

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 (Part of ECE Program Standard Vocational Learning Outcome #1 & #2)

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. (Part of ECE Program Standard Vocational Learning Outcome #1 and #2)

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 (Part 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 a literacy materials that demonstrate developmentally appropriate curriculum

5. develop and maintain effective communication skills – written, verbal and non-verbal (ECE Program Standard Vocational Outcome #6 and #10 and Essential Employability Skills #1, #2, #9)

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.*** 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.
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.

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.

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.*
- *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	
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.

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:

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