

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: Language and Literacy in ECE

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

PROGRAM: Early Childhood Education

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“Angelique Lemay”

June/16

DEAN

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 student will demonstrate the ability to:

1. **promote children's language development** (Reflection of ECE Program Standard Vocational Learning Outcome #1 & #2)

Potential Elements of the Performance:

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

2. **translate fundamental principles of language and literacy into developmentally appropriate learning experiences for children.** (Reflection of ECE Program Standard Vocational Learning Outcome #1 and #2)

Potential Elements of the Performance:

- describe the inter-relatedness of oral language, reading and writing skills
- 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

3. **formulate plans that recognize and include literature as an integral part of a developmentally appropriate early learning program** (Reflection of ECE Program Standard Vocational Learning Outcome #1 and #2 and Essential Employability Skills #1)

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 literacy materials that demonstrate developmentally appropriate curriculum

4. act in a professional manner

(Reflection of ECE Program Standard Vocational Learning Outcome #6 and #10 and Essential Employability Skills Learning Outcomes #1,#5, #6, #8, #9 & #11)

Potential Elements of the Performance:

- use self-reflection and self-evaluation skills in an ongoing manner
- contribute one's own ideas, opinions and information while demonstrating respect for the diverse opinions, values, belief systems and contributions of others.
- communicate clearly, concisely, and effectively in written, spoken, and visual form
- work collaboratively in a team in ways that contribute to effective working relationships and the achievement of goals
- take responsibility for one's own actions, decisions, and consequences
- apply an accepted standard of writing, grammar, spelling and format to all submitted documents.
- cooperate fully with policies and procedures outlined in the Student Code of conduct and ECE Confidentiality Policy.

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. Alternative Storytelling/Strategies for Storytelling
2. Take a Closer Look at Communication
3. The Stages of Language Development
4. Strategies to Promote Language Learning
5. Developing Oral Language, Reading and Writing Skills
6. 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.
2. Weitzman, E. and Greenberg, J. (2010) *ABC and Beyond – Building Emergent Literacy in Early Childhood Settings*. Toronto: Hanen Centre Publication.

Purchased in other courses:

Jamieson, J., Bertrand, J., Elfenbaum, M., & Koshyk, J. (Eds.). (2012). *The science of early child development* (3rd ed.). [Online resource]. Winnipeg, MB: Red River College

V. EVALUATION PROCESS / GRADING SYSTEM:

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%

As per the testing policy, 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.

Active Experiential Learning / Collaborative Teams and Reflective Practice **25%**

You will be assigned a collaborative team that you will work with for the entire semester. This will involve working within a collaborative team to complete Active Experiential Learning (AEL) activities related to the Learning Language and Loving It Modules and other course content. You will be expected to actively engage in discussion within your collaborative team.

If you are not present or you do not bring all the necessary materials or you are not fully participating for any of the Active Experiential Learning (AEL) activities, this will impact your grade in this evaluation factor.

As part of this evaluation factor you will be engaging in reflective practice. This will encourage you to actively reflect on what you have learned and to also develop professional practices that will enhance the learning process.

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. Refer to "Agreement for Participating in Learning Language and Loving It™ The Hanen Program® for Early Childhood Educators" for specifics. This will be distributed in class and posted on LMS.

Components of LLLI will be presented in this course and in ED 131, ED 137, ED 287 and ED 290.

Class Preparation Notes **15%**

As part of this evaluation factor, you will be submitting "Class Preparation Notes". The process for submission will be discussed in class and posted on LMS.

Literacy Kit – Part 1 and 2

30%

You will be designing literacy materials to be used with young children. A complete description of the assignment and evaluation formats will be discussed in class and posted on LMS.

- *Assignments must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. Late assignments will be deducted 5% per day, including weekends. Assignments will not be evaluated if they are received more than 1 week after the due date.*
- *All assignments are to be typed unless otherwise stated. All ideas and direct quotations must be documented using APA style. Please refer to the section about Academic Dishonesty posted on the Student Portal.*
- *In-class or weekly assignments (class preparation notes) are due on the assigned date. These assignments will not be accepted after that date, as they are a part of class work, discussions and course expectations.*
- *Students are responsible for retaining a file of all assignments. Students should 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.*
 - *Requests for extensions due to illness or extenuating circumstances must be made before the assignment due date*

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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES:

Your professor reserves the right to modify the course, as he/she deems necessary to meet the needs of students.

Dates for projects or tests may be revised depending upon course content/flow. Students will be informed of any changes in class and through LMS.

VII. COURSE OUTLINE ADDENDUM:

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