

EA 211, Supporting Literacy in Elementary

3 credits, 45 hours

Course Description

This course provides a deeper analysis and examination of literacy development in the areas of phonemic awareness, phonics, fluency, comprehension, and building vocabulary. Strategies that Educational Assistants can utilize to support literacy development in Alberta schools where they work 1:1 with students, in small groups and in whole class settings will be explored.

Pre and Co-requisites

EA 102 is a pre-requisite for this course.

Course Learning Outcomes (CLOs)

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

CLO 1 Engage in reflective practice about one's own literacy awareness and personal attitudes towards reading.

CLO 2 Apply knowledge of the five components of reading development (phonemic awareness, phonics, fluency, comprehension, and vocabulary) through choice of appropriate resources and strategies.

CLO 3 Illustrate a basic understanding of the principles of Universal Design for Learning with the purpose of thinking about literacy instruction for all learners.

CLO 4 Explore strategies and assistive technology options that support children in literacy development.

CLO 5 Differentiate between accommodations and modifications specific to literacy development.

CLO 6 Create resources with the purpose of targeting both individual and small groups aiming to support progress in reading development for children.

CLO 7 Explore educational concerns of different populations regarding literacy instruction in Alberta schools, specifically, Indigenous students and English Language Learners.

Evaluation

Assessment Type	Percentage
Assignments and projects	100 %
Total	100%

Course Completion Requirements

Minimum passing mark of D or 50% is required.

Grading Scale

4.0 Grade Scale	Alpha Grade	Percentage Grade
4.0	A+	93-100
4.0	A	85-92.9
3.7	A-	80-84.9
3.3	B+	77-79.9
3.0	B	74-76.9
2.7	B-	70-73.9
2.3	C+	67-69.9
2.0	C	64-66.9
1.7	C-	60-63.9
1.3	D+	55-59.9
1.0	D	50-54.9
0.0	F	0-49.9

Land Acknowledgement

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