Childhood Studies/Educational Assistant Certificate

Fall 2013

Instructor:

Sherry Duncan
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Office Hours:

Monday   2:30 pm – 3:30 pm
Tuesday   12:00 pm – 1:00 pm
Wednesday 12:00 pm – 1:00 pm
Thursday   4:30 pm – 6:30 pm

Hours of Instruction:

Thursday   6:30 pm – 9:30 pm   Room 216

Course Description:

The focus of this course is the patterns of development in language and literacy for children aged 0-8. It also lays the foundation for understanding the developmental base of language/ literacy delays apparent in older children. Strategies to support children's development in both language and literacy are examined and practiced. One emphasis will be on the creative use of developmentally appropriate quality literature to establish a language-rich environment.
3 Credits, 15 weeks, 45 hours
Prerequisites: EA 101 or ELCC 101 and/or co-requisites

Required Texts:

Vukelich, C. Christie, J & Enz, B. (2012). *Helping young children learn language and literacy: Birth through kindergarten.* (3rd ed). Boston: Pearson Education, Inc.

Shagoury, Ruth, E., (2009). *Understanding and Nurturing Young Children's Writing Development.* Boston: Pearson Education, Inc.

Recommended Texts:

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

Course Outcomes:

By the end of this course, students will:

1. Confidently use a language assessment tool for developmentally appropriate planning and language intervention.

2. Demonstrate an understanding of how the young child's language development is a foundation for emergent literacy.

3. Demonstrate an understanding of the emergent reading process and the factors that may affect a child's success in becoming a competent, independent reader.

4. Demonstrate an understanding of emergent writing process and how a child-centred approach facilitates emergent writing skills of young children.

5. Apply the adult roles of observation, provision and involvement to support and extend children's language and literacy development.

6. Identify and become acquainted with quality children's literature.

7. Apply techniques and alternatives for successful story times.

The class will proceed throughout the semester according to the needs, skills and interests of the group. Each group of people presents a unique blend of personalities and abilities. Accordingly, the course content will reflect the needs and nature of the group and the individuals within the group.

METHODS OF EVALUATION:

Each assignment is graded on the alphabetic College grading system.

1. **Language development** – I will provide a few samples of the speech and language of a young child. This is a two-part assignment: (1) During class time, you will work with a partner using the samples to **analyze** the child's *phonology* (pronunciation, articulation, fluency), *semantics* (vocabulary, word meanings), *syntax* (sentence making, grammar) and *pragmatics* (social use of language). This will give you some understanding of what the child currently knows and what stage the child is at.
    (2) Individually, you will then describe **at least 3 strategies** you could/should use to support continued growth in this child's **oral language** development.
    Details will be discussed in class, and criteria will be provided.

    Value: 35%

2. **Storytelling** – Sharing stories with children is a frequent task for adults who work with young children. We will practice reading stories to classmates. Using the stories you have been reading, you will choose one of your favourites (or one that lends itself to telling and re-telling). You will choose a story to **TELL** rather than reading it. Attention to early literacy and the presentation aspects of your visual aides, as well as to your skills as a storyteller, are important aspects of this assignment.

   Details will be discussed in class, and criteria will be provided.

   Value: 35%

3. **Literacy Development** – Depending on your practicum placement/work setting, it will be less or more easy to implement *emergent literacy* strategies rather than *explicit literacy instruction*. You will be observing the literacy level of children in your program, then either providing literacy props and strategies to enrich the children's play experiences, OR creating a visual aide or rich task that is developmentally appropriate to support direct literacy instruction. You will provide a short written report that describes your observations of how children used the literacy props, or how the game/aide was introduced, presented to children and how they responded.

   Details will be discussed in class, and criteria will be provided.
   Value: 30%

The grading system for this course is:

Legend			
Percentage Scale	**Alpha Grade**	**4.0 Scale**	**Descriptor**
94-100	A+	4.0	
	A	4.0	Excellent
90-93	A-	3.7	
86-89	B+	3.3	
80-85	B	3.0	Good
75-79	B-	2.7	
70-74	C+	2.3	
65-69	C	2.0	Satisfactory
60-64	C-	1.7	
56-59	D+	1.3	Poor
50-55	D	1.0	Minimum Pass
0-49	F	0.0	Failure

Performance Requirements:

Course assignments have set due dates to manage both instructor and student workloads. Changes to due dates may occur to adjust overall student workload based on class consensus.

The department policy (revised 2005) regarding student evaluation states that:

- Assignments are to be submitted at the beginning of the class on their respective due dates. If a student is absent from class, the assignment will be considered late.

- Individual extensions require students to contact and ask permission from the instructor prior to the assignment due date. In addition, a signed request for extension, including the extenuating circumstances, must be submitted at that time or as soon as possible.

- For assignments that are late without written permission:
  - a grade will be deducted for assignments up to 3 days late, e.g. a B assignment will become a B-.
  - an additional grade will be deducted for assignments that are 4 – 7 days late, e.g. a B assignment now becomes a C+.
  - no assignments will be accepted after 1 week past the due date.
  - no assignments will be accepted after the *final due date* of the course. ***The final due date for EA 102 is December 12th at 9:30.***

- Since final exams are not a component of ELCC or EA courses and because learning is participatory, attendance and participation is part of the course grade. *80% attendance is required to achieve a final grade of B or higher in ELCC and EA courses.*

- A grade of B on an assignment recognizes that the student has met the basic requirements and knows the applicable content thoroughly enough to be able to apply it. A grade of less than B brings attention to the student that there are gaps in understanding the content and skills required for that assignment. Students should use the criteria for assignments to guide assignment work.

- A grade of B+ or higher acknowledges excellence in quality and quantity of work. The student's assignment is above the basic requirements.

NOTE!! If you quote information or ideas that are not general knowledge, you MUST provide correct documentation. Failure to do so is **PLAGIARISM**. Plagiarism is literary theft and is a serious offence.

Academic Regulations
Please use this link to view Keyano College's Academic Regulations:
http://keyano.ca/sites/default/files/academic%20regulations.pdf

Academic Schedule
Scroll down to page 9 of this document to review the academic schedule:
http://keyano.ca/sites/default/files/a_files/calendars/keyano.calendar.credit%282012-2013%29.pdf

Please note the following dates for Fall 2013:

September	
Tuesday, 3	Orientation Day
Wednesday, 4	Fall semester **begins**
Thursday &	
Friday, 5, 6	**St. John 1ˢᵗ Aid**
Tuesday, 10	Last day to add courses for academic programs. **Tuition for Fall semester is due. Late fee of $100** charged on any outstanding balance after this date.
Tuesday, 17	**Last day to drop** courses for academic programs. Last day to waive health and dental benefits.
Friday, 20	**Fall Awards application deadline**
October	
Friday, 11	Last day to withdraw from courses with 50% refund of tuition fees.
Monday, 14	Thanksgiving Day, *College closed.*
Friday, 25	Last day to withdraw from courses without academic penalty, courses dropped after this date will be graded **"WF"**.
November	
Monday, 11	In observance of Remembrance Day, *College closed*.
December	
Tuesday, 3	Keyano College **Student Awards ceremony**
Thursday, 12	Last day of Classes for Childhood Studies programs.
Friday, 20	Fall grades due to Registrar by 4:30 p.m.
Saturday, 25 to Tuesday, Jan. 1 (inclusive)	*College closed.*
	**Winter term Classes resume on Monday, January 6, 2014

Specialized Supports & Duty to Accommodate:

Disability Support Services: Learner Assistance Program

If you have a documented disability or you think that you would benefit from some assistance from a Disabilities Counsellor, please call or visit the Disability Supports Office 780-792-5608 to book an appointment (across from the library). Services and accommodations are intended to assist you in your program of study, while maintaining the academic standards of Keyano College. We can be of assistance to you in disclosing your disability to your instructor, providing accommodations, and supporting your overall success at Keyano College.

Specialized Supports and Duty to Accommodate

Specialized Support and Duty to Accommodate are aligned with the office of Disability Support Services: Learner Assistance Program (LAP) guided by federal and provincial human rights legislation, and defined by a number of Keyano College policies. Keyano College is obligated by legislation to provide disability-related accommodations to students with identified disabilities to the point of undue hardship.

Authorization:

This course outline has been reviewed and approved by the Program Chair.

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Sherry Duncan, Instructor

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Vincella Thompson, Chair   Date Authorized

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Guy Harmer, Dean   Date Authorized

Signed copies to be delivered to:
Instructor
Registrar's Office