SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: Language and Literacy In Early Childhood Education

CODE NO. :   ED 132   **SEMESTER:**   2

PROGRAM: Early Childhood Education

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DATE: Jan. 2011   **PREVIOUS OUTLINE DATED:**   Jan. 2010

APPROVED: "Angelique Lemay"   Jan. 2011

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                    CHAIR, COMMUNITY SERVICES   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S):

HOURS/WEEK: 3

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 student will demonstrate the ability to:

1. **examine current early language and literacy research**
   <u>Potential Elements of the Performance</u>:
   - identify stages of language development
   - define literacy
   - describe the inter-relatedness of oral language, reading, and writing skills

2. **promote children's language development** (Part of ECE Program Standard Vocational Learning Outcome #1 & #2)
   <u>Potential Elements of the Performance</u>:
   - 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.** (Part of ECE Program Standard Vocational Learning Outcome #2)
   <u>Potential Elements of the Performance</u>:
   - 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** (Part of ECE Program Standard Vocational Learning Outcome #2 and Essential Employability Skills #1)
   <u>Potential Elements of the Performance</u>:
   - 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 (ECE Program Standard Vocational Outcome #6 and Essential Employability Skills #1, #2, #9)

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 and 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 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. <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:

Grade	Definition	Grade Point Equivalent
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:

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.

<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.

- o 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.

- o 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.

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

- o 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.