



**DEPARTMENT: Human Services**

**COURSE OUTLINE – Fall 2021**

**HS1217: Language and Literacy – 2 (4-0-0) 30 Hours for 15 Weeks**

Grande Prairie Regional College respectfully acknowledges that we are located on Treaty 8 territory, the traditional homeland and gathering place for many diverse Indigenous peoples. We are honoured to be on the ancestral lands of the Cree, Dene/Beaver and Métis, whose histories, languages, and cultures continue to influence our vibrant community. We are grateful to have the opportunity to work, learn, and live on this land.

**INSTRUCTOR:** Andrea Thiessen                      **PHONE:** (250) 801-4674

**OFFICE:** Online    **E-MAIL:** athiessen@gprc.ab.ca

**OFFICE HOURS:** Email: Anytime, Phone: Monday-Friday 7-9pm or by appointment

**CALENDAR DESCRIPTION:**

This course explores children's expressive and receptive language development as well as their construction of knowledge about the reading and writing process. Students will examine ways in which preschool environments can support children in their attempts to understand and use the language system of their society. This course provides students with a solid foundation for facilitating preschool children's development in speaking, listening, reading and writing.

**PREREQUISITE(S)/COREQUISITE:**

Successful completion of all first-year courses OR consent of the department

**REQUIRED TEXT/RESOURCE MATERIALS:**

1. Weitzman, Elaine and Greenberg, Janice. Learning Language and Loving It: A Guide to Promoting Children's Social, Language, and Literacy Development in Early Childhood Settings. 2002. The Hanen Centre. 2nd ed.
2. Neuman, Susan, Copple, Carol, and Bredekamp, Sue. Learning to Read and Write: Developmentally Appropriate Practices for Young Children. 2000. National Association for the Education of Young Children

**DELIVERY MODE(S):**

Online

## **COURSE OBJECTIVES:**

This course introduces students to:

- The knowledge and skills young children must acquire about the oral language system of their culture and the various theories of language development.
- The developmental stages and milestones of language development that most children go through from birth through age eight.
- Developmentally appropriate, child-centered communication strategies that promote and support the development of children's expressive and receptive language abilities.
- How peer interactions support and promote expressive and receptive language development.
- The adult's role in facilitating peer interactions.
- The skills and knowledge children must acquire in order to become proficient writers and the stages children go through in learning to write.
- The adult's role in promoting and supporting children's writing development.

## **LEARNING OUTCOMES:**

On completion of this course the student will be able to:

- Understand oral language acquisition theories.
- Recognize milestones and stages in language acquisition processes.
- Assess a child's language development.
- Feel capable of supporting and promoting communication strategies that best assist children in developing expressive and receptive language skills.
- Facilitate and promote peer interactions.
- Understand the emergent writing process
- Feel capable of supporting and promoting children's writing development.

## **TRANSFERABILITY:**

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.ca>.

**\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

## **EVALUATIONS:**

All submitted work is graded according to the grading criteria set for the learning activity or assignment submitted.

## **GRADING CRITERIA:**

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100	C+	2.3	67-69
A	4.0	85-89	C	2.0	63-66
A-	3.7	80-84	C-	1.7	60-62
B+	3.3	77-79	D+	1.3	55-59
B	3.0	73-76	D	1.0	50-54
B-	2.7	70-72	F	0.0	00-49

### **COURSE SCHEDULE/TENTATIVE TIMELINE:**

Course Start Date: September 1, 2021 - Course End Date: December 15, 2021

**All course work MUST be completed in order to pass this course. You must receive a final mark of a C- or above to pass this course. All learning activities and assignments must be submitted in full by the end date in order to pass this course unless an extension has been agreed upon by the student and instructor PRIOR to the course end date.**

This course has 4 self-study units.

1. All learning activities and assignments for Unit 1 are due by: **September 25, 2021**
  2. All learning activities and assignments for Unit 2 are due by: **October 20, 2021**
  3. All learning activities and assignments for Unit 3 are due by: **November 20, 2021**
  4. All learning activities and assignments for Unit 4 are due by: **December 15, 2021**
- All work is due by midnight on the dates listed above. Students are welcome to submit work before the scheduled due date. It is up to you whether you submit one learning activity at a time or a whole batch at once.
  - I do recommend you submit your first learning activity on its own and wait for grading so you can familiarize yourself with my expectations and grading style before continuing.
  - It is also recommended that you look ahead to the larger assignments in all of the units to make sure you give yourself ample time to collect the necessary observations and implement them effectively.

## **STUDENT RESPONSIBILITIES:**

1. Both the student and the instructor have the right to experience a favourable learning/teaching experience and the responsibility to engage in appropriate behaviour that positively supports learning.
2. To meet all submission deadlines.
3. To participate in discussion boards and Blackboard Collaborate sessions, when requested by instructor.
4. To have the latest version of the course textbook.
5. To have computer hardware and software that meets standards set for online delivery.
6. Student must be familiar with the *Distance Education Student Handbook*, and any regulations, policies and student conduct that apply to students studying via online deliver, as outlined in the college calendar.

## **STATEMENT ON PLAGIARISM AND CHEATING:**

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/about/administration/policies>

\*\*Note: all Academic and Administrative policies are available on the same page.