

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

CICE COURSE OUTLINE

COURSE TITLE: Language and Literacy In Early Childhood Education

CODE NO. : ED 132 **SEMESTER:** Winter
MODIFIED CODE: ED 0132

PROGRAM: Early Childhood Education

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MODIFIED BY: Rachel Lewis, Learning Specialist CICE Program

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APPROVED: "Angelique Lemay" Feb. 2010

CHAIR, COMMUNITY SERVICES

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 3

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I. COURSE DESCRIPTION:

This course will involve examining the research which identifies how critical the early years of a child's life are for developing language and literacy skills. Students will develop an understanding of the interrelatedness of oral language, reading and writing skills so that they can develop teaching strategies to help facilitate this growth. This will include exploring the components of setting up an effective language and literacy environment and how to facilitate quality early language and literacy experiences.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student will, with the assistance of a Learning Specialist, demonstrate the basic ability to:

1. examine current early language and literacy researchPotential Elements of the Performance:

- be aware of the stages of language development
- define literacy
- recognize the inter-relatedness of oral language, reading, and writing skills

2. promote children's language developmentPotential Elements of the Performance:

- have basic knowledge of children's conversational styles
- identify developmentally appropriate strategies that help children learn language
- create learning environments that promote communication

3. translate fundamental principles of language and literacy into developmentally appropriate learning experiences for children.Potential Elements of the Performance:

- identify, locate and utilize available resources for a language and literacy program
- apply basic knowledge, understanding and skill in designing language and literacy learning experiences
- analyze and plan effective learning environments for promoting language and literature

4. formulate plans that recognize and include literature as an integral part of a developmentally appropriate early years curriculumPotential Elements of the Performance:

- be aware of teaching strategies for presenting literature to children
- recognize and utilize a variety of story-telling techniques

- identify how literature can be a basis for activities in all curriculum areas
- develop a literacy kit that demonstrates developmentally appropriate curriculum

III. TOPICS:

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.

1. Take a Closer Look at Communication
2. The Stages of Language Development
3. Strategies to Promote Language Learning
4. Developing Oral Language, Reading and Writing Skills
5. Creating a Language/Literacy Environment

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. Weitzman, E. and Greenberg, J. (2002) ***Learning Language and Loving It – A Guide to Promoting Children’s Social, Language and Literacy Development.*** 2nd Edition. Toronto: Hanen Centre Publication.

Previously Purchased in Semester 1- will be used for some sections of the course

2. Crowther, I. (2007). ***Creating Effective Learning Environments.*** 2nd Edition. Toronto: Thomson Canada Ltd.
3. Kostelnik, M, Soderman, A., Whiren A. (2007). ***Developmentally Appropriate Curriculum. Best Practices in Early Childhood Education.*** 4th Edition. N.J.: Pearson Education Inc. – Chapter 12: The Language Domain.
4. Ontario Ministry of Child and Youth Services. (2007). **[Early Learning for Every Child Today: A framework for Ontario early childhood settings, January 2007](#)** Not available in the bookstore. Only portions will be used. It can be downloaded from. <http://www.gov.on.ca>.

V. EVALUATION PROCESS / GRADING SYSTEM:**MAJOR ASSIGNMENTS AND TESTING:****Tests** **40%**

Two tests will be scheduled. All tests will be based on class discussions, class assignments, textbook and article readings. The dates for tests will be announced in class and posted on LMS.

Test #1	20%
Test #2	20%

Assignments **35%**

1. Literacy Kit 25%
Students will create a Literacy Kit with five activities that would be suitable for young children to take home and use with their parents/guardians. The topic of the Literacy Kit must be developmentally appropriate and must be cleared with the professor. Due dates will be announced in class and posted on LMS.
2. Storytelling 10%
Students will develop effective strategies for storytelling with young children. Criteria related to this evaluation factor will be explained in class.

In-Class **25%**

Students are expected to participate in various in-class activities and discussions throughout the course. Some of the activities will require pre-class preparation. These activities must be completed during class time, therefore students who are not present for these activities will not have an opportunity to make them up and will be given a "0" mark for the activity.

1. Learning Language and Loving It (LLLI) Modules 15%
Students will participate in "workshop" sessions which involve instruction and the viewing of video clips as part of the LLLI modules. In addition, this component will be part of a larger LLLI Certificate that graduating ECE students will earn by the time they complete the ECE Program. Therefore, participation will be tracked and only ECE students completing the number of hours prescribed by the Hanen Centre will receive the certificate. Components of LLLI will be presented in this course and in ED 131, ED 116, ED 218 and ED 219.
2. In-Class/Weekly Assignments 10%
Various activities will occur in class. Students must be present and fully participating to receive credit for this evaluation factor.

V. EVALUATION PROCESS / GRADING SYSTEM (continued):**METHOD OF ASSESSMENT (GRADING METHOD):**

Students will be assessed on the basis of their summary work/research assignments, employment package, editing skills, oral presentation, and research/documentation skills.

The following letter grades will be assigned in accordance with college policy and the Language and Communication Department Guidelines:

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Specific Class Information

Professors reserve the right to adjust the course delivery as they deem necessary to meet the needs of students.

Missed Classes

Students who miss a class are responsible for asking a classmate to take notes and pick up assignments and handouts. Students are responsible for work assigned during absences.

Tests/Quizzes:

Tests/Quizzes must be completed on the date scheduled. If unable to attend **due to illness or extenuating circumstances**, contact the professor prior to the start of the test. An alternative date must be arranged before the next class

Assignments:

1. Major assignments (5% or more) must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. If major assignments are late, both the following steps must be taken in order for the assignment to be evaluated;
 - Major assignments that are late are to be handed in to Room E3209 (slip under the door, if the professor is not available).
 - If not submitted directly to the professor, the student must notify the professor, through LMS that the assignment has been handed in. An attachment (in Microsoft Word format) of the completed assignment must be included. A reply will be sent back to the student indicating that the material has been received. A hard copy must still be submitted. The assignment will not be assessed if a hard copy is not submitted.
 - Late, major assignments **will be deducted 5% per day** (20% maximum deduction). Major assignments **more than one week late will not be accepted**.
2. All assignments are to be typed and stapled unless otherwise stated. All ideas and direct quotations must be documented using APA style. Please refer to the section above about Plagiarism.

3. In-class or weekly assignments are due on the assigned date. These assignments will not be accepted after that date, as they are a part of class work and discussions.
4. Students are responsible for retaining a file of all drafts and returned assignments. We suggest students keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment (with assessment), so it can be recorded
5. Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment.

Learning Environment

- Students should be aware that the expectations for their conduct in class are outlined in the *Student Code of Conduct*.
- Students are expected to arrive to class on time. Late students are expected to quietly enter the classroom and sit in the nearest available seat. Notes and writing materials must ready before entering class. If assignments and activities have begun, students are asked to wait until they are completed. Students are asked to wait until after class to speak to classmates about missed material.
- Students are to keep private conversations and other distracting behaviours out of the classroom.
- Leaving the room should be for emergency reasons only.

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. 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.

B. 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.

C. 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

D. Evaluation: Is reflective of modified learning outcomes.