

**ELCC 102A – Language & Literacy**

3 credits, 3 hours per week

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.

Co-requisites: EA 101 or ELCC 101

**Instructor**

Priscilla Lothian-Hendrix

CC202A

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**Office Hours**

Monday: 12.00 pm – 1.50 pm

Tuesday: 4.00 pm – 4.50 pm

Friday: 8.00 am – 8.50 am  
12.00pm – 12.50 pm

**Hours of Instruction**

Friday 1:00 pm – 3:50 pm CC216

**Required Resources**

Vukelich, C. Christie, J & Enz, B. Roskos, A. Kathleen (2016). *Helping young children learn language and literacy Birth through Kindergarten*. (4<sup>th</sup> ed). Boston: Pearson Education, Inc.

**Recommended Texts:**

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

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

**Course Outcomes**

Upon successful completion of this course, the student shall be able to:

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

- Demonstrate an understanding of how the young child's language development is a foundation for emergent literacy.
- Demonstrate an understanding of the emergent reading process and the factors that may affect a child's success in becoming a competent, independent reader.
- Demonstrate an understanding of emergent writing process and how a child-centered approach facilitates emergent writing skills of young children.
- Apply the adult roles of observation, provision and involvement to support and extend children's language and literacy development.
- Identify and become acquainted with quality children's literature.
- 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.

## Evaluation

**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.

## Assignment#1

**(Part 1) Due date: February 16<sup>th</sup> 2018**

**Value: 15%**

Observe a child from six months to three years old, you can use a family member, your practicum location or even your own children. You can even watch a video related to children. Take documentation of oral speech that may occur for a duration of a three to five minutes. Once complete use your documentation of your oral language sample to make explicit connections from your course reading and in class presentations. **Use the sample to analyze the child's *phonology* (pronunciation, articulation, fluency), *semantics* (vocabulary, word meanings), *syntax* (sentence making, grammar) and *pragmatics* (social use of language), and other assigned chapters that may support your observation.** Ensure that you explain how the course reading align with your oral language sample. The more dialogue from the child the more information for you to make connections. **Please note: documentation sheet will be provided to make observations.**

**(Part II) Due date: March 2<sup>nd</sup> 2018**

**Value: 20%**

Students will write a report with use the oral sample making recommendations as to what choice of provision or strategies can be used to enhance language developmental level or skill, based from Part 1 of the observation

**Assignment #2**

**Storytelling**

Due Date: **March 9<sup>th</sup>, 16<sup>th</sup>, 23<sup>rd</sup>**

**Value 30%**

Sharing stories with children is a frequent task for adults who work with young children. During the course you will practice reading stories to classmates. This process will provide active engagement which will allow you an opportunity to show case imagination of storytelling, with a meaning or moral to the story. **You will create/make your own story book.** You will write a story to **TELL** rather than read. Attention to early literacy through age appropriateness and presentation aspects must be evident. Also use of visual aids and your skill as a storyteller, are important aspects of this assignment. This skill will include introduction of the book, author, illustrations, prediction, and inquiry methods for children growth. How do you plan to engage children that you are reading too? Suggestions will be given in class to support your choice of direction for the assignment.

**Assignment #3**

**Literacy Development**

**Due Date: March 30<sup>th</sup> 2018**

**Value 35%**

You will be observing the language and literacy level of children in your practicum placement, then providing literacy props and strategies to enrich the children’s play experience. If this is impossible in your setting, the instructor will provide you with suggestions for alternate literacy supports you could offer the children at your current location. You will provide a written report (two pages) with hand written or typed observation sheet attached, (3 sheets in total) that describes your observations of how you decided on the provision. Your written report will include, the observation, how children were introduced to the experiences, and how literacy props were used. Who was involved and how the game/aide developed, with the children’s response, through conversation. Also, provide to class your actual props/ game and written observation sheet prior to the experience. You will be sharing these insights with your classmates as you demonstrate the supports/game in small groups

<b>Assignment</b>	<b>Percentage</b>	<b>Due</b>
<b>Language Development</b>	<b>35%</b>	Part I – February 16th Part II – March 2nd
<b>Story Telling</b>	<b>30%</b>	March, 9 <sup>th</sup> 16 <sup>th</sup> 23 <sup>rd</sup>
<b>Literacy Development</b>	<b>35%</b>	<b>March 30<sup>th</sup></b>

*A grade of C- is required for progression or transfer.*

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 have 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; i.e.: 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 20th, 2018.**
- 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.**

## Grading System

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

## Proposed Schedule of Topics

- Language developmental milestones
- Language Assessment tools
- Identifying quality children's literature
- Successful story time
- Literacy planning and language intervention
- Emergent literacy
- Emergent reading
- Factors to becoming a competent, independent reader

- Emergent writing process
- Facilitating emergent writing skills
- Adults' roles
- Extending language and literacy development

**Please Note:**

Date and time allotted to each topic is subject to change.

## **Performance Requirements**

### **Student Responsibilities**

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.

More specific 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.

### **Student Attendance**

Class attendance is useful for two reasons. First, class attendance maximizes a students' learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.

### **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.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on [ilearn.keyano.ca](http://ilearn.keyano.ca). Then print the certificate, sign it, and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

## **Specialized Supports**

### **Counselling and Accessibility Services**

Counselling Services provides a wide range of specialized counselling services to prospective and registered students, including personal, career and academic counselling.

### **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.