



DEPARTMENT OF HUMAN SERVICES

COURSE OUTLINE - FALL 2011

HS 1217 Language and Literacy

INSTRUCTOR: Cindy Carter **PHONE:** 780 539 2786
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OFFICE Tuesday: 1:00 p.m. to 4:00 p.m.
HOURS: Thursday: 9:00 a.m. to 11:00 a.m. or by appointment

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS:

Reading Package: Bookstore

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 pre-school children's development in speaking, listening, reading and writing.

CREDIT/CONTACT HOURS: 2 Credits (2-0-0) 30 hours

DELIVERY MODE(S): Class instruction will be a combination of lecture, class discussion and small group work. Audio-visual materials and additional readings will supplement the course reading package.

OBJECTIVES: Students will:

1. Identify the knowledge and skills young children must acquire to learn the oral language system of their culture.
2. Discuss the nativist, behaviourist and social-interactionist theories of language development.
3. Recognize the developmental milestones and stages of language development from birth to 8 years of age
4. Describe developmentally appropriate communication strategies used to support the development of children's expressive and receptive language skills.
5. Identify best practices used by educators to support and promote children's emergent literacy skills.
6. Recognize the knowledge skills and attitudes that children must acquire to become competent readers and writers.
7. Examine the stages children go through in learning to read and write.

GRADING CRITERIA:**Human Services Department****Grading Conversion Chart**

Alpha Grade	4-point equivalence	Percentage conversion	Descriptor
A+	4.0	90-100	Excellent
A	4.0	85-89	Excellent
A-	3.7	80-84	Very good
B+	3.3	77-79	Very good
B	3.0	73-76	Good
B-	2.7	70-72	Good
C+	2.3	67-69	satisfactory
C	2.0	63-66	satisfactory
C-	1.7	60-62	satisfactory
D+	1.3	55-59	poor
D	1.0	50-54	Minimal pass
F	0.0	0-49	Failure
WF	0.0	0	Fail, withdrawal after the deadline

The student's final grade will be based on the following:

Attendance and Participation - 10%

Assignments - 60%

Quizzes - 30%

Late Policy: Assignments are to be submitted by 4:30 p.m. on the due date. Unless arrangements have been made by the instructor **prior** to the assignment due date, late assignments will be docked an initial 5%, then 5% a week. If the assignment is not received within two weeks of the initial due date, a grade of zero will be given. Assignments that are placed in the instructor's mailbox must have the date recorded by the administrative staff. There is an assignment drop box outside H 206.

EXAMINATIONS: None

STUDENT RESPONSIBILITIES: The College expects students' conduct to be in accordance with basic rights and responsibilities. Please refer to Students Rights and Responsibilities on the College website at www.gprc.ab.ca/about/administration/policies/

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

These are serious issues and will be dealt with severely.

COURSE SCHEDULE/TENTATIVE TIMELINE:

The following course schedule is tentative and subject to revision.

Date	Topic	Reading	Assignment
Sept.12	Course Introduction: What is language? Why do we communicate?	Unit 1, Part A	
Sept.14	Children's acquisition of the rules of language	Unit 1, Part A	
Sept.19	Theories of language development. How do young children learn the language of their culture?	Unit 1, Parts B 1-4	
Sept.21	Theories continued	Unit 1, Parts B 1-4	
Sept.26	Stages of language development:	Unit 1, Parts C 1-6	
Sept.28	Stages continued. Red Flags of speech and language developments Strategies for supporting children's language development	Unit 2, Parts A 1-6 Handout	
Oct. 3.	Strategies continued. Best practices to support receptive language development.	Unit 2 B1 -3	Due: Assign. #1
Oct. 5	Review Introduction to literacy	Unit 3, Part A	
Oct. 10	Thanksgiving	No Classes	
Oct. 12	Quiz Introduction to Literacy	Unit 3, Part A	Quiz #1
Oct. 17	Learning to read: Reading readiness vs. emergent literacy.	Unit 3, Parts B 1 and 2	

Oct. 19	Factors which influence stages in learning to read. Supporting Children's emergent literacy skills.	Unit 3, B3 Unit 3, Parts C D 1-4	
Oct. 24	Supporting children's emergent literacy skills	Unit 3, Parts C, D 1-4	
Oct. 26	The emergent writing process and stages of emergent writing	Unit 4, Part A1-2 and B	
Oct. 31	Best practice in supporting the emergent writing process	Unit 4, Part C1 - C3	
Nov. 2	Review and wrap up		Due: Assign. #2

Assignment #3 Due: November 25, 2011

Note: Final quiz for this course will be Friday November 4, 2:00 to 3:30 p.m.

Location: TBA

Assignment #3 May be completed in pairs. 25% Due Date: November 25th

Students will have two choices. They may plan and develop a poster presentation that documents how children learn to read and write, which will include the characteristics of a literate environment, and children's involvement in activities that support their emergent literacy skills or a poster presentation that helps parents to understand their role in the reading and writing process.