



## **I. COURSE DESCRIPTION:**

In this course, the CICE student with support from a learning specialist will examine 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 experience.

## **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 the basic ability to:

### **1. Examine current early language and literacy research**

#### Potential Elements of the Performance:

- identify stages of language development
- 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
- create learning 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
- apply knowledge, understanding and skill in designing language and literacy learning experiences
- create 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:

- 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

**5. Develop and maintain effective communication skills – written, verbal and non-verbal**

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
- reflect on professional practices and learning experiences

**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*. 2<sup>nd</sup> 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.
3. 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:

### **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 / Class Preparation Notes 35%**

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.

As part of this evaluation factor, you will also be submitting “Class Preparation Notes”. These must be submitted at the beginning of class in order to be evaluated. The process for submission will be discussed in class and posted on LMS.

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

**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.

**Professional/Reflective Practice****5%**

You will be engaging in professional/reflective practice. This will encourage you to actively reflect on what you have learned and to develop professional practices that will enhance the learning process. This will be submitted at midterm and at the end of the semester.

- *Assignments must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. If assignments are late, both the following steps must be taken in order for the assignment to be evaluated;*
  - *Assignments that are late are to be handed in to Room E3207 (slip under the door).*
  - *The professor will be notified, through LMS, that the assignment has been handed in. An attachment (in Microsoft Word or PDF format) of the completed assignment must be included. A reply will be sent back to the student indicating that the material has been received.*
- *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 Plagiarism posted on the Student Portal. NOTE – The Learning Specialist will assist with APA Formatting.*
- *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.*
- *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.*

- *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	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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

## **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.

Learning Environment Responsibilities

1. Students are expected to be present, on time, and stay for all scheduled classes.
2. Students are expected to conduct themselves within the class in a professional and respectful manner. Students should be aware that the expectations for their conduct in class are outlined in the "STUDENT CODE OF CONDUCT" found on the Sault College website / Student Services.
3. Students are expected to adhere to the ECE Program "Confidentiality" policy when making references to their experiences in the field practice placement within any classroom discussions that occur in any of their courses.
4. Students are expected to be prepared each day with all assigned work due completed.
5. Students are reminded to turn their phone off or turn on silent mode. Students will be asked to refrain from engaging in "texting" during scheduled class time. Students will be asked to refrain from engaging in personal or non-course related conversations. If this behaviour, or any other behaviour deemed disruptive continues, the student(s) will be asked to leave the class room.
6. The use of computers in the class is permitted for course work only. Students using their computer for personal or non-course work will be asked to shut their computer off.
7. Students are expected to participate fully within class activities.
8. Light snack foods are permitted in the class during scheduled class, however students who wish to consume "meals" will be asked to consume their meal in another location outside of the classroom setting.
9. Students are responsible for putting their own items in the "garbage" / recycling bins.
10. Scent free classrooms are requested by the professor to ensure a safe environment for those who are sensitive to scents.
11. Late arrivals are asked to enter the classroom quietly without disturbing the class activities.
12. Students are responsible for obtaining course material missed due to class absence. Therefore, students are encouraged to communicate with a classmate who can collect information on behalf of the absent student.

**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:****1. 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.

## **2. 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 postsecondary institutions.

## **3. Prior Learning Assessment:**

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

## **4. Accessibility Services:**

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

## **5. Communication:**

The College considers Desire2Learn (D2L) as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of this Learning Management System (LMS) communication tool.

## **6. Plagiarism:**

Students should refer to the definition of "academic dishonesty" in 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.

## **7. Tuition Default:**

8. Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of <choose November, March, or June> will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

#### **9. Student Portal:**

The Sault College portal allows you to view all your student information in one place. mysaultcollege gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

#### **10. Electronic Devices in the Classroom:**

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

#### **Addendum:**

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and agreed upon by the instructor.

**CICE Modifications:****Preparation and Participation**

1. A Learning Specialist 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 Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist 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 a Learning Specialist.*****The Learning Specialist 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 Learning Specialist 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.