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**Childhood Studies/EA 211**

Date: January 6th to April 21st

**Instructor:**

Sherry Duncan

213A

780.791.4840

[sherry.duncan@keyano.ca](mailto:sherry.duncan@keyano.ca)**Office hours:**

Monday 12:00 to 2:00

Tuesday: 5:00 – 6:00 (includes on line)

Wednesday: 1:00 – 3:00

**Hours of Instruction:**

On line - Varied

3 Credit – 45 hours

**Course Description:**

Students will gain an understanding in supporting children's literacy development in the areas of auditory processing, language processing, sight vocabulary, reading practice and writing development. Practical strategies for working with a variety of reading remediation programs will also be explored. Access to groups of children is necessary to fulfill the requirements of the course.

*Prerequisite: EA 102**3 credits 15 weeks 45 hours***Required Resources:**Reithaug, D. (1998) *Orchestrating Academic Success by Adapting and Modifying Programs*

**Course Outcomes:**By the end of the course, student will:

1. Demonstrate an ability to reflect on their reading awareness and personal attitudes toward reading.
2. Identify and articulate myths related to reading instruction.
3. Demonstrate an ability to differentiate the stages of reading development for grades K-6.
4. Examine and become familiar with informal reading assessment techniques that will identify the child's strengths and weaknesses within their current literacy development.
5. Effectively communicate the emergent reading process and factors, which may affect a child's success in becoming a competent, independent reader.
6. Demonstrate the ability to develop individual or small group reading strategies to support progress in a student's reading development, based on the grade he/she is currently working in under the direct guidance of the teacher.
7. Develop an understanding of the adaptations and accommodations available for use with children.

**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 Counselor, 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 to the point of undue hardship.

| Date                               | Proposed Topics To Be Covered  |
|------------------------------------|--|
| <b>Week 1</b>                      | <b>Welcome/Introductions</b>   |
|                                    | <ul style="list-style-type: none"> <li>• Discover and reflect on your own reading awareness</li> <li>• Get to know me</li> <li>• Reading Strategies Survey</li> <li>• Literacy Rich Classroom</li> <li>• Book selection Data base week 1</li> </ul>  |
| <b>Week 2</b>                      | <b>The Struggling Reader</b> <ul style="list-style-type: none"> <li>• Reading Attitudes Inventory</li> <li>• Introduce your classmate</li> <li>• Using a Graphic Organizer</li> <li>• 10 Myths of reading instruction</li> <li>• Tale of two schools</li> <li>• Questions to ask yourself</li> <li>• Book selection data base (cont')</li> </ul>       |
| <b>Week 3</b>                      | <b>Understanding Phonemes</b> <ul style="list-style-type: none"> <li>• Sound discrimination and awareness</li> <li>• Reflecting</li> <li>• Importance of Phonemic Awareness</li> <li>• Reading Skills Pyramid</li> <li>• Choosing Quality Activities</li> <li>• Book selection data base (cont')</li> <li>• <i>Text Review Component #1</i></li> </ul> |
| <b>Week 4</b>                      | <b>Understanding Phonics</b><br><b>Exploring Vocabulary</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Review of Vocabulary</li> <li>• Author Internet scavenger hunt</li> <li>• Book selection data base (cont')</li> <li>• <i>Text Review Component #4</i></li> </ul>  |
| <b>Week 5</b><br><b>Live Class</b> | <ul style="list-style-type: none"> <li>• Understanding fluency</li> <li>• Improving literacy</li> <li>• Struggling for success</li> <li>• Author interview</li> </ul>  |

|                |  |
|----------------|--|
|                | <ul style="list-style-type: none"> <li>• Case study</li> <li>• Book selection data base (cont')</li> <li>• <i>Text Review Component #3</i></li> </ul>  |
| <b>Week 6</b>  | <b>Balanced Literacy</b> <ul style="list-style-type: none"> <li>• Balanced literacy</li> <li>• Matching book to reader</li> <li>• Understanding balanced literacy</li> <li>• Revisiting Kevin forum</li> <li>• Literacy Rich Classroom</li> <li>• Book selection data base (cont')</li> <li>• <i>Text Review Component #2</i></li> </ul> |
| <b>Week 7</b>  | <b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Review vocabulary videos</li> <li>• Add to forum</li> <li>• Internet Scavenger Hunt</li> <li>• <i>Text Review - Component #4</i></li> </ul>   |
| <b>Week 8</b>  | <b>Reading Comprehension</b> <ul style="list-style-type: none"> <li>• Literacy stories</li> <li>• <i>Text review - Component #5</i></li> <li>• Comprehension Strategies</li> <li>• George Dawson</li> </ul>  |
| <b>Week 9</b>  | <b>Reading Week</b>  |
| <b>Week 10</b> | <b>Guided Reading</b> <ul style="list-style-type: none"> <li>• Guide to observing reading</li> <li>• eWorkshop - Guided Reading</li> </ul>   |
| <b>Week 11</b> | Library scavenger hunt<br>Presentation on Reading Topic of Choice  |
| <b>Week 12</b> | <b>Reluctant and struggling Readers</b> <ul style="list-style-type: none"> <li>• Reading and the Brain</li> <li>• Read to Live Workshop</li> <li>• Book selection data base (cont')</li> </ul>   |
| <b>Week 13</b> | <b>Adaptations and Accommodations and Digital Literacy</b> <ul style="list-style-type: none"> <li>• Create a Glossary</li> </ul>   |

|                |  |
|----------------|--|
|                | <ul style="list-style-type: none"> <li>• Misunderstood Minds</li> <li>• Reading Applied in the Classroom</li> <li>• Support for children in reading</li> <li>• Reading strategies continued</li> <li>• Digital Literacy</li> </ul> |
| <b>Week 14</b> | <b>Reading Assessments</b> <ul style="list-style-type: none"> <li>• Targeted reading instruction</li> <li>• Reading Rockets</li> <li>• Abcedarian Assessment</li> <li>• Conducting a reading assessment</li> </ul>                 |
| <b>Week 15</b> | <b>Final Class</b><br><b>Submission of Reading Strategies</b>  |

### Method of Evaluation:

| Topic                                    | Percentage |
|--|------------|
| Online Discussion/group work/assignments | 30         |
| Ten Myths of Reading Instruction         | 5          |
| Reading Challenges Assignment            | 10         |
| Participation in live classes Weeks 5    | 5          |
| Online Database                          | 20         |
| Reading Strategies Assignment 1          | 10         |
| Reading Strategies Assignment 2          | 10         |
| Reading Strategies Assignment 3          | 10         |

The grading scale for this course is:

| Alpha Grade | 4.0 Scale | Descriptor   |
|-------------|-----------|--------------|
| A+          | 4.0       | Excellent    |
| A           | 4.0       |              |
| A-          | 3.7       |              |
| B+          | 3.3       | Good         |
| B           | 3.0       |              |
| B-          | 2.7       |              |
| C+          | 2.3       | Satisfactory |
| C           | 2.0       |              |
| C-          | 1.7       |              |
| D+          | 1.3       | Poor         |
| D           | 1.0       | Minimum Pass |
| F           | 0.0       | Failure      |

In accordance with Keyano College policy, the minimum progression grade for this course is a C-.

### 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 in 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; ie: An assignment with a grade of B now becomes a C+
  - no assignments will be accepted after 1 week past the due date.
- ***No assignments will be accepted after the beginning of the class on final date of the course. The final due date for this course is April 21, 2015***

- Since final exams are not a component of ELCC or EA courses and because learning is participatory, attendance and participation are part of the course grade. ***Online attendance is mandatory and word-processed assignments when required by the instructor, are necessary 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.

### **Plagiarism and Cheating**

Every student expects to be treated and evaluated fairly in a course. Plagiarism and cheating robs everyone of this right.

No student may submit words, ideas or data of another student or person as his or her own in any writing, project, assignment, quiz, electronic presentation, exam etc. Any work used that is not the student's own must be clearly cited as belonging to someone else. There are penalties for using other's work and not citing it. The Student's Rights & Responsibilities document clearly outlines these penalties and the appeal process.

No learner can obtain information from another student during an exam.

No learner can bring unauthorized information (paper or electronic) into an exam or quiz.

No student can submit work done in another course for grading in this course without the written prior approval of the course instructor.

No student can submit copyright protected or commercially produced materials as part or all of an assignment without proper citation & permission.

### **Academic Regulations**

Please use this link to view Keyano College's Academic Regulations:

[http://www.keyano.ca/Portals/0/Documents/Academic%20Calendar/academic%20regulations\\_0.pdf](http://www.keyano.ca/Portals/0/Documents/Academic%20Calendar/academic%20regulations_0.pdf)

***Academic Schedule***

Scroll down to page 9 of this document to review the academic schedule:  
**Please note the following dates for Winter 2015:**

|                           |  |
|---------------------------|--|
| January 1                 | College Close (New Year's Day)   |
| January 5                 | Winter semester begins for academic programs<br>Winter semester fees due |
| January 12                | Winter late fee applied  |
| January 16                | Last day to drop academic programs                                       |
| February 13               | Last day to drop with 50% refund   |
| February 16               | College Closed (Family Day)  |
| February 23 – February 27 | Reading Week, No classes for academic programs                           |
| March 30                  | Last day to withdraw (Grade of W, 0% refund)                             |
| April 3                   | College closed (Good Friday)   |
| April 6                   | College closed (Easter Monday)   |
| April 24                  | Last day for Childhood Studies Classes                                   |
| May 8                     | Convocation  |

**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, Dean

Date Authorized

**Signed copies to be delivered to:**

Instructor  
Registrar's Office