

 	School of Health, Education and Human Services
	ELNG 200
	Linguistic Diversity & Teaching Language Arts
	Winter 2023
	3 course credits
Course Outline	

INSTRUCTOR: Laura Erickson

OFFICE HOURS: as needed

OFFICE LOCATION: n/a

CLASSROOM: A2315

EMAIL: lerickson@yukonu.ca

TIME: 1:00pm- 3:50pm

TELEPHONE: 867.332.8498

DATES: Wednesdays Jan 4th- April 5, 2023

COURSE DESCRIPTION

This course prepares future teachers to support children in learning to speak, read, and write the English of the school. It covers the rule systems of language, contrasts among dialects, both first and second language acquisition, and the effects of poverty, transience, and cultural diversity on literacy learning.

COURSE REQUIREMENTS PREREQUISITES

ECS 100- Knowledge, Schooling & Society

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

1. The future teacher will develop an understanding of what language is and how language differences work in the classroom to the advantage of some students and to the disadvantage of others.
2. The future teacher will develop an understanding of first and second language acquisition and literacy development across social contexts.
3. The future teacher will develop an understanding of how classroom language instruction can help to constitute and maintain race, gender, and social class as categories of unequal power relations.
4. The future teacher will become familiar with some ways of teaching speaking and writing that work to foster equity and justice in the classroom and world.

COURSE FORMAT

Weekly breakdown of instructional hours

This 45-hour course will be in-person learning in classroom A2315. The presentation of information will be delivered by the instructor and occasionally by guest speakers.

Each lesson will include a variety of teaching/learning strategies. These strategies may include lecture, large and small discussion groups, in-class projects, experiences, observations, readings, audio-visual aids, guest speakers, and students' individual assignments.

Delivery format

- Instructor delivery
- Guest Speaker
- Small and large group work

There will be regular weekly articles that students will be responsible for reading in order to participate in the class discussions.

- Bring with you a mobile device (laptop, tablet, cellphone) with Internet/ Wi-Fi for the purpose of in-class assignments.

EVALUATION

Prepare and Teach an Interactive Language Game	25 %
Double Entry Journal Submission	25 %
Pragmatics, Semantics and Other	25 %
Research Paper and Presentation	25 %
Total	100%

Assignment Descriptions:

Prepare and Teach an Interactive Language Game	Research, prepare a language lesson plan and deliver a fun, interactive language lesson OR game of your choice. Self/Peer Assessment. DUE: April 5 (Class 14) (25% of total mark.)
Journal	Double Entry Journal responses related to readings. discussions. guest speakers, due weekly for 10 weeks. Jan 11-March 15 (Class 2-Class 11) (25% of total mark.)
Research Paper & Presentation of Research	Following the current A.P.A. format, choose an appropriate topic about language development and teaching language arts that is relevant, current and of interest to you. A list of possible topics will be provided.

	DUE: March 22 (Class 12) (25% of total mark.)
Pragmatics, Semantics, & Other	Working with a student on identifying common errors in speech and language development. This is a hands-on assignment. You will need to find a student to work with. Under construction—more information to be provided. DUE: March 29 (Class 13) (25% of total mark.)

Late Assignments: All assignments must be handed in on time as they are also attached to a class presentation. If you require an extension, please do not leave it to the last minute to make a request. Being timely and organized are two important professional qualities to have in a teacher. Before you are in crisis, please come and talk to me.

Responsibility for Learning Environment

A YNTEP student's attitude and behavior must be consistent with their own status as a professional teacher in training. Students are required to know and follow the University of Regina 'Harassment and Respectful University Policies', Saskatchewan Teacher Federation's Code of Ethics, Yukon Teachers Association's 'Code of Ethics' and the Yukon College 'Code of Ethics'. See the YNTEP student handbook for more details.

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

TEXTBOOKS & LEARNING MATERIALS

Goshgarian, G. (2015). Exploring Language (14th ed.) New Jersey: Pearson Education.

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

ACCESSIBILITY AND ACADEMIC ACCOMMODATION

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability

(including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact Accessibility Services for resources or arrange academic accommodations: access@yukonu.ca.

TOPIC OUTLINE

Topics for this class include

- Language awareness
- Language acquisition
- Language and thought
- Second language awareness (SLA)
- English as an additional language (EAL)
- Indigenous languages
- Language variation
- Globalization and language
- Language and power
- Gender and communication