; Creating a theoretical basis for training students to achieve the objectives in initial field of literacy. Enabling students for independent work on the realization of the goals and tasks in the area of children's literacy.			
Learning outcomes	After passing this exam, student will be able to: 1. explain the four language skills, their connections and interdependence; 2. analyzes the basic theoretical issues in initial literacy; 3. do description of the place of beginning reading and writing in kindergarten (pre-reading skills) and the first grade of primary school; 4. use appropriate teaching materials and methods for initial students literacy; 5. do the planning and preparation work on the development of pre-reading skills(period of preparation for systematic literacy); 6. realize practical activities (classes) from the initial literacy.			
Lecturer / Teaching assistant	Doc. dr Dijana Vučković Nataša Skakavac			
Methodology	Lectures and discussions. The preparation of one essay on a given topic from one of the areas of curriculum. Creating a group student project. Studying for colloquiums and a final exam. Consultations. The independent realization of practical lessons in kindergarten and in the first grade of nine-year primary school.			
Plan and program of work				
Preparing week	Preparation and registration of the semester			
I week lectures	General theoretical issues of methodology in initial literacy. Subject and tasks of methodology.			
I week exercises	Methodology of initial literacy in the system of didactic and methodological sciences.			
II week lectures	Four speech activities. Listening and speaking as a basis for reading and writing.			
II week exercises	Four speech activities in the classroom.			
III week lectures	The subject program. Initial reading and writing in the program.			
III week exercises	Realization of lessons in the school.			
IV week lectures	Psychological, physiological, linguistic and communication basic process of reading and writing.			
IV week exercises	Realization of lessons in the school.			
V week lectures	Principles and forms of work. Teaching aids used for initial literacy. Work planning.			
V week exercises	Realization of lessons in the school.			
VI week lectures	The objectives and tasks of initial literacy. The role and importance of reading and writing in children's progress.			
VI week exercises	Realization of lessons in the school.			
VII week lectures	The development of the reading process. Pre-reading skills.			
VII week exercises	Colloquium I.			
VIII week lectures	The importance of environment for development of pre-reading skills. Motivation and realize the importance of reading and writing.			
VIII week exercises	Realization of lessons in the school.			
IX week lectures	Concerns like: When to start with literacy, what to read to children, the letters that start ...			
IX week exercises	Realization of lessons in the school.			
X week lectures	Games and activities to encourage pre-reading skills.			
X week exercises	Realization of lessons in the school.			
XI week lectures	Methods. The analytic-synthetic method. Methodical procedures.			
XI week exercises	Realization of lessons in the school.			

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XII week lectures	The structure of teaching reading and writing. The period of preparation for initial reading and writing.					
XII week exercises	Realization of lessons in the school.					
XIII week lectures	Textbooks and worksheets for initial literacy.					
XIII week exercises	Colloquium II.					
XIV week lectures	Monitoring and evaluation of the process and results of work. Descriptive assessment.					
XIV week exercises	Realization of lessons in the school.					
XV week lectures	Final exam.					
XV week exercises	Arranging documentation on the subject and exam.					
Student workload	Weekly: 4 credits x 40/30 = 5 hours 20 minutes Structure of the load: 3 hours of teaching 2 hours of exercises 20 minutes of independent work including consultations. During the semester: Lectures and final exam: (5 hours 20 minutes) x 16 = 85 hours 20 minutes Necessary preparations before the start of the semester (administration, registration, certification) 2 x (5 hours 20 minutes) = 10 hours 40 minutes Total hours for the course: 4x30 = 120 hours Additional work for the preparation of make-up final exam, including the time for taking the make-up final exam from 0 to 24 hours (the remaining time of the first two items to the total load of the course) Structure of the load: 85 hours20 minutes (teaching) + 10 hours 40 minutes (preparation) + 24 hours (additional work).					
Per week			Per semester			
credits x 40/30=0 hours and 0 minuts 0 sat(a) theoretical classes 0 sat(a) practical classes 0 excercises 0 hour(s) i 0 minuts of independent work, including consultations			Classes and final exam: 0 hour(s) i 0 minuts x 16 =0 hour(s) i 0 minuts Necessary preparation before the beginning of the semester (administration, registration, certification): 0 hour(s) i 0 minuts x 2 =0 hour(s) i 0 minuts Total workload for the subject: x 30=0 hour(s) Additional work for exam preparation in the preparing exam period, including taking the remedial exam from 0 to 30 hours (remaining time from the first two items to the total load for the item) 0 hour(s) i 0 minuts Workload structure: 0 hour(s) i 0 minuts (courses), 0 hour(s) i 0 minuts (preparation), 0 hour(s) i 0 minuts (additional work)			
Student obligations			Students are expected to attend the lectures, do and present all homework assignments, actively participate in discussions, take two colloquiums. Also, they are obliged to do one class presentation in school and analyse that class with their peers.			
Consultations			Wednesday, 13 - 14 (202).			
Literature			Čudina-Obradović, Mira: Igrom do čitanja, Školska knjiga, Zagreb, 1996. • Čudina-Obradović, Mira: Kad kraljevna piše kraljeviću, Udruga roditelja Korak po korak, Zagreb, 2000. • Milatović, Vuk: Metodika nastave početnog čitanja i pisanja, Topy, Beograd,			
Examination methods			Two colloquiums with 10 points (20 points total) - Attendance, highlight during lectures and participate in discussions 5 points - Seminar with 5 points, students group project group with 5 points, - Homework (written preparation) with 5 points, the			
Special remarks			No.			
Comment			At the beginning of semester the students will receive a detailed course curriculum.			
Grade:	F	E	D	C	B	A
Number of points	less than 50 points	greater than or equal to 50 points and less than 60 points	greater than or equal to 60 points and less than 70 points	greater than or equal to 70 points and less than 80 points	greater than or equal to 80 points and less than 90 points	greater than or equal to 90 points