



DEPARTMENT OF HUMAN SERVICES  
COURSE OUTLINE - FALL 2020  
HS 1217 LANGUAGE AND LITERACY 2(4-0-0) 30 Hours

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

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

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**OFFICE HOURS:** TBD. Please contact me by e-mail at any time, typically emails are answered within 24 hours during the business week.

**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.

**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.* 2<sup>nd</sup> Edition, 2002, Elaine Weitzman and Janice Greenberg.

*Additional costs may be incurred for materials for assignments.*

**CREDIT/CONTACT HOURS:** 2 (4.5-0-0)/ 30 hours.

**DELIVERY MODE(S):**

**FALL 2020 DELIVERY:** Remote Delivery. This course is delivered remotely. There are no face-to-face or onsite requirements. Students must have a computer with a

webcam and reliable internet connection. Technological support is available through [helpdesk@gprc.ab.ca](mailto:helpdesk@gprc.ab.ca).

Classroom instruction will include a combination of lectures, discussions, small and large group work. Audio-visual materials and other resources will also be used.

### **OBJECTIVES:**

Students will gain an understanding of language and literacy in terms of development and milestones, theories, practices, and best ways of supporting children as they develop.

### **LEARNING OUTCOMES/ 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. Identify and 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

"Flight: Alberta's Early Learning and Care Framework", is a leading curriculum for the early learning and child care profession. Each course in GPRC's Early Learning and Child Care program will encompass at least one of the areas from the framework such as: the vision, values, purpose and guiding principles of the framework, the curriculum core concepts from the framework: (The Image of the Child: A Mighty Learner and Citizen, A Practice of Relationships: Your Role as an Early Learning and Child Care Educator which includes curriculum meaning making as co-learners, co-researchers and co-imaginer of possibilities, Mighty Learners: Nurturing Children's Dispositions to Learn, Co-inquiry, Responsive Environments: Time, Space, Materials and Participation, Transitions and Continuities: Supporting Children and Families through Change), discussion of Holistic Play-Based Goals for Children's Responsive Care, Play, Learning and Development and Children's Dispositions to Learn, Reflection and Planning Guides as well as Curriculum Learning Stories. The concepts will be covered in a variety of different ways depending on the course and may include discussion, readings, and assignments.

## TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information

(<http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>)

## GRADING CRITERIA:

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

Please note that most universities will not accept your course for transfer credit **IF** your grade is less than C-. This means **DO NOT GET LESS THAN "C-" IF YOU ARE PLANNING TO TRANSFER TO A UNIVERSITY.**

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	F		59-0
B	3.0	73-76			
B-	2.7	70-72			

**EVALUATIONS (How do you get marks):** *see the course schedule for due dates*

**In class assignments:** 15%

### Assignments

Language Facilitations Strategies\* 20%

Books 25%

Emergent Literacy 20%

**Quiz** *Study questions will be provided* 20%

\*The Language Facilitation Strategies assignment may be completed individually OR with one partner.

ALL assignments must be completed in order to receive credit in the course.

Assignment descriptions will be discussed in class and will be available on MyClass.

Assignment format will also be available on MyClass.

Attendance is strongly encouraged in order for you to understand the theory and concepts of the course. If your absences exceed more than 20 %, you may be asked to withdraw from 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 treating others with dignity and respect and following the expectations outlined below.

### **CLASSROOM**

#### **Regular, PUNCTUAL attendance.**

- Learning from other students' notes or from MyClass is not optimal.
- If you are late to class, you miss important information about assignments, homework and quizzes. It is also disruptive to other students' learning.
- Remain in class for the duration.
- If you miss a class, refer to MyClass or check in with another student. You are responsible for your learning.

**Children are not considered to be part of the classroom learning environment, please make alternate arrangements for your child(ren).**

#### **Turn off cell phones.**

- Studies indicate that cell phones not only interfere with your learning, but also the students around you.

### **QUIZZES/EXAMS**

**Write in-class quizzes/exams on the date and time they are scheduled.**

- If an emergency arises that causes you to be unable to write the quiz, please call or email your instructor to leave a message BEFORE the exam begins.

### **ASSIGNMENTS**

**Hand in assignments via MyClass on the date indicated, by 12 midnight unless otherwise specified.**

- Instructors reserve the right to make exceptions to this rule in extenuating circumstances on a case by case basis.
- ALL assignments will be typed, double-spaced (or follow the provided template) and will include a cover page with your name, course number and assignment name.

## **OUTSIDE OF CLASS**

- Complete assigned readings and assignments, participate in group projects, check MyClass.
- Notes, handouts etc. are on MyClass. It is your responsibility to print these BEFORE class.
- **Email:** Students may contact the instructor by email or phone. Emails will be answered within one *business* day outside of stated office hours.
- **Email correspondence to your instructor must be sent from your GPRC student email account.** Emails should be professionally formatted and include a subject, correct spelling and grammar, and a reference to course material and/or textbook pages, etc.

It is the student's responsibility to become familiar with the basic student rights and responsibilities found in the College calendar.

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

Refer to Plagiarism and Cheating in the Policy on Student Misconduct: Academic and Non-Academic,. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at <https://www.gprc.ab.ca/about/administration/policies/index.html#POL68>

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

*Please see attached for course schedule (note, the schedule is tentative and subject to revision).*