

  	<b>School of Health, Education and Human Services</b>
	<b>ELNG 200</b>
	<b>Linguistic Diversity &amp; Teaching Language Arts</b>
	<b>Fall 2024</b> <b>3 course credits</b>
<b>Course Outline</b>	

**INSTRUCTOR:** Laura Erickson

**OFFICE HOURS:** TBA

**OFFICE LOCATION:** C1420a

**CLASSROOM:** Moose tent

**E-MAIL:** [lerickson@yukonu.ca](mailto:lerickson@yukonu.ca)

**TIME:** 1:00pm- 3:50pm

**DATES:** Thursdays Sept 5- Dec 5, 2024

### **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:

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 the Moose wall tent. 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 to participate in the class discussions.

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

## EVALUATION

Prepare and Teach an Interactive Language Game	25 %
Journal Submission	25 %
Self-evaluation	25 %
Linguistic Landscape	25 %
Total	100%

### Assignment Descriptions:

Prepare and Teach an Interactive Language Game	You will research, prepare a language lesson plan and deliver a fun, interactive language lesson <b>OR</b> game. This assignment will develop your understanding of language
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	<p>teaching methodologies, practice planning and organizational skills, and foster creativity in lesson delivery. It will also promote active learning, collaboration, and improve your ability to create fun and effective language learning experiences.</p> <p><b>(25% of total mark.)</b></p>
Journal	<p>You must complete 8 double-entry journal responses based on assigned readings/videos and class discussions. The purpose is to enhance your critical thinking and comprehension skills by engaging deeply with the concepts. By writing and reflecting on key passages, you can make connections between the text and your own experiences, thoughts, and prior knowledge. This assignment will promote active reading, practice analytical abilities, and facilitate a more meaningful understanding of the material. <b>(25% of total mark.)</b></p>
Self-evaluation	<p>Self-evaluation assignments serve as a valuable tool for you to reflect on your own learning and performance. By critically assessing your strengths and stretches, you will develop a deeper understanding of your knowledge and areas you may want to further develop. You will be provided with a form to complete this assignment when the course begins.</p> <p><b>(25% of total mark.)</b></p>
Linguistic Landscape	<p>This assignment will enhance your critical awareness of language-related issues. You will take digital photos and provide written analyses of the pictures. In doing so, you will explore how your identities are influenced by the various languages present in the print around you. The assignment consists of three parts, all of which should be organized into a single document.</p> <p><b>(25% of total mark.)</b></p>

### Late Assignments

It is expected that all assignments will be handed in on time. If you require an extension, please reach out to me before you are in a crisis. Life happens, it is easier to mitigate and solve potential problems by being proactive and maintaining

effective communication.

### **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 University 'Code of Ethics'. See the YNTEP student handbook for more details.

### **COURSE WITHDRAWAL INFORMATION**

Refer to the YukonU and UofR websites for important dates. Please note that if you withdraw from the course, you will need to withdraw at both institutions.

### **TEXTBOOKS & LEARNING MATERIALS**

All learning materials will be provided on the course Moodle page. There is NO textbook for this course.

### **ACADEMIC INTEGRITY**

Students are expected to contribute to a collegial, positive and supportive environment. 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.

### **AI Guidelines**

While students are free to use generative AI to brainstorm or draft their assignments, the final submission must reflect the student's own original understandings and insights.

Generative AI tools may be used to assist in students' understanding of course content or in their completion of coursework for this class. However, if students choose to use

generative AI to help with their coursework, they must be sure to cite any AI-generated content according to the relevant citation format.

Any use of generative AI in the completion of coursework should be cited appropriately, including the identification of any tools that were used, how the tools were employed, and how the AI-generated content was integrated into the submitted coursework.

When using generative AI tools to support the completion of coursework, students are required to submit an appendix to the relevant assignment consisting of the AI-generated content, the tool used, and any prompt(s) used in content generation.

### **ACADEMIC ACCOMMODATION**

Reasonable accommodation is available for students requiring academic accommodation to fully participate in this class. This accommodation is available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): [LearningAssistanceCentre@yukonu.ca](mailto:LearningAssistanceCentre@yukonu.ca)

### **TOPIC OUTLINE**

**Topics for this class include but not limited to:**

- 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