



DEPARTMENT OF HUMAN SERVICES
COURSE OUTLINE - WINTER 2021
TA 1236 - REMEDIAL READING AND MATH3 (4-0-0)

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

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OFFICE HOURS: TBA in class

Please feel free to contact me by e-mail at any time. Emails are typically answered within 24 hours during the business week. Appointments via zoom are available.

CALENDAR DESCRIPTION:

This course examines the Educational Assistant's role in supporting children who are experiencing developmental delays in language, literacy and mathematics. 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 language development, literacy, and mathematical reasoning.

PREREQUISITE(S)/COREQUISITE: none

REQUIRED TEXT/RESOURCE MATERIALS:

Reithaug, D. (2015). *Orchestrating Success in 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 myClass

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):

WINTER 2021 DELIVERY: Remote Delivery. This course is delivered remotely. There are no face-to-face or onsite requirements. Students must have a computer with a webcam and reliable internet connection. Technological support is available through helpdesk@gprc.ab.ca.

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):

QUESTIONS 10%

Early Math
Phonemic Awareness
Phonics
Vocabulary
Fluency
Comprehension

MATH 25%

Early Math
Manipulatives Kit/PowerPoint

READING

Phonics Assignment 20%

Reading Assignment 25%

QUIZ 20%

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 myClass 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 myClass 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 myClass 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 myClass.
- Notes, handouts etc. are on myClasse. 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).