



DEPARTMENT OF HUMAN SERVICES
COURSE OUTLINE - WINTER 2020

TA 1236 - REMEDIAL READING AND MATHEMATICS 3(3-0-0) 45 HOURS 15 WEEKS

"To be recognized for educational excellence in the fields of early learning & child care and educational assistant training."

INSTRUCTOR: Terrah Lindsay **PHONE:** 780 539 2047
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OFFICE HOURS: TBA in class
Please feel free to contact me by e-mail at any time.

CALENDAR DESCRIPTION:

This course examines the educational assistant's role in supporting children who are experiencing developmental delays in language, literacy and mathematics. The focus is on the use of developmentally appropriate/age appropriate instructional strategies and materials that are designed to improve performance and understanding in the areas of speech, reading, writing and mathematical reasoning.

PREREQUISITE(S)/COREQUISITE: HS1217

REQUIRED TEXT/RESOURCE MATERIALS:

Reithaug, D. (2015). *Supporting Practices for use by Educational Assistants Book 1: Reading*. Stirling Head Enterprises. Please bring your text to class starting in February.
Early Mathematics Literacy for Preschoolers who are Blind or Visually Impaired Available on Moodle.
Additional readings will be available on Moodle.

ADDITIONAL COSTS:

Costs may also be incurred by the students for the following:

- Photocopying/printing resources.
- Creating a manipulatives kit
- Creating games/activities

DELIVERY MODE(S):

Students will be engaged in active learning, and classes will include a mixture of lecture, discussion, small group work, guest speakers and audio-visual materials.

OBJECTIVES:

Students will gain an understanding of:

- Emergent literacy
- AB Learning Curriculum with regards to Language Arts and Math
- Concepts and strategies related to phonemic awareness, phonics, vocabulary, comprehension and fluency.
- The Educational Assistant's role in supporting children who are experiencing developmental delays in language, literacy and mathematics.
- Developmentally appropriate/age appropriate instructional strategies and materials

LEARNING OUTCOMES:

Upon successful completion of the course, you will be able to:

- Demonstrate knowledge of emergent literacy and strategies to support further literacy learning.
- Demonstrate knowledge of key concepts, processes and instructional methods in language arts when determining strategies, materials and activities to be used with learners.
- Access credible information on curriculum and appropriate resources to assist and support students in language growth and development.
- Apply and adapt effective strategies to engage, encourage, and support students according to their identified literacy needs.
- Explain the connection between learning theory and mathematics.
- Access and utilize resources to support the provincial math curricula.
- Apply knowledge of various math concepts, processes and instructional methods when determining strategies, materials and activities to be used with learners.
- Identify and demonstrate methods for remediation, adaptation and accommodation in math.

GRADING CRITERIA:

In order to obtain credit for this course, students must achieve a minimum of a "C-"

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**. This means **DO NOT GET LESS THAN "C-" IF YOU ARE PLANNING TO TRANSFER TO A UNIVERSITY.**

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

EVALUATIONS (How you get marks):

PINTEREST	10%	Date:
Digital resource binder phonemic awareness/phonics		
QUESTIONS	9%	Dates vary:
Early Math		
Phonemic Awareness		
Phonics		
Vocabulary		
Fluency		
Comprehension		
MATH		
Manipulatives Kit		Date:
Powerpoint/link to curriculum	21%	
Quiz	10%	Date:
READING ACTIVITY	10%	Date:
<i>Individually</i>		
<u>One of the following</u>		
Phonemic Awareness		
Alphabet		
Sight words		
<i>With a partner</i>	10%	Date:
Vocabulary		
PHONICS	15%	Date:
<u>IN CLASS ACTIVITES</u>	15%	
Math		
Morphology		
Comprehension		

STUDENT RESPONSIBILITIES:

It is the right of the student and of the instructor to a favorable learning/teaching environment. It is the responsibility of the student and the instructor to engage in appropriate adult behaviors that positively support learning. This includes treating others with dignity and respect and following the expectations outlined below.

CLASSROOM

Regular, PUNCTUAL attendance.

- Learning from other students' notes or from Moodle is not optimal.
- If you are late to class, you miss important information about assignments, homework and quizzes. It is also disruptive to other students' learning.
- Remain in class for the duration.
- If you miss a class, refer to Moodle or check in with another student. You are responsible for your learning.

Children are not considered to be part of the classroom learning environment, please make alternate arrangements for your child(ren).

Turn off cell phones.

- Studies indicate that cell phones not only interfere with your learning, but also the students around you.

QUIZZES/EXAMS

Write in-class quizzes/exams on the date and time they are scheduled.

- If an emergency arises that causes you to be unable to write the quiz, please call or email your instructor to leave a message BEFORE the exam begins.

ASSIGNMENTS

Hand in assignments via Moodle on the date indicated, by 11:30 pm unless otherwise specified.

- ALL assignments will be typed, double-spaced (or follow the provided template) and will include a cover page with your name, course number and assignment name.

OUTSIDE OF CLASS

- Complete assigned readings and assignments, participate in group projects, check Moodle.
- Notes, handouts etc. are on Moodle. It is your responsibility to print these BEFORE class.
- **Email:** Students may contact the instructor by email or phone. Emails will be answered within one *business* day outside of stated office hours.
- **Email correspondence to your instructor must be sent from your GPRC student email account.** Emails should be professionally formatted and include a subject, correct spelling and grammar, and a reference to course material and/or textbook pages, etc.

It is the student's responsibility to become familiar with the basic student rights and responsibilities found in the College calendar.

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to Plagiarism and Cheating in the Policy on Student Misconduct: Academic and Non-Academic,. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at

<https://www.gprc.ab.ca/about/administration/policies/index.html#POL68>

COURSE SCHEDULE/TENTATIVE TIMELINE:

Please see attached for course schedule (note, the schedule is tentative and subject to revision).

