



DEPARTMENT OF HUMAN SERVICES

COURSE OUTLINE – FALL 2010 A2

HS 1217 LANGUAGE AND LITERACY

INSTRUCTOR: Cindy Carter **PHONE:** 780-539-2786
OFFICE: H 203 **E-MAIL:** ccarter@gprc.ab.ca

OFFICE Tuesday: 1:00 to 4:00 p.m.
HOURS: Thursday: 9:00 a.m. to 12:00 p.m. or by appointment

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS: Nueman,C., Copple,C., & Bredkamp,S. (2000). *Learning to read and write: Developmentally appropriate practices for young children*. Washington, D.C.: National Association for Young Children.

Reading Package – for sale at GPRC Bookstore

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 of 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. Audio-visual materials and additional readings will supplement the course package and textbook.

OBJECTIVES: Students will:

1. Identify the knowledge young children must acquire to learn the oral language system of their culture.
2. Discuss the nativist, behaviourist and social-interacionist theories of language development.
3. Recognize the developmental stages of language development from birth to 8 years of age.
4. Identify developmentally appropriate communication strategies 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. Identify the knowledge, skills and attitudes that children must acquire to become competent readers and writers.
7. Recognize the stages children go through in learning to write.

GRADING CRITERIA:

Human Services Department

Grading Conversion Chart

| Alpha Grade | 4-point equivalence | Percentage conversion | Descriptor |
|-------------|---------------------|-----------------------|-------------------------------------|
| A+ | 4.0 | 90-100 | Excellent |
| A | 4.0 | 85-89 | Excellent |
| A- | 3.7 | 80-84 | Very good |
| B+ | 3.3 | 77-79 | Very good |
| B | 3.0 | 73-76 | Good |
| B- | 2.7 | 70-72 | Good |
| C+ | 2.3 | 67-69 | satisfactory |
| C | 2.0 | 63-66 | satisfactory |
| C- | 1.7 | 60-62 | satisfactory |
| D+ | 1.3 | 55-59 | poor |
| D | 1.0 | 50-54 | Minimal pass |
| F | 0.0 | 0-49 | Failure |
| WF | 0.0 | 0 | Fail, withdrawal after the deadline |

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

Attendance and Participation – 10%

Assignments – 60%

Quizzes – 30%

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

Late Policy: Assignments are to be submitted by 4:30 p.m. on the due date. Unless arrangements have been made by the instructor prior to the assignment due date, late assignments will be docked an initial 5%, then 5% a 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 date recorded by the administrative staff. There is an assignment drop box outside H 206.

EXAMINATIONS: None

STUDENT RESPONSIBILITIES: The College expects students' conduct to be in accordance with basic rights and responsibilities. Please refer to page 47 of the College calendar regarding rights and responsibilities.

STATEMENT ON PLAGIARISM AND CHEATING:

Please refer to pages 49-50 of the College calendar regarding plagiarism, cheating and the resultant penalties. These are serious issues and will be dealt with severely.

COURSE SCHEDULE/TENTATIVE TIMELINE:

The following course schedule is tentative and subject to revision.

| Date | Topic | Reading | Assignment |
|-------------|---|-------------------------------------|--------------------|
| Sept. 8 | Course Introduction: What is language? Why do we communicate? | Unit 1, Part A | |
| Sept. 13 | Children's acquisition of the rules of language | Unit 1, Part A | |
| Sept. 15 | Theories of language development. How do young children learn the language of their culture? | Unit 1, Parts B 1-4 | |
| Sept. 20 | Theories continued | Unit 1, Parts B 1-4 | |
| Sept. 22 | Stages of language development: | Unit 1, Parts C 1-6 | |
| Sept. 27 | Stages continued. Red Flags of speech and language developments Strategies for supporting children's language development | Unit 2, Parts A 1-6 Handout | |
| Sept. 29 | Strategies continued. Best practices to support receptive language development | Unit 2 B1 -3 | Due: Assign. #1 |
| Oct. 04 | Review Introduction to literacy | Unit 3, Part A | |
| Oct. 06 | Learning to read: Reading readiness vs. emergent literacy. | Unit 3, Parts B 1 and 2 | Quiz #1 |
| Oct. 11 | Thanksgiving | No Classes | |
| Oct. 13 | Factors which influence stages in learning to read. Supporting Children's emergent literacy skills. | Unit 3, B3 Unit 3, Parts C D 1-4 | |
| Oct. 18 | Supporting children's emergent literacy skills | Unit 3, Parts C, D 1-4 | |

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|---------|---|-------------------------|--------------------|
| Oct. 20 | The emergent writing process and stages of emergent writing | Unit 4, Part A1-2 and B | |
| Oct. 25 | Best practice in supporting the emergent writing process | Unit 4, Part C1 - C3 | |
| Oct. 27 | Review and wrap up | | Due: Assign. #2 |

Readings from Learning to Read and Write will be assigned as we progress through the course.

Assignment #3 Due: November 26, 2010

Note: Final quiz for this course will be Friday November 5, 1:30 to 3:00 p.m.

Location: TBA