

**ELCC 102: Language and Literacy in Early Childhood**

*3 credits, 3 hours per week*

A focus on the art of conversing with children and promoting skills that will lead to reading and writing, will be emphasized. Experiences to further the language and literacy of children in school-age care will be explored. Practices to select and evaluate quality children's literature to promote a child-centred, play-based environment will be focused on. An introduction to American Sign Language, strategies for English Language Learners, and adaptive language tools will be applied.

*No prerequisites and/or co-requisites*

**Instructor**

Zoila Green  
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**Office Hours**

Virtual - as requested

If you require confidential assistance outside of weekly office hours, please email to schedule a time. Your email will be returned within 24 hours.

Emails sent on weekends will be answered on the next business day.

Any casual course-related questions are encouraged to be posted on the course forum within Moodle.

**Delivery Method and/or Hours of Instruction**

Online Synchronous Sessions – Wednesday 6:00 – 8:50 pm

**Required Resources**

Weitzman, E. & Greenberg, J. (2002). *Learning language and loving it* (2nd ed). The Hanen Program.

**Online Resources:**

Makovichuk, L., Hewes, J., Lirette, P., & Thomas, N. (2014). *Flight: Alberta's early learning and care framework*. Retrieved from [flightframework.ca](http://flightframework.ca)

Videatives Streaming Service. (2013). *ELCC 102 playlists*. [Video]  
<https://streaming.videatives.com/playlists>

**Course Outcomes**

Upon successful completion of this course, the student shall be able to:

1. Articulate strategies to communicate to parents how the young child's language development is a foundation for emergent literacy.
2. Apply the adult roles of co-learner, co-researcher, and co-imaginer to support and extend children's language and literacy development.
3. Evaluate children's literature for specific age groups.
4. Apply techniques and alternatives for successful group times.

5. Select American Sign Language techniques applicable to various child care settings
6. Apply inclusive strategies to support English Language Learners in child care settings
7. Adapt language tools for working with children with exceptionalities
8. Utilize a language assessment tool for developmentally appropriate planning
9. Explain how a child-centered approach facilitates emergent reading and writing skills of young children.

**Evaluation**

Assessment	Outcomes	Grade Percentage
Course Activities	1, 2, 3, 4, 5, 6, 7, 8, 9	30
Language Development Assignment	1, 2, 8	15
Storytelling Assignment	2, 3, 4	15
Creating an Indigenous Storybook	1, 2, 3, 4	20
Literacy Development Assignment	1, 2, 7, 8, 9	20
	Total	100

A grade of C- is required for progression or transfer.

**Grading System**

Descriptor	Alpha Grade	4.0 Scale	Percent	Rubric for Letter Grades
Excellent	A+	4.0	> 92.9	Work shows in-depth and critical analysis, well developed ideas, creativity, excellent writing, clarity and proper format.
	A	4.0	85 – 92.9	
	A-	3.7	80 – 84.9	
Good	B+	3.3	77 – 79.9	Work is generally of high quality, well developed, well written, has clarity, and uses proper format.
	B	3.0	74 – 76.9	
	B-	2.7	70 – 73.9	
Satisfactory <b>Progression</b>	C+	2.3	67 – 69.9	Work has some developed ideas but needs more attention to clarity, style and formatting.
	C	2.0	64 – 66.9	
	C-	1.7	60 – 63.9	
Poor <b>Minimum Pass</b>	D+	1.3	55 – 59.9	Work is completed in a general way with minimal support, or is poorly written or did not use proper format.
	D	1.0	50 – 54.9	
Failure	F	0.0	< 50	Responses fail to demonstrate appropriate understanding or are fundamentally incomplete.

**Proposed Schedule of Topics**

Module	Topic(s)	Outcomes
1	Orientation, Introduction to Language and Literacy	1
2	Language Development	1, 2, 8
3	Strategies for Supporting Speech/Language Development	1, 2
4	What is Quality Children’s Literature?	1, 2, 3
5	Storytelling	2, 3, 4
6	Group and Peer Interactions	3, 4
7	Adjust the Way You Talk	2, 7, 9
8	Supporting English Language Learners	2, 3, 6
9	American Sign Language in Various Settings	1, 2, 5
10	Phonological Awareness, Becoming a Reader	1, 2, 9

11	Environmental Print, Writing Development	2, 3, 9
12	Language Tools for Children with Disabilities	2, 7, 8
13	Connecting with the <i>Flight</i> Framework	2, 9
14	Family Literacy, Course Wrap Up	1, 9

**Please Note:**

Date and time allotted to each topic is subject to change.

**Performance Requirements****Student Responsibilities**

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College credit calendar.

More specific details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

**Student Attendance**

Class attendance is useful for two reasons. First, class attendance maximizes a students' learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.

**Academic Misconduct**

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on [ilearn.keyano.ca](http://ilearn.keyano.ca). Then print the certificate, sign it, and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

**Specialized Supports**

The Student Academic Support Services (SASS) department: Accessibility Services, Skill Centre, Wellness Services and Student Life Department work together to support student success at Keyano College.

**Accessibility Services (CC167)** supports student success through group and individualized instruction of learning, study and test taking strategies, and adaptive technologies. Students with documented disabilities, or who suspect a disability, can meet with the Learning Strategists to discuss accommodation of the learning barriers that they may be experiencing. Students who have accessed accommodations in the past are encouraged to visit our office at their earliest opportunity to discuss the availability of accommodations in their current courses. Individual appointments can be made by calling 780-791-8934.

**Skill Centre (CC119)** provides a learning space where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff. Students visiting the centre have access to one-to-one or group tutoring, facilitated study groups, and assistance in academic writing. The Skill Centre's Peer Tutor program provides paid employment opportunities for students who have demonstrated academic success and want to share what they have learned. Tutoring is available free to any students registered at Keyano College on a drop in basis, from 8:30 am to 5:00 pm Monday through Friday. Additional evening hours are subject to tutor availability and are posted in the Skill Centre.

**Wellness Services (CC260)** offers a caring, inclusive, and respectful environment where students can access free group and individual support to meet academic and life challenges. Mental Health Coordinators offer a safe and confidential environment to seek help with personal concerns. The Mindfulness Room in CC260 is available as a quiet space for students to relax during regular office hours. Wellness Service welcomes students to participate in any of the group sessions offered throughout the academic year addressing such topics as Mindfulness and Test Anxiety. Individual appointments can be made by calling 780-791-8934.

**Student Life Department (CC210)** is a place for students to go when they don't know who else can answer their questions. The staff will help students navigate barriers to success and if they don't know the answer, they will find it out. Student success is directly affected by how connected a student feels to their college. The student life department is there to help students get connected.

**Please watch your Keyano email for workshop announcements from our Student Academic Support Services team.**