



DEPARTMENT OF HUMAN SERVICES
COURSE OUTLINE - FALL 2015
HS 1217 LANGUAGE AND LITERACY

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

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

OFFICE: H134 **PHONE:** 539-2047

EMAIL: tlindsay@gprc.ab.ca

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

PREREQUISITE(S)/COREQUISITE: None

TIME: Tuesday/Thursday 10:00 - 11:50

LOCATION: H135

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 (4-0-0) 30 hours

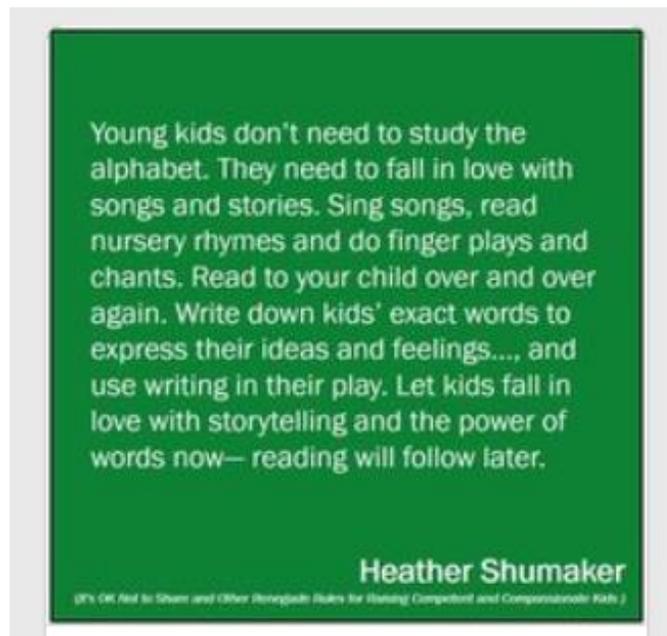
DELIVERY MODE(S): Class instruction will be a combination of lecture, class discussion and small group work.

OBJECTIVES:

Students will gain an understanding of language and literacy in terms of development and milestones, theories, practices, and best ways of supporting children as they develop.

LEARNING OUTCOMES/ 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. Identify and 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.



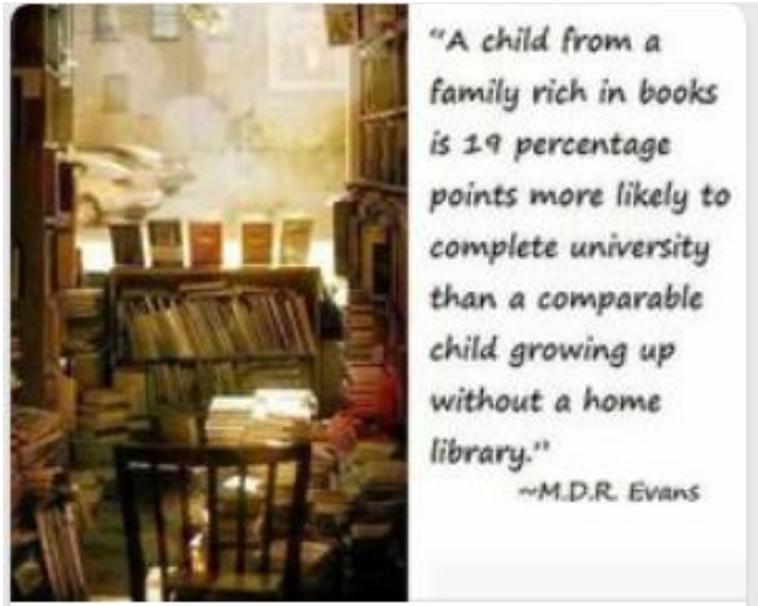
GRADING CRITERIA:

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-"



EVALUATIONS (How do you get marks):

Assignment 1	Language Facilitations Strategies	20%
Assignment 2	Emergent Literacy	20%
Quizzes	<i>Study questions will be provided</i>	40%

Attendance/in class assignments/participation 20%

ALL assignments must be completed in order to receive credit in the course.

ATTENDANCE:

Regular attendance is crucial for student success. If a student misses more than 20% of scheduled classes, a grade of 'O' will be assigned.

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 Admissions Guide at <http://www.gprc.ab.ca/programs/calendar/> or www.gprc.ab.ca/about/administration/policies/

STATEMENT ON PLAGIARISM AND CHEATING:

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 www.gprc.ab.ca/about/administration/policies/**

COURSE SCHEDULE/TENTATIVE TIMELINE:

Please see attached for course schedule (note, the schedule is tentative and subject to revision).