NORTHWESTERN POLYTECHNIC

DEPARTMENT: Education
HS 1217 EC: Language and Literacy – 2 (4-0-0) 30 Hours for 13 Weeks

Northwestern Polytechnic 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: Terrah Lindsay   (780) 539-2047

OFFICE HOURS: By appointment

E-MAIL: tlindsay@nwpolytech.ca

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 through myClass

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 proficientwriters and the stages children go through in learning to write.
● The adult's role in promoting and supporting children's writing development.

LEARNING OUTCOMES:
Upon successful completion of this course, students 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:
Learning Activities: 40% of your final grade
Assignments: 60 % of your final grade.

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, 2022 - Course End Date: December 16, 2022

Unit and Dates	Learning Activities Due Date	Assignment Due Date
Unit 1	**September 16**	**September 23**
Unit 2	**October 14**	**October 21**
Unit 3	**November 11**	**November 18**
Unit 4	**December 2**	**December 16**

All work is due by 11:30 p.m. on the dates indicated above.

All course work MUST be completed in order to pass this course. Students must receive a grade of 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.

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 zoom 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.

See Student Rights and Responsibility for information regarding academic and non-academic conduct.