



DEPARTMENT OF HUMAN SERVICES

COURSE OUTLINE – FALL 2018

HS 1217(A2): LANGUAGE AND LITERACY 2(2-0-0) 30 Hours for 8 Weeks

INSTRUCTOR: Valerie Ostara **PHONE:** 780-539-2041
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OFFICE HOURS: By appointment

CALENDAR DESCRIPTION: This course explores children’s expressive and receptive language development as well as their construction of knowledge about the reading and writing process. Students will examine ways in which preschool environments can support children in their attempts to understand and use the language system of their society. This course provides students with a solid foundation for facilitating pre-school children’s development in speaking, listening, reading and writing.

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS: *Learning Language and Loving It, A Guide to Promoting Children’s Social, Language, and Literacy Development In Early Childhood Settings.* 2nd Edition, 2002, Elaine Weitzman and Janice Greenberg

Readings will also be available on Moodle

DELIVERY MODE(S): Class instruction will be a combination of lecture, class discussion and small group work.

COURSE OBJECTIVES: Students will gain an understanding of language and literacy in terms of development and milestones, theories, practices, and best ways of supporting children as they develop.

LEARNING OUTCOMES:

Upon completion of this course, students will:

1. Identify the knowledge and skills young children must acquire to learn the oral language system of their culture.
2. Discuss the nativist, behaviourist and social-interactionist theories of language development.
3. Recognize the developmental milestones and stages of language development from birth to 8 years of age.
4. Identify and describe developmentally appropriate communication strategies used to support the development of children’s expressive and receptive language skills.
5. Identify best practices used by educators to support and promote children’s emergent literacy skills.

6. Recognize the knowledge skills and attitudes that children must acquire to become competent readers and writers.
7. Identify the stages children go through in learning to read and write.

TRANSFERABILITY:

A list of institutions to which this course transfers (For example: UA, UC, UL, AU, GMU, CU, CUC, KUC. Please note that this is a sample and it must be replaced by your specific course transfer)

***Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.** Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide main page <http://www.transferalberta.ca> or, if you do not want to navigate through few links, at <http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

EVALUATIONS: *see the course schedule for due dates*

Assignment 1	Language Facilitations Strategies	25%
Assignment 2	Book Basket/Phonological Awareness	15%
Assignment 3	Emergent Literacy	30%
Quiz	<i>Study questions will be provided</i>	30%

GRADING CRITERIA: (The following criteria may be changed to suite the particular course/instructor)

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100	C+	2.3	67-69
A	4.0	85-89	C	2.0	63-66
A-	3.7	80-84	C-	1.7	60-62
B+	3.3	77-79	D+	1.3	55-59
B	3.0	73-76	D	1.0	50-54
B-	2.7	70-72	F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE: *Please see attached for course schedule (note, the schedule is tentative and subject to revision).*

STUDENT RESPONSIBILITIES:

It is the right of the student and of the instructor to a favorable learning/teaching environment. It is the responsibility of the student and the instructor to engage in appropriate adult behaviors that positively support learning. This includes, but is not limited to treating others with dignity and respect. Cell phones are to be used outside of class time.

It is the student’s responsibility to become familiar with the basic student rights and responsibilities found in the College calendar. Students are responsible for missed class times, including the gathering of resources handed out during class.

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/about/administration/policies>

**Note: all Academic and Administrative policies are available on the same page.

Additional Information:

