



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:	19W
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.
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 Design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children's holistic development and are responsive to individual children's and groups of children's observed abilities, interests and ideas. VLO 3 Select and use a variety of screening tools, observation and documentation strategies to review, support and promote children's learning across the continuum of early childhood development. VLO 5 Assess, develop and maintain safe, healthy and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning. VLO 6 Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners. VLO 10 Engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidence-based practices in early learning and related fields
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form 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.



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	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

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

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
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, locate and utilize available resources for a language and literacy program 2.3 apply knowledge, understanding and skill in designing language and literacy learning experiences 2.4 analyze and plan effective learning environments for promoting language and literature
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Formulate plans that recognize and include literature as an integral part of a developmentally appropriate early learning program	3.1 develop teaching strategies for presenting literature to children 3.2 recognize and utilize a variety of story-telling techniques 3.3 identify how literature can be a basis for activities in all curriculum areas 3.4 develop literacy materials that demonstrate developmentally appropriate curriculum
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Act in a professional manner	4.1 use self-reflection and self-evaluation skills in an ongoing manner 4.2 contribute one`s own ideas, opinions and information while demonstrating respect for the diverse opinions, values, belief



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	<p>systems and contributions of others.</p> <p>4.3 communicate clearly, concisely, and effectively in written, spoken, and visual form</p> <p>4.4 work collaboratively in a team in ways that contribute to effective working relationships and the achievement of goals</p> <p>4.5 take responsibility for one`s own actions, decisions, and consequences</p> <p>4.6 apply an accepted standard of writing, grammar, spelling and format to all submitted documents.</p> <p>4.7 cooperate fully with policies and procedures outlined in the Student Code of Conduct and ECE Confidentiality Policy.</p>															
Evaluation Process and Grading System:	<table><tr><th>Evaluation Type</th><th>Evaluation Weight</th><th>Course Outcome Assessed</th></tr><tr><td>Content Integration</td><td>25%</td><td>1-4</td></tr><tr><td>Literacy Project</td><td>30%</td><td>1-4</td></tr><tr><td>Reading Assignments</td><td>15%</td><td>1-4</td></tr><tr><td>Tests</td><td>30%</td><td>1-3</td></tr></table>	Evaluation Type	Evaluation Weight	Course Outcome Assessed	Content Integration	25%	1-4	Literacy Project	30%	1-4	Reading Assignments	15%	1-4	Tests	30%	1-3
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Date:	June 22, 2018															
	Please refer to the course outline addendum on the Learning Management System for further information.															