

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

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. 2009 **PREVIOUS OUTLINE DATED:** Jan 2008
APPROVED: "Angelique Lemay"

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	CHAIR	DATE
TOTAL CREDITS:	3	
PREREQUISITE(S):		
HOURS/WEEK:	3	

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For additional information, please contact the Chair of Community Services, Angelique Lemay
School of Health and Community Services
705-759-2554 ext. 2603

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

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
- 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:

- 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:

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:

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.

Supplemental Material:

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.

- this textbook is also used in ED 131 Teaching Methods II.

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%

Assignments **35%**

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 professor.

Due dates will be announced in class and posted on LMS.

2. Storytelling 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. Learning Language and Loving It (LLLI) Modules 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. In-Class (All-In-One Teams) 15%

Various activities will occur in class in our All-In-One teams. Students must be present and fully participating to receive credit for this evaluation factor.

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

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
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:

Disability 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 Disability Services 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.

Communication:

The College considers **WebCT/LMS** 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 the **Learning Management System** communication tool.

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.

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 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 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

VII. 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.

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