



**COURSE OUTLINE**

**ELNG 200**

**LINGUISTIC DIVERSITY AND TEACHING LANGUAGE ARTS**

**39 Hours**

**3 Credits**

PREPARED BY: \_\_\_\_\_  
Carrie-Lyn Robinson, Instructor

DATE: July 15, 2016

APPROVED BY: \_\_\_\_\_  
Andrew Richardson, Dean

DATE: July 15, 2016

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)

**YUKON COLLEGE**  
Copyright June, 2016

All right reserved. No part of this material covered by this copyright may be reproduced or utilized in any form or by any means, electronic or mechanical, traded, or rented or resold, without written permission from Yukon College.

Course Outline prepared by C. Robinson, June 6, 2016.

Yukon College  
P.O. Box 2799  
Whitehorse, YT  
Y1A 5K4

**\*IMPORTANT**

Students are advised to retain a copy of their programs and course outline for future reference.

LINGUISTIC DIVERSITY AND TEACHING LANGUAGE ARTS

---

**INSTRUCTOR:** C. Robinson      **OFFICE HOURS:** By Appointment.  
Not Wednesdays.  
**OFFICE LOCATION:** A2007      **CLASSROOM:**A2101  
**E-MAIL:** [crobinson@yukoncollege.yk.ca](mailto:crobinson@yukoncollege.yk.ca)      **TIME:** Tuesdays & Thursdays, 1-2:30  
**TELEPHONE:** 668-8749      **DATES:** September 8 - December 20, 2016

---

**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.

**PREREQUISITES**

ECS 110 or permission of the instructor.

**EQUIVALENCY OR TRANSFERABILITY**

N/A

**LEARNING OUTCOMES**

- Upon completion of the course teachers in training will be able to create a balanced English language literacy program.
- Upon completion of the course teachers in training will be able to develop foundation for literacy learning by teaching phonemic awareness, phonics, fluency, vocabulary and comprehension.
- Upon completion of the course, teachers in training will be able to build a balanced literary approach to develop competent literate students in the 21<sup>st</sup> Century classroom.
- Upon completion of the course, teachers in training will review contemporary theories of literacy learning: behaviourism, constructivism, interactive, sociolinguistics, reader response and critical literacy theories.
- Upon completion of the course, teachers in training, will understand what beginning English Language Learners, First Nations and Indigenous students face when learning English as a second dialect.

Updated: July 2016

## DELIVERY METHODS

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

## COURSE REQUIREMENTS

### Attendance (P/F)

Punctual and regular attendance is a requirement for this course. Instructor discretion is applied.

### Professionalism (P/F)

Respectful professional demeanour towards peers, classmates and instructor must be maintained. Respectful University Policies and YTA/UofR Code of Ethics are applicable. **Instructor discretion is applied.**

University of Regina Grading Guidelines ply to all assignments and tests.

### Projects and Tasks: 60%

1. Professional Journal Reflection on Weekly Readings, and Oral Participation 10%
  - It is expected that students will regularly participate in class discussions, receive and provide feedback to classmates/students, complete readings and prepare weekly responses to readings.
2. Technology Tasks 25%
  - Create a Free blog at WordPress.com
  - Teach a mini lesson using the Smartboard
3. Project 25%

### Tests: 40%

- Mid-Term (Closed Book, In class) 25%
- Final Exam (Take Home) 15%

## University of Regina Grading Descriptions

90-99 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.

Note: (For example, 18/20 or higher)

An exceptional grade is given for a response that demonstrates a thorough knowledge of, and engagement with, all relevant concepts and which is presented in a clear, coherent and effective manner in terms of insight, perspective, or knowledge which distinguishes an A+ from an A.

Exceptional responses are outstanding and are rare.

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.

Note: (For example, 16/20, 17/20)

A very good grade is given for a response that demonstrates a thorough knowledge of, and engagement with, several concepts. While the work is largely complete and clear, a minor aspect of the work which may pertain to content and/or communication is lacking.

70-79 Above-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 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.

Note: (For example, 14/20,15/20).

An above average grade is given for work that demonstrates knowledge of, and engagement with, relevant concepts. However, one or more important aspects of the course material presented have been overlooked and/or there are difficulties in effective communication, coherence, and/or clarity.

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.

Note: (For example, 12/20, 13/20)

A satisfactory grade is given for work that demonstrates adequate knowledge of, or engagement with relevant concepts. However, multiple aspects of course materials presented have been overlooked and there are substantial difficulties in effective communication, coherence, and/or clarity.

50-59 A barely acceptable performance with evidence of:

- a familiarity with the subject material;
- 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.

Note: (For example, 10/20, 11/20).

A pass demonstrates a minimally acceptable level of knowledge of, and engagement with, relevant concepts to satisfy the requirements of the final exam or the course. Substantive aspects of the course materials presented have been overlooked and the difficulties in communication are such that readers or listeners consistently struggle to comprehend the meaning of what is said or written.

0-49 An unacceptable performance.

Note: (For example, 9/20 or less)

A failure demonstrates an unacceptable level of knowledge of, and engagement with relevant concepts to satisfy the requirements of the final exam or the course.

See also the Undergraduate Calendar, University of Regina.

As directed by the Associate Dean of Faculty Development and Human Resources, instructors are to stay within the grading norms for the Faculty. The mean (or average) grade for each assignment/exam/course should be approximately 75% and most students should receive a mark that falls within the range of 67-82%

## REQUIRED TEXTBOOKS AND MATERIALS

There are two texts:

- Language & Diversity Education, David Corson
- 50 Literacy Strategies: Step by Step, Gail E. Tompkins (4<sup>th</sup> Ed.)

Other:

- Truth and Reconciliation Commission Final Summary (FREE online document)
- Access to Moodle (FREE)
- Access to Wordpress.com (FREE)
- Access to Internet, WiFi (FREE onsite at YC)
- Access to a Mobile Device in class (not for social media use)

## 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/Admission & Registration 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.

## ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations for all instructors.

If you are aware that you may require an academic accommodation, you should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or [lassist@yukoncollege.yk.ca](mailto:lassist@yukoncollege.yk.ca)

## TOPIC OUTLINE - to be provided on September 13<sup>th</sup>.

Class Dates:	Readings:	Assignment:	Due Dates:
Sept. 8	NO CLASS	Read the course outline. Bring questions to next class.	Class to be made up.
Sept. 13 Sept. 15			First Class. Journal Reflection due
Sept. 20 Sept. 22			Journal Reflection due
Sept. 27 Sept. 29			Journal Reflection due
Oct. 4 Oct. 6			Journal Reflection due
Oct. 11 Oct. 13			Journal Reflection due
Oct. 18 Oct. 20		M.T. Closed Book	Oct. 18 during class time. During class time. No Reflection due.
Oct. 25 Oct. 27			M.T. to be returned Journal Reflection due

Nov. 1 Nov. 3			Journal Reflection due
Nov. 8 Nov. 10			Journal Reflection due
Nov. 15 Nov. 17			Journal Reflection due
Nov. 22 Nov. 24			Journal Reflection due
Nov. 29 Dec. 1			Journal Reflection due
Dec. 6		Last Class. Final exam to be provided—take home exam.	Friday, December 9 <sup>th</sup> at 12:00 Noon
<b>NOTE(S):</b>  <b>Journal Reflections:</b>  Always due 2 <sup>nd</sup> class of the week.	<b>Last day of Final Exams:</b>  December 20, 2016	<b>YC is closed:</b>  Dec. 25/16 to Jan. 2/17 inclusive.  First day of classes in 2017: Jan. 4/17.	

