



**DEPARTMENT: Human Services**

**COURSE OUTLINE – WINTER 2017**

**HS1217: Language and Literacy – 30 Hours for 15 Weeks**

**INSTRUCTOR:** Muriel Underwood      **PHONE:** 780.539.4498  
**OFFICE:** N/A      **E-MAIL:** munderwood@gprc.ab.ca  
**OFFICE HOURS:** Email: anytime; Instructor night: 7:00 PM – 10:00 PM, or 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 preschool children's development in speaking, listening, reading and writing.

**PREREQUISITE(S)/COREQUISITE:**

None

**REQUIRED TEXT/RESOURCE MATERIALS:**

Weitzman, Elaine and Greenberg, Janice. Learning Language and Loving It: A Guide to Promoting Children's Social, Language, and Literacy Development in Early Childhood Settings. 2002. The Hanen Centre. 2nd ed.

Neuman, Susan, Copple, Carol, and Bredekamp, Sue. Learning to Read and Write: Developmentally Appropriate Practices for Young Children. 2000. National Association for the Education of Young Children.

**DELIVERY MODE(S):**

Online

**COURSE OBJECTIVES:**

1. To identify knowledge and skills young children must acquire about the oral language system of their culture and the various theories of language development.
2. To identify the developmental stages and milestones of language development that most children go through, from birth through age eight.
3. To explain developmentally appropriate, child-centred communication strategies that promote and support the development of children's expressive and receptive language.
4. To describe how peer interactions support and promote expressive and receptive language development.

5. To describe the adult's role in facilitating peer interactions.
6. To identify the skills and knowledge children must acquire in order to become proficient writers and the stages children go through in learning to write.
7. To describe adult's role in supporting and promoting children's writing development.

#### **LEARNING OUTCOMES:**

1. Student should understand oral language acquisition theories.
2. Student should recognize milestones and stages in language acquisition process.
3. Student should be able to assess a child's language development.
4. Student should be able to promote and support communication strategies that best assist children in developing expressive and receptive language skills.
5. The student should be able to facilitate and promote peer interactions.
6. Student should be able to understand the emergent writing process.
7. Student should be able to support and promote children's writing development.

#### **TRANSFERABILITY:**

No information available at this time

**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:**

All submitted work is graded according to the grading criteria set for the learning activity or assignment submitted.

**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:**

February 15, 2017 to June 15, 2017

**STUDENT RESPONSIBILITIES:**

1. Both the student and the instructor have the right to experience a favourable learning/teaching experience and the responsibility to engage in appropriate behaviour that positively supports learning.
2. To meet all submission deadlines.
3. To participate in discussion boards and Blackboard Collaborate sessions, when requested by instructor.
4. To have the latest version of the course textbook.
5. To have computer hardware and software that meets standards set for online delivery.
6. Student must be familiar with the *Distance Education Student Handbook* and any regulations, policies and student conduct, that apply to students studying via online deliver, as outlined in the college calendar.

**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 Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <http://www.gprc.ab.ca/about/administration/policies/>

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