

**GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF HUMAN SERVICES
HS1217: LANGUAGE & LITERACY
COURSE OUTLINE**

SEMESTER: Fall 2006
DAYS: Tuesday, Thursday: 1:00 – 2:50 p.m.
LOCATION: H135
CREDITS: 2
HOURS: 30
INSTRUCTOR: Cindy Carter
OFFICE: H203
PHONE: 539-2786
E-MAIL: ccarter@gprc.ab.ca
OFFICE HRS: Monday: 1:00 p.m. – 4:00 p.m.
Thursday: 9:00 a.m. – 12:00 p.m.

COURSE DESCRIPTION: This course explores children’s expressive and receptive language development as well as their construction of knowledge about the reading and writing process. Students will examine ways in which preschool environments can support children in their attempts to understand and use the language system of their society. This course provides the students with a solid foundation for facilitating preschool children’s development in oral and receptive language as well as reading and writing.

TEXTBOOK: Nueman, C., Copple, C., & Bredkamp, S. (2000). *Learning To Read and Write: Developmentally Appropriate Practices for Young Children*. Washington, D.C.: National Association for the Education of Young Children.

Course Package for Sale at Bookstore

OBJECTIVES: On completion of this course students will be able to:

- use their knowledge of language development to set appropriate oral language goals for young children
- use developmentally appropriate strategies to support and promote children’s language development.
- demonstrate an understanding of the important role that the young child’s environment plays in the development of communicative competence.
- demonstrate an understanding of the emergent reading process and the factors that may affect a child’s success in becoming a competent, independent reader.
- use a developmentally appropriate approach in facilitating emergent writing.

CLASS FORMAT: Classroom instruction will be a combination of lecture and small and large group work. Audio-visual material and additional materials will supplement course package and textbook.

ATTENDANCE: Much of the learning in this class occurs through participation in a number of in-class tasks. The student will be required to apply an in-depth knowledge of classroom learning and assigned readings to the course assignments. Absences will place the student at great risk in achieving success. Students are responsible for missed class time, including the gathering of resources handed out during class.

GRADING POLICY: Check your student handbook for program information on minimal pass requirements

Alpha Grade	4-point Equivalence	Descriptor	Raw Score
A+	4.0	Excellent	90-100
A	4.0	Excellent	85-89
A-	3.7	First class standing	80-84
B+	3.3	First class standing	76-79
B	3.0	Good	73-75
B-	2.7	Good	70-72
C+	2.3	Satisfactory	67-69
C	2.0	Satisfactory	64-66
C-	1.7	Satisfactory	60-63
D+	1.3	Poor	55-59
D	1.0	Minimal pass	50-54
F	0.0	Fail	Less than 50

COURSE REQUIREMENTS:

The student's final grade will be based on the following:

- Attendance and participation – 10%
- Assignments – 60%
- Quizzes – 30%

There will be two short quizzes and three assignments for this course. Assignment guidelines and due dates will be given to students during the first week of class.

LATE POLICY: Assignments are to be submitted by 4:30 p.m. on the due date. Unless arrangements have been made with the instructor prior to the assignment due date, late assignments will be docked an initial 5%, then 5% a week. If the assignment is not received within two weeks of the initial due date, a grade of zero will be given. Assignments that are placed in the instructor's mailbox must have the time and date recorded by the administration staff. There is an assignment drop box outside H206.

CLASS CONDUCT: It is the right of the student and of the instructor to a favourable learning/teaching environment. It is the responsibility of the student and of the instructor

to engage in appropriate adult behaviors that supports learning. This includes but is not limited to, treating others with dignity and being punctual. The student must be familiar with the appropriate department manual, and student rights and responsibilities outlined in the college calendar.

Class Schedule: Note: this is a tentative schedule and is subject to change.

Date	Topic	Reading	Assignments
Sept. 07	Course Introduction What is language? Why do we communicate? Functions of language.		
Sept. 12	Children's acquisition of the rules of language.		
Sept. 14	Faculty/Student Retreat		
Sept. 19	Theories: How do young children learn the language of their culture?		
Sept. 21	Theories continued		
Sept. 26	Stages of language development		
Sept. 28	Stages continued. Strategies for supporting children's language development.		
Oct. 03	Strategies continued.		
Oct. 05	Supporting second language learners and children with language delays.		
Oct. 10	Review Literacy Defined: Goals for children.		
Oct. 12	Emergent Literacy: Learning to Read and Write.		Quiz
Nov. 07	Emergent Literacy: The Literate Environment		
Nov. 09	Emergent Literacy: Children's knowledge of print.		
Nov. 14	Emergent Literacy: Children's knowledge of print.		
Nov. 16	Promoting reading and writing in the classroom.		

Nov. 21	Selecting appropriate children's books		
Nov. 23	Review Wrap-up. What have we learned and how can we apply it to our work with children?		

Final Quiz for this course will be Friday December 2. Time: TBA