COURSE OUTLINE: ED 132 - LANGUAGE/LITERACY

Prepared: Lorna Connolly
Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	ED 132: LANGUAGE AND LITERACY IN ECE
Program Number: Name	1030: EARLY CHILDHOOD ED
Department:	EARLY CHILDHOOD EDUCATION
Semesters/Terms:	21S
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 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.
Vocational Learning Outcomes (VLO's) addressed in this course: **Please refer to program web page for a complete listing of program outcomes where applicable.**	**1030 - EARLY CHILDHOOD ED** VLO 1 Create learning contexts to enable, build and maintain caring, responsive relationships in partnerships with children, families and communities that value and respect social, cultural and linguistic diversity including Indigenous peoples' worldviews and Francophone identity. VLO 3 Co-design and maintain inclusive early learning environments to value and support equitable, accessible and meaningful learning opportunities for all children, their families and communities in a range of early years and child care settings. VLO 5 Use observation strategies to identify children's strengths and challenges and to ascertain when children and families might benefit from additional support or community resources. VLO 6 Use professional communication in interactions with children, families, colleagues, employers, the regulatory body, government authorities and children's service agencies to meet legal and ethical standards of the early years sector. VLO 10 Engage in reflective practice and continuous professional learning in accordance with principles of lifelong learning, evidence-informed practices in the early years sector and requirements of the College of Early Childhood Educators.
Essential Employability	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.

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Skills (EES) addressed in this course:		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 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 Teacher Talk Workbook - Encouraging Language Development in Early Childhood Settings by Greenberg, J., and Weitzman, E. Publisher: Toronto: Hanen Centre ISBN: 0-921145-22-5 Teacher Talk Workbook - Let Language Lead the Way to Literacy by Greenberg, J., and Weitzman, E. Publisher: Toronto: Hanen Centre ISBN: 0-921145-24-1

Course Outcomes and Learning Objectives:

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)/Teacher Talk (TT) Follow the Child`s Lead strategies

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	1.6 describe and practice LLLI/TT Turn-Taking strategies 1.7 describe and practice LLLI/TT Providing Information strategies 1.8 describe and practice LLLI/TT Encouraging Interactions in Groups strategies 1.9 describe and practice LLLI/TT Let Language Lead the Way to Literacy 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 the five Early Literacy Practices (Read, Talk, Sing, Write, Play) 2.3 identify the six Early Literacy Skills (Narrative Skills, Letter Knowledge, Print Awareness, Phonological Awareness, Print Motivation, Vocabulary) 2.4 identify, locate and utilize available resources for a language and literacy program 2.5 apply knowledge, understanding and skill in designing language and literacy learning experiences 2.6 analyze and plan effective learning environments for promoting language and literature 2.7 describe ABC and Beyond principles related to print awareness
Course Outcome 3	**Learning Objectives for Course Outcome 3**
3. Apply principles of early learning pedagogy to language and literacy curriculum within an early learning program	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 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 presenting literature to 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 activities in all curriculum areas 4.4 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

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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
Literacy Project	30%
Professional Contributions & Reflections	25%
Reading Assignments	15%
Tests	30%

Date: April 12, 2021

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

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