SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

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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APPROVED: "Angelique Lemay"   Jan/11

               CHAIR, COMMUNITY SERVICES   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S):

HOURS/WEEK: 3

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Language and Literacy In Early
Childhood Education

ED 0132

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 research**
   Potential Elements of the Performance:
   - identify stages of learning development
   - define literacy
   - describe the inter-relatedness of oral language, reading, and writing skills

2. **promote children's language development**
   Potential Elements of the Performance:
   - identify 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 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 curriculum**
   Potential Elements of the Performance:
   - develop 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

5. **develop and maintain effective communication skills – written, verbal and non-verbal**
   Potential Elements of the Performance:
   - communicate with sensitivity
   - ensure that information is comprehensive, concise, factual and objective
   - utilize appropriate form, style and level of analysis/detail on message, audience and purpose of communication
   - use an accepted standard of writing, grammar, spelling and format (eg. APA style)
   - demonstrate effective teamwork and team membership through effective collaboration and consultation

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   30%

   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		15%
Test #2		15%

Assignments   35%

   1. <u>Literacy Kit</u>   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. <u>Storytelling</u>   10%
   Students will develop effective strategies for storytelling with young
   children. Criteria related to this evaluation factor will be explained in class.

In-Class   35%

   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. <u>Learning Language and Loving It (LLLI) Modules</u>   20%
   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 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. <u>In-Class/Weekly Assignments</u>   15%
Various activities will occur in class. Students must be present and fully participating to receive credit for this evaluation factor.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	Grade Point <u>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.

VI.   SPECIAL NOTES:

<u>Attendance:</u>
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.

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<u>Specific Class Information</u>

Assignments:
- o Assignments must be submitted on the due date, at the beginning of class, unless otherwise specified by the instructor. If <u>major</u> assignments are late, <u>both</u> the following steps must be taken in order for the assignment to be evaluated;
    1. Major assignments that are late are to be handed in to Room E3207 (slip under the door).
    2. The instructor will be notified, through LMS that the assignment has been handed in. An attachment (in Microsoft Word format) of the completed assignment <u>must</u> be included. A reply will be sent back to you indicating that the material has been received.
- o Late, major assignments ***will be deducted 5% per day*** (20% maximum deduction). Major assignments ***more than one week late will not be accepted***.
- o All assignments are to be <u>typed</u> unless otherwise stated.
- o 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.
- o 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, so it can be recorded
- o 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.

Tests/Quizzes:
- o 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.

Learning Environment:
In the interest of providing an optimal learning environment, students are to follow these expectations;
- o Students should be aware that the expectations for their conduct in class are outlined in the Sault College Student Code of Conduct document.

- o You are expected to bring all necessary materials to class (i.e. textbook). If you do not have the necessary materials, you will not be given full credit for participating in the identified learning activity.

- If you arrive late for class you are expected to <u>quietly</u> enter the classroom and sit in the nearest seat available. Have your notes and writing material ready before you enter class. If assignments and activities have begun, please wait until they are completed.   Wait until after class to speak to classmates about missed material. Make sure you have made arrangements with someone in the class to pick up handouts and take notes for you.

- You are to keep private conversations out of the classroom. You are expected to be on task regarding the learning that is happening in the classroom.

- If you have questions, please contact the professor before or after class or send an email to set up a time to meet. The professor is here to assist you with your academic progress.

Missed Classes
- If you miss a class, it is their responsibility to ask a classmate to take notes and pick up assignments and handouts.

- If you have any further questions or need for assistance, please contact the professor.

VII.   COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

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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.