



COURSE OUTLINE: ED0132 -

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Approved: Martha Irwin, Dean, Community Services and Interdisciplinary Studies

Course Code: Title	ED0132:
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Academic Year:	2022-2023
Course Description:	This course will involve examining the research which identifies how critical the early years of a child's life are for developing literacy skills. The CICE student, with the assistance of a learning specialist, will develop an understanding of the inter-relatedness of oral language, reading and writing and develop teaching strategies to help facilitate this growth. This will include exploring the components of setting up an effective literacy environment and how to facilitate quality early literacy experiences.
Total Credits:	3
Hours/Week:	3
Total Hours:	42
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Vocational Learning Outcomes (VLO's) addressed in this course:	<p>1120 - COMMUNITY INTEGRATN</p> <p>VLO 1 Integrate fully in academic, social and community activities.</p> <p>VLO 2 Develop and apply transferrable learning strategies to promote self-determination, life satisfaction, and lifelong learning.</p> <p>VLO 5 Further develop confidence, self-awareness, and self-advocacy skills related to independence, employment, and personal well-being.</p>
Essential Employability Skills (EES) addressed in this course:	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p>



EES 11 Take responsibility for ones own actions, decisions, and consequences.

Course Evaluation:

Passing Grade: 50%, D

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

Books and Required Resources:

ABC and Beyond - Building Emergent Literacy in Early Childhood Settings by Weitzman, E., and Greenberg, J. (2010)
Publisher: Toronto: Hanen Centre
ISBN: 978-0-921145-37-0

Teacher Talk Workbook - Let Language Lead the Way to Literacy by Greenberg, J., and Weitzman, E.
Publisher: Toronto: Hanen Centre Edition: Teacher Talk Workbook Series (Set of 3 Workbooks)
ISBN: 0-921145-24-1

Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Promote children`s language development	1.1 identify stages of language development 1.2 identify children`s conversational styles 1.3 identify developmentally appropriate strategies that support language learning for young children 1.4 identify the role of the educator in enhancing children`s emerging language skills 1.5 use classroom design practices to reinforce language development 1.6 describe and practice TT Let Language lead the way to literacy strategies during book experiences
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Translate fundamental principles of language and literacy into developmentally appropriate learning experiences for children	2.1 describe the inter-relatedness of oral language, reading and writing skills 2.2 identify developmentally appropriate strategies that support language learning 2.3 Identify the five Early Literacy Practices 2.4 Identify the 6 Early Literacy Skills 2.5 locate, examine and apply inclusive resources to meet the individual and group needs/interests of children 2.6 analyze and plan effective learning environments for promoting language and literature 2.7 Use ABC and Beyond principles related to print and phonological awareness to enhance children`s understanding and skill
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Apply principles of early learning pedagogy to language and literacy	3.1 select and critique quality literature for young children 3.2 identify the indicators of quality literature 3.3 critique children`s books related to the indicators of quality



	curriculum within an early learning program	literature 3.4 explore the different types/genres of children`s literature 3.5 demonstrate knowledge of which books are suitable for each age group 3.6 analyze literature for bias and selecting books that support anti-bias
	Course Outcome 4	Learning Objectives for Course Outcome 4
	4. Formulate plans that recognize and include literature as an integral part of a developmentally appropriate early learning program	4.1 develop teaching strategies for sharing quality literature with children 4.2 recognize and utilize a variety of story-telling techniques, including alternative storytelling experiences 4.3 identify how literature can be a basis for learning in all areas of the curriculum 4.4 plan, implement and adapt developmentally appropriate language and literacy experiences for young children 4.5 develop literacy materials that demonstrate developmentally appropriate curriculum
	Course Outcome 5	Learning Objectives for Course Outcome 5
	5. Act in a professional manner	5.1 use self-reflection and self-evaluation skills in an ongoing manner 5.2 contribute one`s own ideas, opinions and information while demonstrating respect for the diverse opinions, values, belief systems and contributions of others. 5.3 communicate clearly, concisely, and effectively in written, spoken, and visual form 5.4 work collaboratively in a team in ways that contribute to effective working relationships and the achievement of goals 5.5 take responsibility for one`s own actions, decisions, and consequences 5.6 apply an accepted standard of writing, grammar, spelling and format to all submitted documents. 5.7 cooperate fully with policies and procedures outlined in the Student Code of Conduct and ECE Confidentiality Policy.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Professional Reflections	25%
Projects	55%
Quizzes	20%

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.



4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning



	outcomes
Date:	December 20, 2022
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.