

Terrah Lindsay B.Sc., M.S.

H134

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Wednesday 10:00 – 11:30, Tuesdays/Thursdays: 12:00 – 12:30

Please contact me by e-mail at any time.

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 students with a solid foundation for facilitating pre-school children's development in speaking, listening, reading and writing.

None

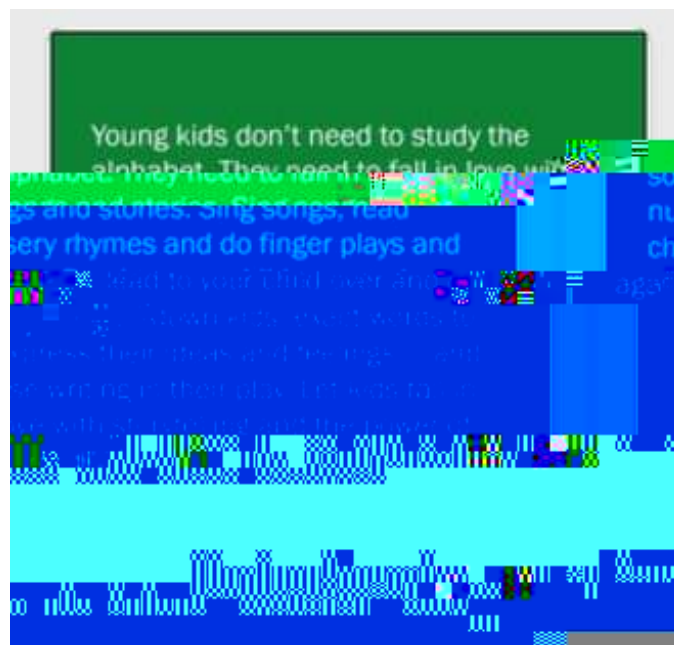
Learning Language and Loving It, A Guide to Promoting Children's Social, Language, and Literacy Development In Early Childhood Settings. 2nd Edition, 2002, Elaine Weitzman and Janice Greenberg.

Readings will also be available on Moodle.

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Students will gain an understanding of language and literacy in terms of development and milestones, theories, practices, and best ways of supporting children as they develop.

1. I identify the knowledge and skills young children must acquire to learn the oral language system of their culture.
2. Discuss the nativist, behaviourist and social-interactionist theories of language development.
3. Recognize the developmental milestones and stages of language development from birth to 8 years of age.
4. I identify and describe developmentally appropriate communication strategies used to support the development of children's expressive and receptive language skills.
5. I identify best practices used by educators to support and promote children's emergent literacy skills.
6. Recognize the knowledge skills and attitudes that children must acquire to become competent readers and writers.
7. Examine the stages children go through in learning to read and write.



Please consult the Alberta Transfer Guide for more information

(<http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>)

In order to obtain credit for this course, students must achieve a minimum of a "C-"

Please note that most universities will not accept your course for transfer credit if your grade is

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Language Facilitations Strategies	25%
Book Basket/Phonological Awareness	15%
Emergent Literacy	30%
<i>Study questions will be provided</i>	30%

ALL assignments must be completed in order to receive credit in the course.

Assignments are due by 12 midnight on the day they are due. Assignments are to be submitted through Moodle. There is no "late policy", assignments are to be handed in when they are due. If you anticipate or experience "situations" please contact me.

Assignment descriptions will be discussed in class and will be available on Moodle. Assignment format will also be available on Moodle.

Attendance is strongly encouraged in order for you to understand the theory and concepts of the course. If your absences exceed more than 20 %, you may be asked to withdraw from the course.

If you are absent for class, please check with your course schedule and Moodle.

It is the right of the student and of the instructor to a favorable learning/teaching environment. It is the responsibility of the student and the instructor to engage in appropriate adult behaviors that positively support learning. This includes, but is not limited to treating others with dignity and respect. Cell phones are to be used outside of class time.

It is the student's responsibility to become familiar with the basic student rights and responsibilities found in the College calendar. Students are responsible for missed class times, including the gathering of resources handed out during class.

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at