



DEPARTMENT OF HUMAN SERVICES
COURSE OUTLINE - FALL 2014
HS 1217 LANGUAGE AND LITERACY

To be recognized for educational excellence in the fields of early learning & child care and educational assistant training.

INSTRUCTOR: Terrah Lindsay B.Sc., M.S.

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OFFICE HOURS: Mondays 11:30 - 1:00, Tuesdays and Thursdays: 12:00 - 12:30

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.

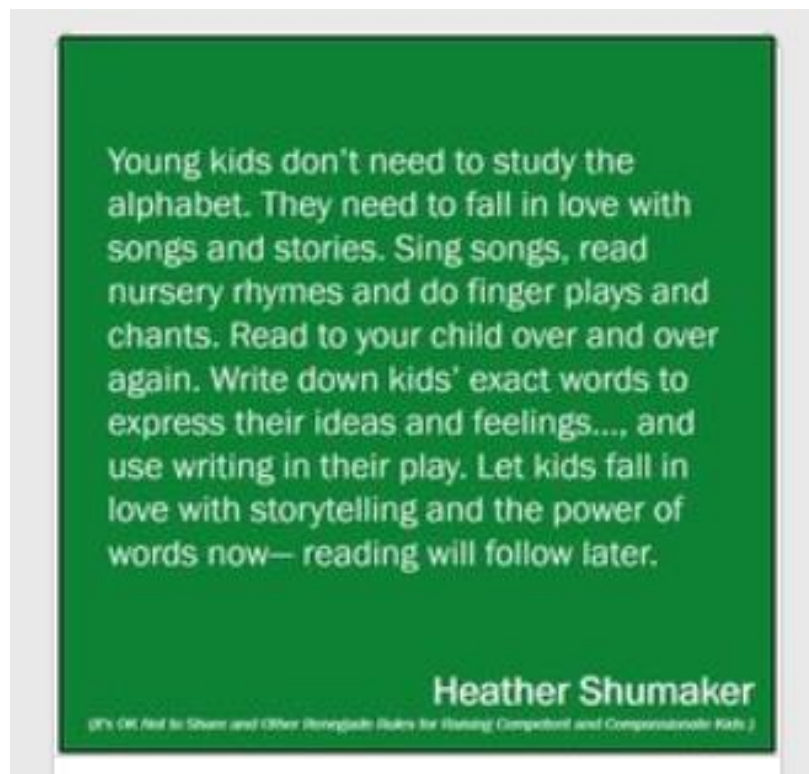
CALENDAR DESCRIPTION: This course explores children's expressive and receptive language development as well as their construction of knowledge about the reading and writing process. Students will examine ways in which preschool environments can support children in their attempts to understand and use 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.

CREDIT/CONTACT HOURS: 2 Credits (2-0-0) 30 hours

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

OBJECTIVES: 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. 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. Examine the stages children go through in learning to read and write.



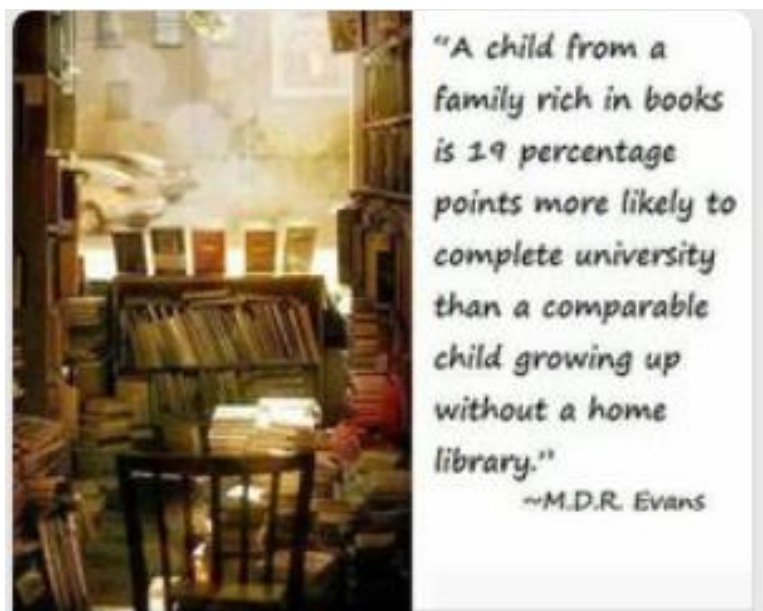
GRADING CRITERIA:

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A ⁺	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A ⁻	3.7	80 – 84	FIRST CLASS STANDING
B ⁺	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B ⁻	2.7	70 – 72	
C ⁺	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C ⁻	1.7	60 – 62	
D ⁺	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

TRANSFERABILITY:

** 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.

In order to obtain credit for this course, students must achieve a minimum of a "C-"



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. Students are responsible for missed class time, including the gathering of resources handed out during class. Be sure to check moodle.

The College expects students' conduct to be in accordance with basic rights and responsibilities. Refer to the College Admission Guide at

<http://www.gprc.ab.ca/programs/calendar/> or

<http://www.gprc.ab.ca/about/administration/policies/>

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the College Admission Guide at

<http://www.gprc.ab.ca/programs/calendar/> or

<http://www.gprc.ab.ca/about/administration/policies/>

These are serious issues and will be dealt with severely.

EVALUATIONS (How do you get marks):

Assignment 1	Language Facilitations Strategies	25%	October 21
Assignment 2	Emergent Literacy	25%	October 31
Quiz	<i>Study questions will be provided</i>	35%	October 28

Attendance/in class assignments/participation 15%

If a student misses more than 20% of scheduled classes, a grade of '0' will be assigned.

***Supplemental Activities:**

Create Pinterest boards to serve as a resource for you when working.

Possible topics include:

Literacy centres

Ideas for incorporating literacy into different environments

Books to read for various age groups

Speech and language norms.

Alphabet ideas

Phonological/phonemic awareness.

Emergent literacy

Book Baskets

**If you would like to submit this for marks, your quiz will be work 25% of your final grade versus 35%. Due date is October 31st.*

If you are submitting this for marks, you should have a minimum of 80 pins. You will email me the link to your Pinterest Boards and indicated which topic boards you created.

COURSE SCHEDULE/TENTATIVE TIMELINE:

The following course schedule is tentative and subject to revision.

September 4 (R)	Course Introduction What is language?	<i>Unit 1</i>
September 9 (T)	Children's acquisition of the rules of language Theories of language development	
September 11 (R)	No class, however readings/questions will be assigned.	
September 16 (T)	Brain Research and Language Acquisition Strategies for supporting children's language development	<i>Unit 2</i>
September 18 (R)	Strategies continued	
September 23 (T)	Strategies continued	
September 25 (R)	Opportunity for observations (?)/Language Development	
September 30 (T)	Opportunity for observations (?)/Language Development	
October 2 (R)	Red Flags of speech and language development	
October 7 (T)	Introduction to Literacy Emergent literacy theories of reading	<i>Unit 3</i>
October 9 (R)	Supporting children's emergent literacy skills	
October 14 (T)	Supporting children's emergent literacy skills	
October 16 (R)	Opportunity for observation	
October 21 (T)	The emergent writing process Stages of emergent writing	<i>Unit 4</i>
		Assignment 1 Language Facilitations Strategies
October 23 (R)	Best practice in supporting the emergent writing process	
October 28 (T)	Quiz and opportunity for observation	Quiz
October 30 (R)	Opportunity for observation /In class assignment	
October 31 (F)		Assignment 2

HS 1217 Assignment 1 Language Facilitation Strategies

For this assignment arrange to visit the Children's Centre Demonstration Preschool Program, it is best to make an appointment before showing up as many students will be visiting the Children's Centre for observation purposes. The sign up sheet will be on my door. Complete the following:

Part 1

Observe* the adults interacting with the children in the Children's Center.

Identify **5 strategies** (strategies are listed below) that the adults were using to facilitate the children's language skills.

In your written submission:

1. **Identify** the strategy used.
2. **Explain** what the strategy is.
3. **Describe** how the adult used the strategy - what did the adult say/do, what did the child say/do.

Strategies

Observe, wait and listen

Be face-to-face

Follow the child's lead

Imitation

Interpret

Comment

Make your language easy to understand

Labeling

Expanding

Extending

Part 2

List the centres in the Children's Centre. For each centre, provide an example of a closed question and an open question.

HS 1217 Assignment 2* Emergent Literacy

**This assignment may be completed with a partner of your choice.*

For this assignment arrange to visit the Children's Centre Demonstration Preschool Program, it is best to make an appointment before showing up as many students will be visiting the Children's Centre for observation purposes. The sign up sheet will be on my door. Answer the following questions.

Phonological Awareness

Which books support phonological awareness? Explain.

See page 3 of The Essentials of Early Literacy Instruction.

See PowerPoint notes from class

Look at the songs and finger plays posted, how do these support phonological awareness? Provide specific examples.

See page 3 of The Essentials of Early Literacy Instruction.

Alphabet

How is knowledge of the alphabet supported?

See page 3 of The Essentials of Early Literacy Instruction.

See PowerPoint notes from class

Print

Explain how print is used

During daily routines and activities

For pleasure and social interactions

To communicate with others

To record information

To gain information and knowledge

See pages 358 - 370 of Learning Language & Loving It.

Look at each centre, is literacy reflected? If so, how?

List 5 additional ways literacy could be incorporated into the Children's Centre.

Books

Look at the books in the Children's Centre.

Consider the vocabulary

What vocabulary words could you introduce the child to regarding the book?

What vocabulary words are in the book that you might talk about?

See page 35 of Building Preschool Children's Language and Literacy One Storybook at a time.

Read a book to the children (in the reading centre is fine, it does not have to be a group time). If you are doing this with a partner, BOTH of you need to read a book.

1. Write down the title and the author of the book.
2. Explain WHY you chose this book.
3. Explain how you followed the guidelines for reading books with early and late sentence users. Reflect on what you could have done differently.

See page 348 (pages 349 - 355) of Learning Language and Loving It.