

APPLIED ARTS DIVISION  
School of Health, Education & Human Services  
Winter, 2017

University  
of Regina



**COURSE OUTLINE**

**EINL 200**

**CULTURE AND THE ACQUISITION OF LANGUAGE AND LITERACY**

**39 HOURS  
3 CREDIT COURSE**

PREPARED BY: Tina Jules

DATE: November 4, 2016

APPROVED BY:

DATE: November 29<sup>th</sup>, 2016

APPROVED BY ACADEMIC COUNCIL: (date)

REVIEWED BY ACADEMIC COUNCIL: (date)



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**CULTURE AND THE ACQUISITION OF LANGUAGE AND LITERACY**

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<b>INSTRUCTOR:</b> Tina Jules, B.Ed., M.Ed.	<b>OFFICE HOURS:</b> Wed. 4-5pm
<b>OFFICE LOCATION:</b> A2009	<b>CLASSROOM:</b> A-2712
<b>E-MAIL:</b> tjules@yukoncollege.yk.ca	<b>TIME:</b> Wednesdays, 1 - 4pm
<b>TELEPHONE:</b> (867) 668-8833	<b>DATES:</b> Jan. 4 to Apr. 7, 2017

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**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.

**PREREQUISITES**

2<sup>nd</sup> year standing or permission of instructor.

**EQUIVALENT COURSES**

EINL 290 U of Regina  
CFST 200 U of Regina

**LEARNING OUTCOMES**

Students will:

- Increase their understanding of how culture influences the development of literacy, language and communication in the following areas:
  - 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**

This course will be a total of 39 class-contact hours. Classes will include inquiry, hands-on activities, collaborative work, presentations, discussions, videos, lecture and guest speakers.

## **ATTENDANCE AND PARTICIPATION**

**Students are expected to attend regularly, complete all assignments, come to class ready and prepared to learn, and participate actively in class activities.**

Each YNTEP student is responsible for:

1. Contacting your instructor prior to a class to report your absence. In an urgent situation you can contact the YNTEP reception at 668.8781.
2. Catching up on missed material and any incomplete assignments.
3. Obtain proper documentation (ex. doctor's note) in the event that a serious health concern affects attendance (3 or more classes).
4. Familiarizing oneself with the YNTEP Handbook and the regulations relating to attendance and punctuality.

## **ASSESSMENTS AND EVALUATION**

Participation	10%
Paired/Group Research Project 1:	15%
Paired/Group Project 2 of 3	40%
Individual Language Learning Plan	20%
Final Exam	15%

## **ASSIGNMENTS**

Paired/Group Research Project - Indigenous & Heritage Languages in the Yukon  
20%

Students will conduct a language study of a Yukon language and share with peers. The student projects will collectively address a wide diversity of languages in the Yukon. Students will go beyond the language study by proposing a language strategy reflecting Indigenous perspectives such as lifelong, holistic, strength-based and land-based learning.

Individual Language Learning Plan 20%

Each student will develop a plan for learning a second language of their choice, depending on the community they aspire to teach in. The plan will include rationale (why it is important for learner to learn the language of the community they might teach in), learning goals, outcomes, methodology and assessment tools for measuring language proficiency and cultural competence.

Paired/Group Project Options (Select Two)

A. - Incorporating Language Diversity in a Literacy Program

Students will develop a multi-disciplinary, multi-grade unit of study based on literacy development as per the BC curriculum. The students will identify the First Nation language and culture learning goals and outcomes to address the integration of cultural and traditional

language teachings into the overall unit. Each lesson will require specific reference to the First Nation language learning outcomes, methodology and assessment. Each lesson will require strategies for ELL, ESL and ESD student success inclusive of teaching method and assessment.

**B. Addressing the needs of ELL, ESL and ESD students**

Students will choose their media for presentation and will provide a description of ELL-ESL-ESD, context in Yukon, current challenges, proven practice programs and will develop and propose an ELL-ESL-ESD school wide program/initiative.

**C. Elements of Rationale: Relationships between Language, Culture, Identity, Learning & Success**

Students will apply knowledge and skills in research ethics, protocol and language revitalization to complete a video recording of a fluent speaker responding to student generated questions concerning the importance and role of First Nation languages. The videos will be presented in class. The video will provide an overview of history, importance and current state of YFN languages. The video will provide a proposed school wide YFL program-initiative.

**Final Exam - 20%**

**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.

**Cell Phone Use / Social Networking**

Cell phones must be turned off during class time. If laptops / tablets are being used for class notes, social networking applications / platforms / sites (Facebook, twitter, etc.) should not be accessed. Any recordings and photos must have prior instructor approval.

**REQUIRED TEXTBOOK AND MATERIALS**

No text required as a diversity of selected readings, oral presentations from guests, websites and videos will be used.

**ACADEMIC AND STUDENT CONDUCT**

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Regulations web page.

## **PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.) Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

## **CHEATING**

Cheating includes, but is not limited to dishonest or attempted dishonest conduct at exams, in which books, notes, diagrams or other aides not authorized by the examiner are used. It includes communication with others to obtain information, copying from the work of others, and purposely exposing or conveying information to other students who are taking exams.

## **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students with a documented disability or chronic condition. It is the student's responsibility to seek these accommodations. If a student has a disability or chronic condition and may need accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or [lassist@yukoncollege.yk.ca](mailto:lassist@yukoncollege.yk.ca). The LAC staff assists the student in communicating accommodations that are needed to support student success.

## **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon. The YNTEP meets the requirements of YFN Core Competency.

## **OTHER STUDENT SUPPORTS**

Supports are available to students in the areas of academic assistance, access to computers and technology, personal counselling services and provides further information on childcare, scholarships and many other areas as well. For further information, visit the Student Services website: [https://www.yukoncollege.yk.ca/student\\_info](https://www.yukoncollege.yk.ca/student_info)

## SUPPORTING REFERENCES

Artiles, A. J, & Zamora-Duran, G. (Eds.) (1997) Reducing disproportionate representation of culturally diverse students in special and gifted education. The Council For Exceptional Children

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Benham, M.K.P. & Cooper, J.E. (Eds). (2000). Indigenous educational models for contemporary practice: In our mother's voice. New Jersey: Lawrence Erlbaum Associates, Publishers.

Benham, M.K.P. & Mann, H. (2003). Language and culture matters: Defining, implementing, and evaluating. In Benham, M.K.P. & Stein, W.J. (Eds). The renaissance of American Indian higher education. New Jersey: Lawrence Erlbaum Associates, Publishers.

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Ignace, M. (2015?). *British Columbia Kindergarten to 12 First Nations Languages Curriculum Building Guide*. Vancouver: British Columbia. First Nations Education Steering Committee.

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Yukon Education. (2007). *Education Reform Project: Final Report*. Yukon Government: Whitehorse, Yukon.

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Yukon First Nation Education Advisory Committee. (2008). *Helping Students Succeed: Vision, Goals and Priorities for Yukon First Nations Education*. Retrieved June 25, 2015, from Yukon Education: <http://www.education.gov.yk.ca/pdf/yfneac.pdf>

\*Other references may be added



## University of Regina & Faculty of Education Summary of Academic Regulations & Reminders (Undergraduate)

As a student at the University of Regina it is your responsibility to be aware of and to follow all academic regulations in the Undergraduate Calendar available at <http://www.uregina.ca/student/registrar/calendars-schedule.html>. Please pay particular attention to “Responsibilities of Students” (§5.1), “Student Behaviour” (§5.13) and note the policies, expectations and information as outlined below:

1. **Students with Special Needs** - Any student with a disability, injury or illness who feels they may need academic accommodation should discuss this with the course instructor after contacting the **Centre for Student Accessibility**, located in Riddell Centre 251, phone 306-585-4631, or email [accessibility@uregina.ca](mailto:accessibility@uregina.ca).
2. **Language Competence** - Students are expected to meet recommended standards of language competence as part of graduation requirements in the Faculty of Education.
3. **Attendance & Punctuality** (§5.3) - Regular and punctual attendance at classes provides a foundation for academic success, and is expected of all students. When the persistent lateness or absence of a student jeopardizes the learning or the evaluation of the work of other students in the course, the student may be subject to penalty, including being dropped from the course or being barred from writing the final examination. One written warning will be provided to the student before such action is taken.
4. **Late Assignments** - Action regarding late assignments may vary from instructor to instructor. Expectations or due dates for assignments, as well as the marks that may be deducted for late assignments are noted in the course syllabus. (For example, some instructors deduct one mark for each day late.) Normally, all required elements of the program must be successfully completed by each student.
5. **Professional Conduct** - Teaching is a helping profession. In order for the profession to achieve its goals and values, to enhance the quality of public education in the Province, and protect its members and those whom it serves the Faculty of Education has established sound and reliable criteria and procedures for evaluating the suitability of aspiring teachers. The criteria

specify appropriate conduct for students in teacher education. The procedures specify processes for screening, regulating and monitoring their professional conduct. The Faculty of Education has the right and responsibility to assess students' professional conduct in terms of the criteria outlined above and in terms of criteria outlined in the following documents. It will take appropriate actions in accordance with the following legislation, policies and guidelines:

- The University of Regina Academic Regulations
- The Canadian Teachers' Federation Code of Ethics
- The Saskatchewan Teachers' Federation Code of Ethics
- The Education Act, 1995, Saskatchewan
- The Board of Teacher Education and Certification, Guiding Principles and Beliefs
- Student Review Policy, Faculty of Education.

6. **Progress in the Program (§11.5.2)** - Under current faculty regulations, progress in the program is based on academic standing and professional development. Faculty selection and review committees determine students' eligibility to progress into all professional semesters, including internship. It is the responsibility of each student to become familiar with the selection criteria and procedures.
7. **Faculty Action:** At the end of each semester, students with poor academic records and/or unsatisfactory professional development will be subject to faculty action. Students will be required to discontinue or will be placed on faculty probation.
8. **Student Behaviour (§5.13)** - Students of the University of Regina are expected to conduct themselves responsibly and with propriety both in their studies and in their general behaviour, and are expected to abide by all policies and regulations of the University. Misconduct, which may be academic (that is, in academic studies) or non-academic (in general behaviour), is subject to disciplinary action.
9. **Academic Misconduct (§5.13.2.2)** - Acts of academic dishonesty or misconduct include acts which contravene the general principles described in [§5.13.1](#). In this section, some of these acts are described. Others which are not explicitly described here may also be considered academic misconduct. All forms of academic misconduct are considered serious offences within the University community. For the penalties, see [§5.13.5](#).

*Cheating - Cheating constitutes academic misconduct. Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:*

- unless explicitly authorized by the course instructor or examiner, using

- books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily;
- copying from the work of other students;
  - communicating with others during an examination to give or receive information, either in the examination room or outside it;
  - consulting others on a take-home examination (unless authorized by the course instructor)
  - commissioning or allowing another person to write an examination on one's behalf;
  - not following the rules of an examination;
  - using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early);
  - altering answers on an assignment or examination that has been returned;
  - taking an examination out of the examination room if this has been forbidden.

**Plagiarism** - *Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. Unless the course instructor states otherwise, it is allowable and expected that students will examine and refer to the ideas of others, but these ideas must be incorporated into the student's own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community. Students' use of others' expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice.*

Plagiarism includes the following practices:

- not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);
- presenting the whole or substantial portions of another person's paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet. ***Students who are uncertain what plagiarism is should discuss their methodology with their instructors.*** *Note: The Department of English Style Guide is available inexpensively from the University Bookstore. Students may also consult online resources.*

10. **Withdrawal from a Course** - Students who are not attending but haven't formally withdrawn are still registered, are liable for fees, and will be assigned a grade of "NP" for failing to complete the course. Students may drop classes in UR Self- Service up to the deadline for withdrawing from a course without a failing grade. Changes after the deadline, must be made in their Faculty or College office, or students may mail, fax or email registration requests (students should check with their Faculty or College office). Please consult §1.2 of the Undergraduate Calendar for refund deadlines and §3.3.5 for making changes to course registration.
11. **Deferrals** - If you become unable to complete your term work or final exams (i.e. due to illness, accident, or a death in the family), you may be eligible to apply for a deferral of final examinations and/or term work. Please consult section §5.7 of the Undergraduate Calendar and contact the Faculty of Education's Student Program Centre (ED 354, phone 306-585-4537 or email [Education.Counselling@uregina.ca](mailto:Education.Counselling@uregina.ca)) or your faculty student services office as soon as possible for advice regarding deferrals.
12. **Invigilators' Rights** - An invigilator who suspects a student of cheating has the authority to ask the student to do such things as empty pockets, pencil cases, etc., and roll up their sleeves. The invigilator should ensure they have a witness when asking the student to perform the request. The invigilator should not badger the student or unduly disrupt that student's (or other students') ability to complete the examination. If the student refuses to cooperate, the invigilator can not do more except to make written note of the students' refusal when reporting on the matter under the disciplinary regulations.
13. **Harassment & Discrimination Prevention Policy (§8.4.5)** - All members of the University community are entitled to a professional working and learning environment free of harassment and discrimination. This entitlement, however, carries with it the expectation that all members of the University community will conduct themselves in an appropriate and responsible manner, with due respect and regard for the rights of others. No member of the university community shall cause or participate in discrimination against or harassment of another person. Anyone with inquiries, seeking advice or information, looking to resolve conflict arising from harassment and discrimination or wishing to discuss alternate resolution options or file a complaint can visit HDPCRS in RC 251.14 or call 306- 585-5400 or email at [respect@uregina.ca](mailto:respect@uregina.ca).
14. **U of R Email (<https://webmail.uregina.ca/>)** -The Registrar's Office uses EMAIL SENT TO YOUR UNIVERSITY OF REGINA EMAIL ACCOUNT as an OFFICIAL MEANS OF COMMUNICATION. For many purposes, the office will make no other form of contact. Please ensure that you monitor your university email account regularly. All students are provided email, Novell and Unix accounts. Students have a 2GB quota for email and can obtain information about their email address and password at [www.uregina.ca/is/student/](http://www.uregina.ca/is/student/) . If you are not receiving email, check

to see if you are over quota or if you have enabled email forwarding. Email delivery cannot be guaranteed if it is being forwarded.

15. **UR Self-Service and Contact Information** - Please update your contact information at the beginning of each semester (address, email, phone numbers, etc.) at UR Self-Service: [https://banner.uregina.ca/prod/sct/twbkwbis.P\\_WWWLogin](https://banner.uregina.ca/prod/sct/twbkwbis.P_WWWLogin). Using UR Self-Service, you can also change your PIN (strongly recommended); register for or drop classes; check class schedules; check grades and transfer credits; search up-to-date credit and non-credit course timetables; consult course descriptions; order & pay for textbooks; settle accounts by credit card; view and print T2202A Education Deduction Certificate; and view and print a confirmation of enrolment or unofficial transcript.

## **5.9 GRADING SYSTEM AND DESCRIPTIONS (University of Regina 2015-2016 UG Calendar - p. 39)**

The University of Regina employs a percentage grading system. A grade of less than 50% is a failing grade for undergraduate programs.

### **5.9.1 GRADING DESCRIPTIONS 5.9.1.1 Percentage grades**

#### **90-100**

An outstanding performance with very strong evidence of:

- an insightful and comprehensive grasp of the subject matter;
- a clear ability to make sound and original critical evaluation of the material given;
- outstanding capacity for original creative and/or logical thought;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

#### **80-89**

Very good performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative, and/or logical thinking;
- a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

#### **70-79**

Above average performance with evidence of:

- relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking;
- an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and
- to express thoughts both in speech and in writing.

#### **60-69**

A generally satisfactory and intellectually adequate performance with evidence of:

an acceptable basic grasp of the subject material;

- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

50-59

A barely acceptable performance with evidence of:

- a familiarity with the subject material;
- average performance with evidence of:
- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the
  
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- basic competence in writing.

0-49 Unacceptable performance.

**5.9.1.2 Alphabetical grades** With the exception of the grades of NP and XF (see “Calculation of Grade Point Averages,” below), none of the following grades has a numeric value. Grades of AG, C, and P are passing grades. Grades of F, N, NP, and XF are failing grades. The remaining grades are neutral.

# SYLLABUS - TOPIC OUTLINE (39 HRS CONTACT TIME)

## ***Week 1 and 2***

### Review of Indigenous Languages

- overview of languages in Canada
- relationship between First Nation governments and traditional languages
- common terminology and definitions concerning Indigenous languages
- measuring the health of Indigenous languages
- review of reports on Indigenous languages
- heritage languages in Canada
- language organizations, legislation and programs

## ***Week 3 and 4***

### Indigenous Cultural Perspectives

- exploring Indigenous ways of knowing and learning
- exploring the relationship between language, culture and education
- connecting language to personal and collective identity and to student success
- analysis of worldviews as it regards the definition and details of literacy
- exploration of community learning models and strategies in Indigenous language development
- analysis of Indigenous language revitalization goals and aspirations and western education literacy programs

## ***Week 5 and 6***

### Language Acquisition and Language Learning

- second language acquisition and language learning theories
- second language teaching methodologies
- various language learning programs in school environments
- review of English as a 2<sup>nd</sup> Dialect research and models
- review of English Language Learners research and models

## ***Week 7 and 8***

### Creating Culturally Relevant Language Curriculum, Learning Resources and Assessment Tools

- cultural influences on language, literacy and communication styles
- models of Indigenous language curricula
- examples of Indigenous language learning resources
- methods Indigenous language learning approaches and strategies
- examples of language and literacy assessment and evaluation tools



### ***Week 9 and 10***

#### **Traditional and Contemporary Literacy Development**

- inclusion of both traditional and contemporary knowledge in language teaching
- identification of cultural aspects that are fundamental for language and literacy instruction
- respectful protocol and practice when learning a language
- respectful protocol and practice when incorporating a language into a literacy program (including development of materials)
- involving fellow teachers, First Nation and community

### ***Weeks 11, 12 and 13***

#### **Integrating Traditional and/or heritage languages into Life, the Classroom and the School**

- developing a plan to learn a local language
- connecting traditional languages to western curricula
- developing and delivering a plan for integration of traditional language into long range plans, unit plans and lesson plans and school wide themes
- developing and using learning resource materials
- applying language learning assessments and evaluation