

	<b>School of Health, Education, Applied Arts</b>
	<b>EINL 200</b>
	<b>CULTURE AND THE ACQUISITION OF LANGUAGE AND LITERACY</b>
	<b>FALL 2024</b>
	<b>Number of Credits: 3</b>
<b>Course Outline</b>	

**INSTRUCTOR: Norma Shorty, PhD**

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**Class dates: September 10 – December 3, 2024**

**Class time: Tuesday 9:00 AM to 11:55 AM**

**Classroom: A2101**

### **COURSE DESCRIPTION**

This course provides students with an understanding and analysis of how culture influences the development of language, literacy, and communication skills, with a particular focus on the language experiences of Aboriginal peoples in Canada.

With the increasing number of Aboriginal school-aged children in the territory, and the changing classroom demographic, teachers, and other school professionals will benefit from a greater understanding of how and in what ways culture affects and influences language acquisition and development.

### **COURSE REQUIREMENTS**

2nd year standing or permission of instructor.

### **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 increase their understanding of, and in which ways:
  - Culture informs and shapes the learner,
  - Language, literacy, and communication competencies are developed within a cultural and community context,
  - Language acquisition is culturally biased and informed,
  - Certain cultures have been privileged in terms of language and literacy development.
- Have opportunities to increase their understanding and knowledge of:
  - how to teach language acquisition and literacy development within a culturally relevant and culturally rich context,

- and what happens when the ties between language learning and culture have been severed.

## **COURSE FORMAT**

### **A weekly breakdown of instructional hours**

Instructional hours will include field activities, face-to-face learning activities, and peer teaching events. This course is expected to require up to 7 hours/week of homework and additional reading. It is important to note that the homework time required will vary by individual.

### **Delivery format**

Classes will be lectures, demonstrations, videos, group exercises, student presentations, group discussions, and some land experiences. Students, please come prepared to contribute to all group discussions. EINL 200 will be taught within the context of truth and reconciliation.

## **EVALUATION**

Participation	10 %
Peer Teaching Notes (20) & PP (20)	40%
Truth and Reconciliation Teaching Plan	30%
Presentation of Truth and Reconciliation Teaching Plan	20%
Total	100%

### **Participation (10%)**

In-class discussions, field trips, and identifying opportunities and strategies for place-based and culturally relevant action within the Yukon context.

### **Peer Teaching Textbook Chapters**

As a learner, you will deconstruct your selected textbook chapter.

#### **Notes (20%)**

This is a Word document and a journal on the deconstruction of your selected chapter.

#### **PowerPoint (20%)**

Your PowerPoint is a synthesis of what is in your chapter, you are expected to celebrate your experiences and identify opportunities and strategies for place-based and culturally relevant action within the Yukon context when you can.

## **Truth and Reconciliation Teaching Plan (30%)**

Your task is to develop a truth and reconciliation teaching plan for your upcoming classroom. How can you authentically and truthfully teach about Yukon First Nation people's experiences with colonization, which Canada is reconciling with, in your classroom?

## **Presentation of truth and reconciliation plan (20%)**

You are expected to develop a PowerPoint and present your research and findings for a truth and reconciliation classroom plan.

## **COURSE WITHDRAWAL INFORMATION**

Refer to the YukonU website for important dates.

## **TEXTBOOKS & LEARNING MATERIALS**

Poitras Pratt, Y. & Bodnaresko, S (Eds.). (2023). *Truth and Reconciliation Through Education: Stories of Decolonizing Practices*. Brush Education Limited.

## **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 offenses, 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 to arrange academic accommodations: [access@yukonu.ca](mailto:access@yukonu.ca).

## **TOPIC OUTLINE**

Culture, language, literacy

What is culture, language, and literacy?

What is Indigenous education and what is Western education?

How does the incorporation and perpetuation of either paradigm impact how and what our students learn?

The state of Indigenous language and culture

Timeline of contact and colonization

Perseverance

Calls to Action

Truth and Reconciliation

Resilience - Paddle to Muckleshoot

Worldview & Bias

How is language acquisition culturally biased and informed?

How can we best teach a culture that is not our own?

Together we can heal.

Place-based education

The role of food in reconciliation