Keyano COLLEGE

Course Outline

CHILDHOOD STUDIES

ELCC 102A
Language and Literacy
Winter, 2016

3 CREDITS
3 HOURS PER WEEK

INSTRUCTOR: Hope Moffatt

ELCC 102A Language & Literacy
3 Credits, 15 weeks, 45 hours

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.

PRE-REQUISITE(S):

or co-requisites EA 101 or ELCC 101

INSTRUCTOR: **Hope Moffatt**

OFFICE LOCATION: 210A

PHONE NUMBER: (780) 791-8953

E-MAIL: hope.moffatt@keyano.ca

OFFICE HOURS:

Monday	3:00 – 5:00 p.m.
Thursday	11:00 AM – 1:00 p.m.
Friday	1:00-3:00 p.m

HOURS OF INSTRUCTION:

Thursdays   1:00 – 3:50 p.m.   Room 216

REQUIRED RESOURCES:

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.

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.

Please Note:
Access to children in a group setting (day care, preschool, school age classroom, etc) is necessary to complete the requirements of this course.

EVALUATION:

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 18th   **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 10th, 17th, 24th   **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 14th   **Value: 35%**

Assignment	Percentage	Due Date
Language Development	**35%**	Part 1 - In-class, January 21st Part 2 – February 18th
Story Telling	**30%**	March 10th, 17th, 24th
Literacy Development	**35%**	April 14th

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](#).

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

Please Note:

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.

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 14, 2016***

- 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.

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.

SPECIALIZED SUPPORTS:

Counselling and Disability Services

Counselling Services provides a wide range of specialized counselling services to prospective and registered students, including personal, career and academic counselling. More specific details are found in the Keyano College Student and College Resources section the Keyano College Credit Calendar. It is the responsibility of the student to self-identify at the Disability Services office that they have a disability.

SKILL Centre

The SKILL Centre is a learning space in the Clearwater Campus at Keyano College where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff.

The SKILL Centre, through a variety of delivery methods, provides assistance in skill development to Keyano students. Assistance is provided by instructors, staff and student tutors. Individuals wishing to improve their mathematics, writing, grammar, study, or other skills, can take advantage of this unique service.

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Language & Literacy in Early Childhood
Winter, 2016

3 CREDITS
3 HOURS PER WEEK

_____   _____
Hope Moffatt, Instructor   **Date**

Reviewed and approved by:

_____   _____
Vincella Thompson, Dean   **Date**