SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

CICE COURSE OUTLINE

COURSE TITLE: Language and Literacy In Early Childhood Education

CODE NO. : ED132   **SEMESTER:** 2
MODIFIED CODE: ED0132

PROGRAM: Early Childhood Education

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MODIFIED BY: Jenae Young, Learning Specialist CICE Program

DATE: Jan. 2006 **PREVIOUS OUTLINE DATED:** N/A

APPROVED:

_____ _____
                    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 CICE student, with the assistance of a Learning Specialist will demonstrate a basic ability to:

1.   **Examine current early language and literacy research**
      Potential Elements of the Performance:
      - describe theories of human language emergence
      - identify stages of language development
      - describe growth systems affecting early language ability
      - 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
      - identify 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
      - have an understanding and basic 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:
   - identify various genres of literature
   - develop strategies for choosing best literature
   - 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

III.   TOPICS:

1. Stages of Language Development

2. The Role of the Early Childhood Educator

3. Developing Oral Language, Reading and Writing Skills

4. Creating a Language/Literacy Environment

5. Selecting and Presenting Children's Literature

IV.   REQUIRED RESOURCES/TEXTS/MATERIALS:

Machado, Jeanne. (2003). *Early Childhood Experiences in Language Arts. 7th edition*. N.Y.: Delmar Learning.

Kostelnik. M, Soderman, A., Whiren A. (2004). *Developmentally Appropriate Curriculum. Best Practices in Early Childhood Education.* N.J.: Pearson Education Inc.

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V.   EVALUATION PROCESS/GRADING SYSTEM:

Tests   30%
Three tests will be scheduled. All tests will be based on class discussions, class assignments, text and article readings.

Test #1	10%
Test #2	10%
Test #3	10%

Assignments   60%

1. Literacy Kit   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 instructor.

2. Language/Literacy Environment   10%
Students will identify language and literacy Environment based on discussions, readings and assessments.

3. Public Library Assignment   10%
This assignment provides students with skills to search effectively for library resource material. These resources include appropriate picture books, and audio-visual materials and educator resource material

4. Children's Picture Book Presentation   10%
Students will present two books to classmates. Students will identify quality indicators.

5. Storytelling   5%

(dates and assignment details to be discussed in class)

Participation   10%
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.
Students will be evaluated on the quality of their participation throughout the semester. A rating scale will be provided in class.

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The following semester grades will be assigned to students in post-secondary courses:

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.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI.   SPECIAL NOTES:

Special Needs:
If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Retention of Course Outlines:
It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

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Plagiarism:
Students should refer to the definition of "academic dishonesty" in the *Student Code of Conduct*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:
The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Specific Class Information

Assignments:
- Major assignments (5% or more) must be submitted on the due date, at the beginning of class, unless otherwise specified by the instructor. If major assignments are late, both 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 E3209 (slip under the door).
    2. The instructor will be notified, through WebCT, that the assignment has been handed in. An attachment (in Microsoft Word format) of the completed assignment must be included. A reply will be sent back to you indicating that the material has been received.
- Late, major assignments **will be deducted 5% per day** (20% maximum deduction). Major assignments **more than one week late will not be accepted**.
- All assignments are to be typed unless otherwise stated.
- 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.
- Students are responsible for retaining a file of all drafts and returned assignments. It is strongly suggested that 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

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:
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;

- Students should be aware that the expectations for their conduct in class are outlined in the "Statement of Student Rights and Responsibilities" in the Sault College Handbook.
- Late students are expected to quietly 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.
- Students are to keep private conversations out of the classroom.

Missed Classes
If a student misses a class, it is their responsibility to ask a classmate to take notes and pick up assignments and handouts. Left over class handouts are available in the shelf unit by the ECE faculty offices (3rd floor E Wing)

VII.   PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII.   DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

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<u>*CICE Modifications:*</u>
Preparation and Participation

1. An Integrative Educational Assistant 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 Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant 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 an Integrative Educational Assistant.

The Integrative Educational Assistant 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 Integrative Educational Assistant 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.