

Columbia College
Speech and Language Development (HSPD235)
Lecture 1
Course Outline

Semester Dates: March 13, 2017 to April 15, 2017

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Lucy Taylor *PhD*

Email: lucyt@columbia.ab.ca

Class Time: 5:30 PM – 9:30 PM (Mon./Wed.)

Room: 805-121

Credit: 3

Prerequisite: None

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Course Description:

In this course the student will gain an understanding of the foundations of language acquisition and literacy development. A key focus will be on how to improve language and literacy in speech, reading, and writing and what strategies will help students of all abilities to succeed in these areas. There will also be a discussion on modifications for literacy learning due to various exceptionalities and individual learner needs in an inclusive environment.

Learning Outcomes:

As a result of active participation in these sessions, a student can expect to:

- Identify and discuss the main perspectives on children's language acquisition.
- Develop an understanding of how children acquire and develop language.
- Identify how educators can accommodate for the diversity of learners needs and abilities.
- Describe how educational research in the area of literacy can enhance educational practice.
- Understand, compare, and evaluate perspectives on language acquisition.
- Begin to develop an understanding of how to facilitate oral language learning, reading, and writing.
- Identify emergent literacy strategies.
- Develop various methods to facilitate individual and small group literacy strategies.
- Identify the stages of children's language development accordingly.
- Identify strategies to improve learner's language acquisition and literacy skills.
- Develop an understanding of how to support family literacy initiatives.

Course Format:

This course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

Required Textbooks and Equipment:

Christie, J. F., Enz, B.J., Vukelich, C., Roskos, K.A. (2014). *Teaching Language and Literacy Preschool through the Elementary Grades (5th Edition)*. Boston, MA: Pearson Education Inc.

Making Differences: Meeting diverse learning needs with differentiated instruction. Government of Alberta Education (2010).

Recommended Readings and Resources:

Students may access these sources from the College and from home.

ProQuest Nursing and Allied Health, Canadian Business and Current Affairs, and Canadian Newsstand

- <http://proquest.umi.com/login>
Username: cc-library
Password: welcome

GALE InfoTrac Custom Journals

- <http://infotrac.galegroup.com/itweb/calg145?db=SP00>
Password: cclibrary09

Further Recommended Readings and Resources:

N/A

Homework Assignment Due for the First Class:

1. Read Chapters 1 (Teaching Language and Literacy); Chapter (Making Differences).
2. As a result of your reading assignment, write down at least three (3) questions that you would find beneficial to discuss in class.
3. Prepare for a quiz on the assigned readings.
4. Read this course outline and be prepared to discuss in class.

Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Due Date	Weight
Research assignment	Class 8	25%
Quizzes	Daily	20%
Student Lead Discussion	Classes 8 and 9	15%
Daily Summary Activity	Daily	10%
Final Project	Class 10	30%

Please note that all homework and assignments are due at the beginning of each class.

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that to pass this course you must earn at least a "D" (a minimal pass).

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

Requesting an Examination Deferral:

If you are requesting an exam to be deferred, you must submit an Application for *Deferred Examinations form (SSPP-F012)* to the Department Chair **within 48 hours of the missed examination date and time**. Applications for deferred examinations will only be considered due to medical or personal emergency. A medical certificate or other appropriate documentation may be required. This form is available on Columbia's website, Bldg. 802-Main Office and from Department Chairs.

Attendance Requirements:

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)*, *Columbia's Commitment to Human Rights and Diversity Policy (ADM-P079)*, and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

Important Dates:

Description	Date
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed
Final Examination	A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. <u>Students must be on time as they will not be permitted to enter once the exam has started.</u> Exam schedules are available in each building on a bulletin board, as well as online at www.columbia.ab.ca/exams . <u>It is the student's responsibility to check this exam posting.</u>

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

Students with Temporary or Permanent Disabilities or Medical Condition:

Students with temporary or permanent disabilities or medical condition may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing accessibilityservices@columbia.ab.ca. The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review *the Student Accommodation Policy (ADM-P188)* and *Student Guide to Accessibility Services (SSCM-001)*.

Student Support:

Students should be aware that Life Coaching, Career and Accessibility Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class Session	Topics	Pre-Class Readings
1	<ul style="list-style-type: none"> • Introductions • Introduce Course Outline and Text • Discuss Class Assignments • The Foundation of Language and Literacy 	<ul style="list-style-type: none"> • Teaching Language and Literacy Chapter 1
2	<ul style="list-style-type: none"> • Oral Language Development 	<ul style="list-style-type: none"> • Teaching Language and Literacy Chapter 2
3	<ul style="list-style-type: none"> • Family Literacy & Facilitating Oral Language Learning 	<ul style="list-style-type: none"> • Teaching Language and Literacy Chapters 3 & 4
4	<ul style="list-style-type: none"> • Emergent Literacy Strategies & Teaching Early Reading and Writing 	<ul style="list-style-type: none"> • Teaching Language and Literacy Chapters 5 & 6
5	<ul style="list-style-type: none"> • Assessing Early Literacy: Finding Out What Young Children Know and Can Do 	<ul style="list-style-type: none"> • Teaching Language and Literacy Chapter 7
6	<ul style="list-style-type: none"> • Beginning Reading Instruction: Helping Children to Learn 	<ul style="list-style-type: none"> • Teaching Language and Literacy Chapter 8
7	<ul style="list-style-type: none"> • Continuing Reading Instruction in Grades 3-5 	<ul style="list-style-type: none"> • Teaching Language and Literacy Chapter 9
8	<ul style="list-style-type: none"> • Creating Writers: Teaching Children to Write Well • Research Assignment Due • Student Lead Discussions begin • Instructions for Final Project will be handed out in this class. 	<ul style="list-style-type: none"> • Teaching Language and Literacy Chapter 10] •
9	<ul style="list-style-type: none"> • Teaching the Mechanical Skills of Writing & Assessment: Determining What Older Students Know • <i>Review</i> 	<ul style="list-style-type: none"> • Teaching Language and Literacy Chapters 11 & 12 • Discussions conclude
10	<i>Final Project Due.</i>	•

Appendix 1 Assignment Outlines

Please Note: All assignments, quizzes, and final project must be completed in order to pass this course.

Research Assignment

Due Date: Class 8

Weight: 25%

This assignment is intended to help you think about and apply what you have learned about language and literacy. The topic of your paper is about “Language, Literacy and Differences in Learning”. Answer the following questions in essay format. Use APA standards and provide at least *five academic references* from ProQuest and/or Gale in addition to the course text. Minimum length is 1250 words; maximum length is 1500 words (excluding title page, references pages). Students will be evaluated according to the Research Rubric attached.

1. How do differences such as exceptionalities and learning styles in a child’s development affect how they acquire language?
2. What is the long term effect of these differences without a literacy rich environment?
3. How can intervention strategies and a language rich classroom environment affect these differences? Give examples of intervention strategies. Describe what a language rich classroom environment would look like.
4. Describe the literacy development of a child who is learning more than one language at a time.
5. In conclusion, give you opinion about the connection between school and family in achieving literacy learning outcomes.

Quizzes

Due Date: Each class from classes 1 through 8.

Weight: 20%

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded quiz based on these reading assignments.

Student Lead Discussion

Due Date: Class 8 or 9

Weight: 15%

Each student will lead a 10- to 15-minute Discussion on his or her Research Assignment and be prepared to respond to questions from class members. Students will be evaluated according to the Oral Presentation Rubric attached.

Daily Summary Activity

Due Date: End of each class from class 1 through 8.

Weight: 10% (1.25% per summary assignment)

Students will conclude each of the classes with a summary of the day’s topic that answers the following: “What did I learn? What do I need to know more about? What steps do I need to do to be successful in light of what I learned today?” Be sure to specifically refer to what was discussed during the class. Write in a reflective journaling style and turn your answers into the facilitator for grading. The paper will have a minimum length of 250 words and contain insight into each of these three questions. N. B. These three questions are there to guide your answers to this assignment, and your facilitator may give you different questions per class, depending on the lessons of the class. Answers are to be written in the last 30 minutes of the class. No answers will be accepted that were prepared prior. If you are absent from the Summary Test, you will receive a “zero”.

Final Project

Due Date: Class 10

Weight: 30%

Students will be required to submit a final project. The instructions for this project will be handed out in Class 8.

**Appendix 2
Assignment Rubrics**

**Columbia College
Research Rubric
Last Revised: February 2014**

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
Area	A 10-8	B 7	C-D 6-5	F 4-0	Score
Content, Ideas & Analysis	<ul style="list-style-type: none"> • Clear research focus. • Displays extensive in-depth knowledge of the topic. • Critically synthesizes and evaluates information. • Clearly supports statements made with evidence and examples. • Quality of research is excellent 	<ul style="list-style-type: none"> • Reasonably clear research focus. • Displays good knowledge of the topic. • Demonstrates careful analysis, synthesis and evaluation of information. • Clearly supports most statements with evidence and examples. • Quality of research is good. 	<ul style="list-style-type: none"> • Research focus is not totally clear. • Displays limited basic knowledge of the topic. • .Displays limited critical analysis, synthesis, and evaluation of information. • Most statements are unsupported with evidence and examples. • Quality of research could be improved. 	<ul style="list-style-type: none"> • Research focus is unclear. • Unable to display relevant understanding of the topic. • Critical thinking not evident. • Assertions are unsupported. • No evidence of new knowledge. • No support for statements made. • Quality of research is poor. 	
StyleExpression of Ideas	<ul style="list-style-type: none"> • Uses highly effective, clearly focused, varied sentences, addressing audience and purpose. • Conveys all ideas with originality and clarity. • Uses rich, accurate and effective word choice. 	<ul style="list-style-type: none"> • Mostly uses effective, well structured, focused, varied sentences, addressing audience and purpose. • Conveys most ideas with originality and clarity. • Uses accurate and effective word choice. 	<ul style="list-style-type: none"> • Demonstrates limited attempts at creating varied sentences to address audience and purpose. Often sentences are somewhat awkward. • Conveys some ideas clearly. • Uses vague, ineffective word choice. 	<ul style="list-style-type: none"> • Uses simplistic sentence structures that are awkward and do not address audience and purpose. • Most ideas are not conveyed clearly. • Inadequate word choice. 	

Area	A 10-8	B 7	C-D 6-5	F 4-0	Score
Use of Supporting Information	<ul style="list-style-type: none"> • Uses relevant, timely, extensive and varied sources to convince. • Uses paraphrasing and summarizing expertly. • Shows smooth integration of quoted material into sentences and overall paper. 	<ul style="list-style-type: none"> • Uses relevant, timely and varied sources to convince. • In most cases paraphrasing and summarizing is well done. • Quotes and evidence are integrated well into sentences and overall paper. 	<ul style="list-style-type: none"> • Uses limited resources that are not well selected to support the response. • Uses limited paraphrasing and summarizing. • Quotes and evidence poorly integrated into sentences and overall paper. 	<ul style="list-style-type: none"> • Lacks fundamental resources to write an effective response. • Inadequate reference support. • Inadequate use of paraphrasing and summarizing. • Quotes and evidence not integrated into sentences and overall paper. 	
Organization and Structure	<ul style="list-style-type: none"> • Presents information in a consistently logical structure. • Shows sophisticated development of paragraph and sentence structure, with effective transitions. • Shapes introduction and conclusion skillfully. • Carefully structures body of paper to support argumentation, including counter arguments. 	<ul style="list-style-type: none"> • Presents information in a logical structure. • Shows well developed paragraph and sentence structure with effective transitions. • Shapes introduction and conclusion carefully. • Carefully structures body of paper to support argumentation with some reference to counter arguments. 	<ul style="list-style-type: none"> • Presents information in a random manner, lacking in logical structure. • Paragraph and sentence structure is often faulty, using a few simple transitions. • Introduction and conclusion are vague and unfocused. • Body of paper does not reveal good argumentation with little to no reference to counter arguments. 	<ul style="list-style-type: none"> • Presents poor overall organization, lacking logical structure. • Paragraphs lack focus and appropriate structure; sentence structures are simplistic, lacking development and transition. • Lacks introduction and/or conclusion and body of paper poorly developed. • Lacks argumentation and reference to counter arguments. 	
Mechanics, Grammar, Professional Format	<ul style="list-style-type: none"> • Mainly error free. • Uses APA citation correctly. 	<ul style="list-style-type: none"> • A few minor errors in usage, grammar, or mechanics. • Generally uses APA citation correctly. 	<ul style="list-style-type: none"> • Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. • Uses APA citation inconsistently and has errors. 	<ul style="list-style-type: none"> • Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. • Many errors in APA citation, demonstrating lack of citation knowledge. 	

Plagiarism: A “0” grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

Total Score out of 50:

Facilitator/Evaluator’s Comments:

Columbia College
Oral Presentation Rubric
 Last Revised: January 23, 2014

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
Organization	<ul style="list-style-type: none"> Creates introduction that is unique, clearly focused and engages the audience. Organizes content logically, making entire presentation easy to follow. Builds main points through carefully selected and original examples/ references. Has effective transition between sections. Summarizes all key points and stimulates thought at the end. 	<ul style="list-style-type: none"> Creates introduction that is original, clearly focused and gets the attention of the audience. Organizes content logically, making most of the presentation easy to follow. Builds main points through carefully selected examples/ references. Has a transition between most sections. Summarizes most key points and stimulates some thought at the end. 	<ul style="list-style-type: none"> Creates an introduction that tends to be unfocused. Doesn't engage the audience's interest. Content appears disorganized, without logic and consistency. Builds a few main points with details, but most ideas are unsupported. Few to no transitions are evident. Little to no summarizing evident. Ending does not stimulate much thought. 	<ul style="list-style-type: none"> Presentation shows little to no logical organization. Content is difficult to follow. Not a thoughtful presentation. 	
Content	<ul style="list-style-type: none"> Provides evidence of supporting research to back all main points. Gives a complete explanation of all key points. Uses relevant examples/ references. 	<ul style="list-style-type: none"> Provides evidence of supporting research. To back most points. Gives an explanation of most key points. Uses some relevant examples/ references. 	<ul style="list-style-type: none"> Provides evidence that not enough research has been done to support the content. Gives an incomplete explanation of key points. Uses a few relevant examples/ references. 	<ul style="list-style-type: none"> Indicates little to no research. Gives a limited explanation of a few points. Uses little to no examples/ references. 	
Delivery Style: Nonverbal Effectiveness	<ul style="list-style-type: none"> Demonstrates ease and confidence through carefully maintained posture, poise, and facial expression. Uses continual eye contact. 	<ul style="list-style-type: none"> Demonstrates confidence through most of the presentation with careful posture, poise, and facial expression. 	<ul style="list-style-type: none"> At times demonstrates developing confidence in presenting content. At times uses posture, poise, and facial expression to support presentation. 	<ul style="list-style-type: none"> Shows lack of ease in presenting through poor posture, lack of poise, and lack of facial expression. 	

Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
Delivery Style: Verbal Effectiveness	<ul style="list-style-type: none"> Conveys passionate interest for the topic. Speaks naturally at a moderate rate with correct pronunciation, enunciation and volume. Uses few unnecessary pauses “ums”. Makes no obvious grammatical errors. Uses cue cards or other supports effectively and does not read the presentation. Uses rich, precise, and varied vocabulary. Well-rehearsed and prepared. 	<ul style="list-style-type: none"> Conveys enthusiasm for the topic. Most of the time speaks clearly at a moderate rate with correct pronunciation, enunciation and volume. Uses few unnecessary pauses “ums”. Makes few grammatical errors. Most of the time uses cue cards or other supports appropriately, without reading the presentation. Uses well-chosen and varied vocabulary. 	<ul style="list-style-type: none"> Demonstrates minimal enthusiasm for the topic. Speaks with some lack of clarity in pronunciation and enunciation with varying volume and rate of speech. Uses too many unnecessary pauses (“ums”), distracting from the presentation. Makes some grammatical errors. Tends to not use cue cards effectively and mostly relies on reading the presentation. Uses ineffective vocabulary. 	<ul style="list-style-type: none"> No enthusiasm is conveyed for the topic. Speech is unclear with poor enunciation and incorrect pronunciation. Volume and rate of speech are often inappropriate, making comprehension difficult. Uses too many unnecessary pauses “ums”, making comprehension difficult. Makes frequent grammatical errors. Reads presentation. Uses inappropriate or simplistic vocabulary. 	

Total Score out of 40:

Facilitator/Evaluator’s Comments: