

**Grande Prairie Regional College
Department of Early Childhood Development
CD 1217: Language & Literacy**

SEMESTER: Winter, 2003 **DAYS:** Mondays 9:30 a.m.-12:00 a.m.
CREDITS: 2 Wednesdays: 10:00 a.m.-11:30 a.m.
HOURS: 30 **LOCATION:** J229

INSTRUCTOR: Sharon Strasdin B.A.; University of Victoria; (M.A. in progress)

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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 speaking, listening, 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:

1. The learner will be able to use their knowledge of language development to set appropriate oral language goals for the children.
2. The learner will demonstrate an understanding of the important role that the young child's environment plays in the development of communicative competence.
3. The learner will demonstrate an understanding of the emergent reading process and the factors that may affect a child's success in becoming a competent, independent reader.
4. The learner will be able to 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 final course project. 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

9	90-100%
8	80-89%
7	72-79%
6	65-71%
5	57-64%
4	50-56%
3	45-49%
2	26-44%
1	0-25%

*the college grading system is under review

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. The final assignment must be submitted on the due date as this is the last class date.

ASSIGNMENTS:

There will be three assignments for this course.

1. A written response to an article 15%
2. Assessment of scenarios 30%
3. Project 55%

Read the assignment package for further details.

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 Tentative

Students are responsible for all assigned readings.

*Readings indicate what to read for the next class, i.e. Jan. 6th reading of 1-18 is due for the Jan. 8th class. Readings will generally try to follow the flow of the class; however, adjustments will be made as the course progresses. 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
Jan. 6	Course Introduction Language Development	Position Statement 1-18; 48-55	
Jan. 8	Language Development/Theories		
Jan. 13	Stages of language development	28-31	Assignment I Due
Jan. 15	Literacy Defined/ Goals for children	38-47;	
Jan. 20	The literate environment	20-23;	
Jan. 22	Emerging Literacy	64-69;	
Jan. 27	Emerging Literacy	56-63 80-87	Assignment II Due
Jan. 29	Emerging Literacy	88-95	
Feb. 3	Emerging Literacy	70-79	
Feb. 5	Conversations Adult/child		
Feb. 10	Conversations/Child/child		
Feb. 12	Computers and literacy		Assignment III Due or:
Feb. 17	Family Day		
Feb. 19	Supporting second language learners		Assignment III Due