
Course Outline

INSTRUCTOR: Norma Shorty, PhD

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OFFICE HOURS: TBD

TIME: 9:00am- 11:50 am

CLASSROOM: A2202

DATES: Thursdays September 10th- December 1st, 2022

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.

COURSE REQUIREMENTS

Prerequisites: 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>

YUKON FIRST NATIONS CORE COMPETENCY

Students who successfully complete this course will have achieved core competency in knowledge of Yukon First Nations. By the end of this course, students will have greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination. For details, please see www.yukonu.ca/yfnccr

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

Participation (10%)

Assignments

Peer Teaching Assignment (20%)

- Choose a Yukon First Nation community and address who defines culture? What is the heritage language of your Yukon First Nation learners? What is the topic of your unit of study?
- With your community how do you develop culturally responsive curriculum? Show how and where will you connect fluent speakers and language resources with your learning themes.
- How can your classroom teaching and environment respond to the communities' language, literacies, and competencies standards? With your community how would you facilitate First Nation learning models for your classroom and with Aboriginal language development? Show how you will connect Yukon learners to their cultural identity and to their local heritage language speakers, resources, and cultural teachers.

Presentation Peer Teaching Assignment (10%)

You are expected to present the results of your research and lead a class discussion on the culture and language resources available to the teaching profession from your chosen Yukon First Nation community. There are 8 language groups, please do not repeat language groups for this assignment.

Culture, Language, and Literacy Project (40%)

Considering the colonization of Indigenous peoples in Canada, and concepts of Indigenous truth and reconciliation, one of the goals of public education is to reconcile learners with Indigenous history, lands, languages, identity.

The focus of your culture, language and literacy project is to develop draft Indigenous language and literacy inclusion plans for your classroom.

Your plan should address how you will reconcile Yukon learners with Yukon First Nation heritage languages, lands, worldviews.

This plan should embrace and integrate a way to process the cultural norms (moral concepts and taboos) of the community. For instance, given Indigenous protocols that Indigenous peoples work within when they are working with their own local language and culture, how will your plan address Indigenous inclusion to ensure cultural laws and protocols on the concepts and objects that you may be working with are addressed.

Cultural competencies and protocols for language, literacy and communication may be gleaned from Yukon First Nation websites, meetings, the First Nation Partnership and Programs Website, the Council of Yukon First Nations Website, the Yukon Native Language Website and including those connections made with your own Indigenous Elders and Indigenous knowledge and culture bearers.

Presentation of culture, language, and literacy project (20%)

You are expected to present the results of your research on your culture, language, and literacy inclusion framework and lead a class discussion on how teachers in the Yukon can achieve culture, language, and literacy competencies within a cultural and community context. The purpose of this assignment is to present how you would include and teach Indigenous culture and language acquisition in your classroom, including Indigenous literacy development within a culturally relevant and rich context.

EVALUATION

Participation	10 %
Peer Teaching Assignment	20 %
Presentation of Peer Teaching Assignment	10 %
Culture, language, and literacy inclusion framework	40 %
Presentation of culture, language, and literacy inclusion framework	
Total	100%

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

TEXTBOOKS & LEARNING MATERIALS

Laptop and internet connection

Selected readings, oral presentations from guests, websites and videos will be used. Whenever possible suggested materials will be posted in Moodle.

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.

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 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.