COURSE OUTLINE: ED 0132 - LANG/LIT. FOR CICE

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Course Code: Title	ED 0132: LANGUAGE AND LITERACY FOR CICE
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semesters/Terms:	21W
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. Students in the CICE Program, 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. Due to COVID-19 restrictions, where students cannot demonstrate or apply learning outcomes, the students will meet the learning outcomes for this course by analyzing, evaluating, and synthesizing concepts through the process of collaborative learning experiences and critical reflections.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Essential Employability Skills (EES) addressed in this course:	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. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 4 Apply a systematic approach to solve problems. EES 5 Use a variety of thinking skills to anticipate and solve problems. EES 6 Locate, select, organize, and document information using appropriate technology and information systems. EES 7 Analyze, evaluate, and apply relevant information from a variety of sources. EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others. EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. EES 10 Manage the use of time and other resources to complete projects. EES 11 Take responsibility for ones own actions, decisions, and consequences.
Course Evaluation:	Passing Grade: 50%, D

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	A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.
Books and Required Resources:	Learning Language and Loving It - A Guide to Promoting Children`s Social, Language and Literacy Development by Weitzman, E., and Greenberg, J. (2002) Publisher: Toronto: Hanen Centre Edition: 2nd ISBN: 978-0-921145-18-7 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
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 help children learn language   1.4 create learning environments that promote communication   1.5 describe and practice Learning Language and Loving It (LLLI)Follow the Child`s Lead strategies 1.6 describe and practice LLLI Turn-Taking strategies 1.7 describe and practice LLLI Providing Information strategies 1.8 describe and practice LLLI Encouraging Interactions in Groups strategies
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, locate and utilize available resources for a language and literacy program 2.3 apply knowledge, understanding and skill in designing language and literacy learning experiences 2.4 analyze and plan effective learning environments for promoting language and literature 2.5 describe ABC and Beyond principles related to print awareness
Course Outcome 3	**Learning Objectives for Course Outcome 3**
3. Formulate plans that recognize and include literature as an integral part of a developmentally appropriate early learning program	3.1 develop teaching strategies for presenting literature to children 3.2 recognize and utilize a variety of story-telling techniques 3.3 identify how literature can be a basis for activities in all curriculum areas 3.4 develop literacy materials that demonstrate developmentally appropriate curriculum
Course Outcome 4	**Learning Objectives for Course Outcome 4**

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4. Act in a professional manner	4.1 use self-reflection and self-evaluation skills in an ongoing manner
	4.2 contribute one`s own ideas, opinions and information while demonstrating respect for the diverse opinions, values, belief systems and contributions of others.
	4.3 communicate clearly, concisely, and effectively in written, spoken, and visual form
	4.4 work collaboratively in a team in ways that contribute to effective working relationships and the achievement of goals
	4.5 take responsibility for one`s own actions, decisions, and consequences
	4.6 apply an accepted standard of writing, grammar, spelling and format to all submitted documents.
	4.7 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
Content Integration	25%
Literacy Project	30%
Reading Assignments	15%
Tests	30%

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.

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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:	January 14, 2021
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.

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