



**DEPARTMENT OF HUMAN SERVICES
COURSE OUTLINE - FALL 2013
HS 1217 LANGUAGE AND LITERACY**

To be recognized for educational excellence in the fields of early learning & child care and educational assistant training.

INSTRUCTOR: Terrah Lindsay B.Sc., M.S.

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OFFICE HOURS: Mondays 11:30 - 1:00, Tuesdays and Thursdays: 12:00 - 12:30

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS: *Learning Language and Loving It, A Guide to Promoting Children's Social, Language, and Literacy Development In Early Childhood Settings.* 2nd Edition, 2002, Elaine Weitzman and Janice Greenberg. Readings will also be available on Moodle.

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.

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:

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A ⁺	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A ⁻	3.7	80 – 84	FIRST CLASS STANDING
B ⁺	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B ⁻	2.7	70 – 72	
C ⁺	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C ⁻	1.7	60 – 62	MINIMAL PASS
D ⁺	1.3	55 – 59	
D	1.0	50 – 54	FAIL
F	0.0	0 – 49	
WF	0.0	0	FAIL, withdrawal after the deadline

TRANSFERABILITY:

**** 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..**

In order to obtain credit for this course, students must achieve a minimum of a "C-"

EVALUATIONS (How do you get marks):

Assignment 1	20%	October 10th
Assignment 2	20%	November 1st
Quiz 1	25%	October 8 th
Quiz 2	25%	October 31 st

Attendance/in class assignments/participation 10%

If a student misses more than 20% of scheduled classes, a grade of 'O' will be assigned.

ALL of the evaluations must be completed in order to pass the course.

STUDENT RESPONSIBILITIES:

It is the right of the student and of the instructor to a favorable learning/teaching environment. It is the responsibility of the student and the instructor to engage in appropriate adult behaviors that positively support learning. This includes, but is not limited to treating others with dignity and respect. Cell phones are to be used outside of class time. Students are responsible for missed class time, including the gathering of resources handed out during class. Be sure to check moodle.

The College expects students' conduct to be in accordance with basic rights and responsibilities. Refer to the College Admission Guide at
<http://www.gprc.ab.ca/programs/calendar/> or
<http://www.gprc.ab.ca/about/administration/policies/>

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the College Admission Guide at
<http://www.gprc.ab.ca/programs/calendar/> or
<http://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.

September 5 (R) Course Introduction *Unit 1*
 What is language?

September 10 (T) Children's acquisition of the rules of language

September 12 (R) Theories of language development
 Brain Research and Language Acquisition

September 17 (T) Language Development *Unit 2*

September 19 (R) Language Development

September 24 (T) Red Flags of speech and language development

September 26 (R) Strategies for supporting children's language development

October 1 (T) Strategies continued

October 3 (R) Review - Family Literacy Speaker?

October 8 (T) Quiz and opportunity for observation **Quiz 1**

October 10 (R) Opportunity for observation

October 15 (T) Introduction to Literacy *Unit 3* **Assignment 1**
 Emergent literacy theories of reading

October 17 (R) Supporting children's emergent literacy skills

October 22 (T) The emergent writing process *Unit 4*

October 24 (R) Stages of emergent writing

October 29 (T) Best practice in supporting the emergent writing process

October 31 (R) Quiz and opportunity for observation **Quiz 2**
November 1 (F) Assignment 2

HS 1217 Assignment 1 Observation Assignment

For this assignment arrange to visit the Children's Centre Demonstration Preschool Program, it is best to make an appointment before showing up as many students will be visiting the Children's Centre for observation purposes. The sign up sheet will be on my door. Complete the following:

Part 1

Observe* the adults interacting with the children in the Children's Center.

Identify 5 strategies (strategies are listed below) that the adults were using to facilitate the children's language skills.

In your written submission:

Identify the strategy used.

Explain what the strategy is.

Describe how the adult used the strategy - what did the adult say/do, what did the child say/do.

Strategies

Observe, wait and listen

Be face-to-face

Follow the child's lead

Imitation

Interpret

Comment

Make your language easy to understand

Labeling

Expanding

Extending

Part 2

List the centres in the Children's Centre. For each centre, provide an example of a closed question and an open question.

HS 1217 Assignment 2* Emergent Literacy

**This assignment may be completed with a partner of your choice.*

For this assignment arrange to visit the Children's Centre Demonstration Preschool Program, it is best to make an appointment before showing up as many students will be visiting the Children's Centre for observation purposes. The sign up sheet will be on my door. Answer the following questions.

Phonological Awareness

Which books support phonological awareness? Explain.

See page 3 of The Essentials of Early Literacy Instruction.

See PowerPoint notes from class

Look at the songs and finger plays posted, how do these support phonological awareness? Provide specific examples.

See page 3 of The Essentials of Early Literacy Instruction.

Alphabet

How is knowledge of the alphabet supported?

See page 3 of The Essentials of Early Literacy Instruction.

See PowerPoint notes from class

Print

Explain how print is used

During daily routines and activities

For pleasure and social interactions

To communicate with others

To record information

To gain information and knowledge

See pages 358 - 370 of Learning Language & Loving It.

Look at each centre, is literacy reflected? If so, how?

List 3 additional ways literacy could be incorporated into each centre.

Books

Look at the books in the Children's Centre.

Consider the vocabulary

What vocabulary words could you introduce the child to regarding the book?

What vocabulary words are in the book that you might talk about?

See page 35 of Building Preschool Children's Language and Literacy One Storybook at a time.

Observation in Children's Centre Demonstration Preschool Program

EA students have the opportunity to observe in the Children's Centre Demonstration Preschool Program on Monday and Thursday afternoons from 2:30 - 3:30; Tuesday and Thursday mornings from 9:00 - 10:00.

ELCC students have the opportunity to observe in the Children's Centre on Monday mornings from 10:00 - 11:30 and Tuesday and Thursday afternoons from 3:00 - 3:30

Students are welcome to observe at times in addition to these, please make arrangements with the staff in the Children's Centre.

HS1217 - LANGUAGE AND LITERACY
SUMMARY OF ASSIGNMENTS
Fall 2013

Attendance and Class Participation 10%

A variety of in class activities will be marked; these will include application exercises, reflection exercises, short quizzes and group activities. If you are absent from class you will not have the opportunity to complete the work.

Additionally, you will be expected to check into moodle on a weekly basis and complete any assignments/readings posted.

If a student misses more than 20% of scheduled classes, a grade of 'O' will be assigned.

In Class Quizzes 50%

There will be two short quizzes over the semester. You will be given a reminder before each quiz. Make sure to review your class notes and read all of the assigned readings.

Dates indicated on course outline.

Assignment # 1

20%

Due Date: October 1st