



**DEPARTMENT OF HUMAN SERVICES
COURSE OUTLINE - FALL 2012
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: Monday, Tuesday, Wednesday: 8:30 - 9:30;

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:

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	
D ⁺	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
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.**

The last date to withdraw with permission is November 2, 2012.

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 1st
Assignment 2	20%	November 2 nd
Quiz 1	25%	October 10 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

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<http://www.gprc.ab.ca/about/administration/policies/>

These are serious issues and will be dealt with severely. 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.10	Course Introduction: What is language? Why do we communicate?	Unit 1, Part A	
Sept.12	Children's acquisition of the rules of language	Unit 1, Part A	
Sept.17	Theories of language development. How do young children learn the language of their culture?	Unit 1, Parts B 1-4	
Sept.19	Theories continued	Unit 1, Parts B 1-4	
Sept.24	Stages of language development:	Unit 1, Parts C 1-6	
Sept.26	Stages continued. Red Flags of speech and language developments Strategies for supporting children's language development	Unit 2, Parts A 1-6 Handout	
Oct. 1.	Strategies continued. Best practices to support receptive language development.	Unit 2 B1 -3	Due: Assign. #1
Oct. 3	Review Introduction to literacy	Unit 3, Part A	
Oct. 8	Thanksgiving	No Classes	
Oct. 10	Quiz Introduction to Literacy	Unit 3, Part A	Quiz #1
Oct. 15	Learning to read: Reading readiness vs. emergent literacy.	Unit 3, Parts B 1 and 2	

Oct. 17	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. 22	Supporting children's emergent literacy skills	Unit 3, Parts C, D 1-4	
Oct. 24	The emergent writing process and stages of emergent writing	Unit 4, Part A1-2 and B	
Oct. 29	Best practice in supporting the emergent writing process	Unit 4, Part C1 - C3	
Oct. 31	Quiz		Quiz #2

Assignment #2 Due: November 2nd

HS1217 - LANGUAGE AND LITERACY
SUMMARY OF ASSIGNMENTS
Fall 2012

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**

This assignment involves researching information on the development of language, reading and writing skills, and supporting literacy development throughout the early years.

The purpose of this assignment is to enhance your ability to find information that would assist you in your work with young children, in particular supporting their development of language and literacy skills.

Using the Internet, you are to find **four articles** that would be relevant to your work with young children either as an Educational Assistant or Early Learning and Child Care Professional. **The articles should be related to your potential work with young children.** Two of the articles must be related to **supporting children's language development** and the other two must relate to **supporting children's emergent literacy skills (reading and writing)**. Make sure that you **read the articles carefully** before you choose them, as the one's you submit will be graded on their **relevancy** to your work with children.

You are also to submit the addresses of three Internet sites that would assist you with finding information related to children's language and/or literacy development and age appropriate experiences and activities to support these areas of children's' development. The **primary** purpose of the sites you identify must be related to language and or literacy development.

Choose one of the articles and complete the following:

- In a paragraph or two explain why you chose this article and why you think it is relevant to your work with children in terms of language and/or literacy development. **(5 marks)**
- Write a summary in your own words of the main points of the article. This should be no longer than two pages. **(10 marks)**
- Now that you have read the article, what further questions do you have concerning the subject? Explain your questions and why they are important to further your understanding of this area of development. **(5 marks)**

Relevance of articles chosen - 2.5 marks each **(10 marks)**

Submit all articles with your assignment.

Three web sites: appropriateness of each site - 2 marks each **(6 marks)**

Submit the website address along with the first page of the website.

Professional presentation - cover page, grammar, spelling etc **(4 marks)**

Total / 40 marks

Assignment # 2**20%****Due Date: November 2nd**

This assignment gives you the opportunity to demonstrate your understanding of developmentally appropriate strategies that can be used to support children's receptive and expressive language development.

The purpose of this assignment is to assess your understanding of developmentally appropriate, child-centred strategies that can be used to promote and support the expressive and receptive language development of young children.

There are 2 parts to the assignment. You must complete both parts.

PART I: A language-rich environment.

Good expressive and receptive language skills are critical for children's success in school and throughout life. Early childhood practitioners and teachers/educational assistants of primary school children have the power to give every child a strong foundation in language development, but this requires willingness and the knowledge to provide a developmentally appropriate, child-centred, **language-rich environment**.

Write a 3-4 page (double-spaced) paper in which you:

- a. explain what the term **language-rich environment** means;
- b. identify specific strategies that demonstrate your understanding of the adult's role in providing a language-rich environment for a specific age group of children. Choose one of the following age groups: toddlers (12-36 months); preschoolers (3-5 years); primary school (6-8 years).

CRITERIA FOR MARKING:

- Your demonstrated understanding of the term **language-rich environment**.
(10 marks)
- The appropriateness of the strategies you have suggested (5 marks)
- The range of strategies you provide. (7 marks)