

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF EARLY CHILDHOOD DEVELOPMENT
CD 1217: LANGUAGE & LITERACY
COURSE OUTLINE

SEMESTER:	Fall, 2003	DAYS:	Tuesdays: 1:00 – 2:50 p.m.
CREDITS:	2		Thursdays: 1:00 – 2:50 p.m.
HOURS:	30	LOCATION:	TBA

INSTRUCTOR: Cindy Carter
OFFICE: H203
PHONE: 539-2786
E-MAIL: ccarter@gprc.ab.ca
OFFICE HRS: Tuesday 9:00a.m.-12:00 p.m./Wednesday 1:30 p.m.-3:30 p.m.

COURSE 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 the students with a solid foundation for facilitating preschool children's development in oral and receptive language as well as reading and writing.

TEXTBOOK: Nueman, C., Copple, C., & Bredkamp, S. (2000). *Learning To Read and Write: Developmentally Appropriate Practices for Young Children*. Washington, D.C.: National Association for the Education of Young Children.

OBJECTIVES: On completion of this course students will be able to:

- use their knowledge of language development to set appropriate oral language goals for young children
- demonstrate an understanding of the important role that the young child's environment plays in the development of communicative competence.
- demonstrate an understanding of the emergent reading process and the factors that may affect a child's success in becoming a competent, independent reader.
- use a child-centred approach in facilitating emergent writing.

CLASS FORMAT: Classroom instruction will be a combination of lecture and small and large group work. Audio-visual material and additional materials will supplement text readings.

ATTENDANCE: Much of the learning in this class occurs through participation in a number of in-class tasks. The student will be required to apply an in-depth knowledge of classroom learning and assigned readings to the course assignments. Absences will place

the student at great risk in achieving success. Students are responsible for missed class time, including the gathering of resources handed out during class.

GRADING POLICY: Check your student handbook for program information on minimal pass requirements

Alpha Grade	4-point Equivalence	Descriptor
A+	4.0	Excellent
A	4.0	Excellent
A-	3.7	First class standing
B+	3.3	First class standing
B	3.0	Good
B-	2.7	Good
C+	2.3	Satisfactory
C	2.0	Satisfactory
C-	1.7	Satisfactory
D+	1.3	Poor
D	1.0	Minimal pass
F	0.0	Fail

COURSE REQUIREMENTS:

The student's final grade will be based on the following:

Attendance and participation – 10%

Assignments – 60%

Quizzes – 30%

There will be two short quizzes and three assignments for this course.

Assignment guidelines and due dates will be given to students during the second week of class.

LATE POLICY: Assignments are to be submitted by 4:30 p.m. on the due date. Late assignments will be docked an initial 5%, then 5%/week. If the assignment is not received within two weeks of the initial due date, a grade of zero will be given.

Assignments that are placed in the instructor's mailbox must have the time and date recorded by the administration staff.

CLASS CONDUCT: 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 of the instructor to engage in appropriate adult behaviors that supports learning. This includes but is not limited to, treating others with dignity and being punctual. The student must be familiar with the appropriate department manual, and student rights and responsibilities outlined in the college calendar.

Class Schedule: Note: this is a tentative schedule and is subject to change.

Students are responsible for all assigned readings.

*Readings will be assigned for each class. You are encouraged to read the text early in the term, as it is light reading and will assist you throughout classes and with assignments.

Date	Topic	Reading	Assignments
Sept.4	Course Introduction Language Development		
Sept 9	Language Development/Theories		
Sept.11	Language Development/Theories		
Sept. 16	Stages of Language Development		
Sept. 18	Stages of Language Development		
Sept. 23	Literacy Defined: Goals for Children		
Sept. 25	The Literate Environment		
Sept. 30	Emerging Literacy		Quiz
Oct. 2	Emerging Literacy		
Oct.7	Emerging Literacy		
Oct.9	Emerging Literacy		
Oct.28	Conversations: Adult/Child		
Oct. 30	Conversations: Child/Child		
Nov. 4	Computers and Literacy		
Nov.6	Supporting Second Language Learners. Review		
Nov. 13	Wrap-up. What have we learned and how can we apply it to our work with children?		Quiz

