

ELCC 102A. Language and Literacy in Early Childhood

3 credits, 45 hours

The focus of this course is the patterns of development in language and literacy for children aged 0-8. It also lays the foundation for understanding the developmental base of language/literacy delays apparent in older children. Strategies to support children's development in both language and literacy are examined and practiced. One emphasis will be on the creative use of developmentally appropriate quality literature to establish a language-rich environment.

Prerequisite: ELCC 101 or EA 10

Instructor

Karla Green
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Office Hours

Microsoft Teams: Available by appointment through Chat or Face-to-face format at the above email address

Hours of Instruction

January 6 – March 15: Monday 1:00 PM – 3:50 PM
March 16 – April 24: Online 3hours/week

Required Resources

Vukelich, C. Christie, J & Enz, B. Roskos, A. Kathleen (2020). *Helping young children learn language and literacy Birth through Kindergarten*. (5th ed). Boston: Pearson Education, Inc.

Recommended Texts

Weitzman, E. & Greenberg, J. (2002). *Learning language and loving it*. (2nd Ed). Toronto, ON, The Hanen Program.

Shagoury, Ruth, E., (2009). *Raising Writers: Understanding and Nurturing Young Children's Writing Development*. Boston: Pearson Education, Inc. **(Placed on reserve in campus library)**

Indigenous Early Learning and Child Care Framework. (2018). Retrieved from

<https://www.canada.ca/en/employment-social-development/programs/indigenous-early-learning/2018-framework.html>

Course Outcomes

Upon successful completion of this course, the student shall be able to:

1. Confidently use a language assessment tool for developmentally appropriate planning and language intervention.
2. Demonstrate an understanding of how the young child's language development is a foundation for emergent literacy.
3. Demonstrate an understanding of the emergent reading process and the factors that may affect a child's success in becoming a competent, independent reader.
4. Demonstrate an understanding of emergent writing process and how a child-centered approach facilitates emergent writing skills of young children.
5. Apply the adult roles of observation, provision, and involvement to support and extend children's language and literacy development.
6. Identify and become acquainted with quality children's literature.
7. Apply techniques and alternatives for successful storytimes

Evaluation

Assignment	Value
Assignment 1:	
I. Oral Language Development: Observe and document a child's language development from six months to three years old at your practicum location.	Part I - 15%
II. Language Development Strategies: Based on Part 1 of the observation, students will write a report with the use of the oral language sample, making recommendations as to what choice of provision with strategies can be used to enhance the language developmental level or skill.	Part II - 20%
Assignment 2:	
<ul style="list-style-type: none"> • Creating and telling an Indigenous story: This process will provide active engagement which will allow you an opportunity to show case imagination of storytelling, with a meaning or moral to the story. 	30%
Assignment 3:	
<ul style="list-style-type: none"> • Language and Literacy game: Create a language and literacy play game to engaging children using literacy props and strategy games, that will enrich the children's play and learning experience. 	35%
Evaluation: Detailed assignment Instructions and rubrics will be available on the course website. A minimum passing grade for this course is C- (60%), which is required for progression or transfer.	

Proposed Schedule of Topics

- Language developmental milestones
- Language Assessment tools
- Identifying quality children's literature
- Successful story time
- Literacy planning and language intervention
- Emergent literacy
- Emergent reading
- Factors to becoming a competent, independent reader
- Emergent writing process
- Facilitating emergent writing skills

- Adults' roles
- Extending language and literacy development

Course assignments have set due dates to manage both instructor and student workloads. Change to due dates may occur to adjust the overall student workload based on class consensus.

The department performance requirements (revised 2018) regarding student evaluation states that:

- Assignments are to be submitted in class on their respective due dates. If a student is absent from class, the assignments will be considered late.
- Individual extensions require students to contact and ask permission from the instructor *prior* to the assignment due date.
- For assignments that are late without written permission:
 - A grade of 1% will be deducted from assignments each day including weekends. This will be applied until the assignment is received by the instructor.
 - No assignments will be accepted after 1 week past the due date.
 - No assignments will be accepted after the beginning of class on final date of the course.
- Since final exams are not a component of ELCC or EA courses and learning is participatory, attendance and participation are part of the course grade. 80% attendance and word-processed assignments, when required by the instructors, are necessary to achieve a final grade of B or higher in ELCC and EA courses
- A grade of B on an assignment recognizes that the student has met the basic requirements and comprehends the applicable content thoroughly enough to be able to apply it
- A grade of less than B brings attention to the student that there are gaps in comprehending the content and skill required for that assignment. Students should use the criteria for assignments to guide assigned work.
- A grade of B+ or higher acknowledges excellence in quality and quantity of work. The students' assignment is above the basic requirements.

Grading System

Legend			
Percentage Scale	Alpha Grade	4.0 Scale	Descriptor
94-100	A+	4.0	Excellent
	A	4.0	
90-93	A-	3.7	
86-89	B+	3.3	Good
80-85	B	3.0	
75-79	B-	2.7	
70-74	C+	2.3	Satisfactory
65-69	C	2.0	
60-64	C-	1.7	
56-59	D+	1.3	Poor
50-55	D	1.0	Minimum Pass
0-49	F	0.0	Failure

Performance Requirements

- **Student Responsibilities**

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College credit calendar.

More specific details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

- **Student Attendance**

Class attendance is useful for two reasons. First, class attendance maximizes a students' learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.

- **Academic Misconduct**

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on ilearn.keyano.ca. Then print the certificate, sign it, and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

Specialized Supports

Please watch your Keyano email for workshop announcements from our Student Academic Support Services team. The Student Academic Support Services (SASS) department: Accessibility Services, Skill Centre and Wellness Services, work together to support student success at Keyano College.

- **Accessibility Services (CC167)** supports student success through group and individualized instruction of learning, study and test taking strategies, and adaptive technologies. Students with documented disabilities, or who suspect a disability, can meet with the Learning Strategists to discuss accommodation of the learning barriers that they may be experiencing. Students who have accessed accommodations in the past are encouraged to visit our office at their earliest opportunity to discuss the availability of accommodations in their current courses. Individual appointments can be made by calling 780-791-8934
- **Skill Centre (CC119)** provides a learning space where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff. Students visiting the centre have access to one-to-one or group tutoring, facilitated study groups, and assistance in academic writing. The Skill Centre's Peer Tutor program provides paid employment opportunities for students who have demonstrated academic success and want to share what they have learned. Tutoring is available free to any students registered at Keyano College on a drop in basis, from 9:00 am to 5:00 pm Monday through Friday. Additional evening hours are subject to tutor availability and are posted in the Skill Centre.
- **Wellness Services (CC260)** offers a caring, inclusive, and respectful environment where students can access free group and individual support to meet academic and life challenges. Mental Health Coordinators offer a safe and confidential environment to seek help with personal concerns. The Mindfulness Room in CC260 is available as a quiet space for students to relax during regular office hours. Wellness Service welcomes students to participate in any of the group sessions offered throughout the academic year addressing such topics as Mindfulness and Test Anxiety. Individual appointments can be made by calling 780-791-8934.
- **Student Life Department (CC210)** is a place for students to go when they don't know who else can answer their questions. The staff will help students navigate barriers to success and if they don't know the answer, they will find it out. Student success is directly affected by how connected a student feels to their college. The student life department is there to help students get connected.