

**Instructor:** Hope Moffatt  
210A  
780-791-8953  
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**Office hours:** Mondays 3:00 – 5:00 p.m.  
Tuesdays 1:00 pm- 3:00 p.m.  
Thursdays Noon - 1:00 p.m.

**Hours of Instruction:**

Thursdays, January 10 to April 18, 2012. 9:00 a.m. to  
Noon.

\*\*\*Note: no class on February 28, 2013 for Reading Week

**Course Description:** *3 credits, 45 hours, 14 weeks*

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.

*Prerequisite: ELCC 101 or EA 101*

**Required Resources:**

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

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

**Course Outcomes:**

By the end of the course, students will:

1. Analyze oral language and recognize how language assessment is used for developmentally appropriate planning and language intervention.
2. Identify how the young child’s language development is a foundation for emergent literacy.
3. Identify the factors that may affect a child’s success in becoming a competent, independent reader.
4. Describe the emergent writing process and recognize 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. Recognize and practice techniques and alternatives for successful story times.

**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 young children. This is a two-part assignment: (1) During class time, you will work in groups of 3 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.

**Due date: February 14<sup>th</sup>**

**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 aids, 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.

**Due date:** One of March 14<sup>th</sup> or 21<sup>st</sup>

**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*. Ideally, you will be observing the literacy level of children in your program, then providing literacy props and strategies to enrich the children’s play experiences. If this is impossible in your setting, please see the instructor for alternate literacy supports you could offer your children. 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 plus submit your actual props/documentation of them.

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

**Due date:** April 11<sup>th</sup>

**Value:** 30%

**NOTE!!** If class is cancelled, for whatever reason, any assignments will be due and submitted at the **BEGINNING** of the following class.

**The grading scale for this course is:**

Legend			
Percentage Scale	Alpha Grade	4.0 Scale	Descriptor
94-100	A+	4.0	Excellent
	A	4.0	
90-93	A-	3.7	
86-89	B+	3.3	Good
80-85	B	3.0	
75-79	B-	2.7	
70-74	C+	2.3	Satisfactory
65-69	C	2.0	
60-64	C-	1.7	
56-59	D+	1.3	Poor
50-55	D	1.0	Minimum Pass
0-49	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 11, 2013.***
- 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. ***80% attendance 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/Media/Collections/Calendars/Keyano.Calendar1011-02-academicregulations.pdf>

***Academic Schedule***

Scroll down to page 8 of this document to review the academic schedule:

<http://www.keyano.ca/Media/Collections/Calendars/Keyano.Calendar1011-01-introduction.pdf>

**Please note the following dates for Winter 2013:**

January 1	College closed (New Year’s Day)
January 7	Winter semester begins for academic programs Tuition deposit is non-refundable as of the first day of classes
January 11	Last day to add courses for academic programs Winter semester fees due
January 14	\$100 late fee is added if all fees are not paid in full, Financial Hold applied

January 18	Last day to drop courses for academic programs Last day to withdraw from full year courses without academic penalty Last day to waive KSCA Health & Dental Plan (new Winter student only)
February 15	Last day to withdraw from courses with 50% refund of tuition fees
February 18	College closed (Family Day)
February 25- March 1	Reading Week. No classes for academic programs
March 8	Last day to withdraw from courses without academic penalty
March 29	College closed (Good Friday)
April 1	College closed (Easter Monday)
April 23	Last day for Academic upgrading and Childhood Studies

### Proposed Topics:

Intro/Overview, Why/How we communicate,  
 Language development - Children's styles & adult roles  
 Language development - Stages and Aspects  
 Strategies for supporting speech/language development  
 What is Quality Children's Literature? Criteria for selection  
 Storytelling - values, guidelines for, how to choose; Interactions in Group  
 situations, circle times  
 Fostering Peer interactions  
 Adjust the way you talk  
 Environments for Talking & Learning  
 Phonemic Awareness  
 Becoming a Reader  
 Environmental Print  
 Getting Writing to look like writing  
 Early Hypotheses about how Words are created  
 Organizing the Environment for Literacy Development  
 Emergent, burning topics...  
 Family Literacy

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## **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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Hope Moffatt, Instructor

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Sherry Duncan, Chair

Date Authorized

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Guy Harmer, Dean

Date Authorized

**Signed copies to be delivered to:**

Instructor  
Registrar's Office