Keyano COLLEGE

Course Outline

CHILDHOOD STUDIES

ELCC 102A
Language & Literacy in Early Childhood
Winter, 2015

3 CREDITS
3 HOURS PER WEEK

INSTRUCTOR: Hope Moffatt

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PHONE NUMBER: (780) 791-8953

E-MAIL: hope.moffatt@keyano.ca

OFFICE NUMBER: 210A

OFFICE HOURS:

Monday	3:00 – 5:00 PM
Thursday	3:00 – 4:00 PM
Friday	10:00 AM - Noon

HOURS OF INSTRUCTION:

Thursdays   9:00 AM – Noon   Room 216

COURSE DESCRIPTION:

Course Description: *3 credits, 45 hours, 15 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.

PRE-REQUISITE(S):
ELCC 101 or EA 101

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.

REQUIRED RESOURCES:

Vukelich, C. Christie, J & Enz, B. (2012). *Helping young children learn language and*

literacy: Birth through kindergarten (3rd edition). Boston, MS: Pearson Education, Inc.

Weitzman, E. & Greenberg, J. (2002). *Learning language and loving it* (2nd Edition).

Toronto, ON: The Hanen Program.

TOPICS TO BE COVERED:

- ❖ 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
- ❖ Family Literacy
- ❖ Emergent, burning topics…

MOODLE:

Go to http://ilearn.keyano.ca

This course is supported through Moodle. Assignments, readings and handouts will be posted on Moodle. Login information will be provided by your instructor. For further instructions please see the Moodle handout.

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 19th   **Value: 35%**

2. **Storytelling –** Sharing stories with children is a frequent task for adults who work with young children. We will practice <u>read</u>ing 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 5th, 12th, 19th or 26th   **Value: 30%**

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 16th   **Value: 35%**

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

GRADING SYSTEM:

Letter Grade	Description	Grade Points
A+		4
A	Excellent	4
A-		3.7
B+		3.3
B	Good	3
B-		2.7
C+		2.3
C	Satisfactory	2
C-		1.7
D+		1.3
D	Minimal Pass	1
F	Failure	0

Students intending to transfer to other institutions require a 'C-' as a minimum grade. Transfer information on each course is available at the Alberta Council on Admission and Transfers.

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 performance requirements (revised 2014) 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 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 23, 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. ***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.

Students who do not complete all the required work should not expect to pass the course.
Students should consult:

http://keyano.ca/current-students/students/exams

IMPORTANT DATES for Winter, 2015:

January 1	College Closed (New Year's Day)
January 5	Winter semester begins for academic programs 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

COLLEGE POLICIES:

Equality, Equity and Respect
The Keyano College is committed to providing an environment of equality, equity and respect for all people within the College community. All members of this community are considered partners in developing teaching and learning contexts that are welcoming to all. Faculty, staff, and students are encouraged to use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and valued in relation to their gender, ethnic and cultural background, and sexual orientation.

Students should consult:
http://keyano.ca/current-students/individual-rights

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.

Student Rights & Responsibilities

Students should consult the Keyano College Credit Calendar or online at:
http://www.keyano.ca/Media/Collections/Calendars/Keyano.Calendar1112-10-full.pdf

Specialized Supports and 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.

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3 CREDITS
3 HOURS PER WEEK

Hope Moffatt, Instructor   **Date**

Reviewed and approved by:

Vincella Thompson, Dean   **Date**