



UNITED TRIBES TECHNICAL COLLEGE

United Tribes Technical College

EDU 325 Language Arts in the Elementary Classroom Syllabus EDU 325 A Fall 2018

Instructor and Class Information

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Office Location	Education Building, Room 122
Office Hours	2:00-3:00 or posted hours
Start Date	8/21/2018
End Date	12/7/2018

Course Information

Course Number	EDU 325
Course Title	Language Arts in the Elementary Classroom

Course Description

This is a survey of methods designed to prepare beginning teachers for instruction in language arts (excluding reading). The course content includes topics such as theoretical models of language development, listening, oral language, spelling, handwriting reference skills, and children's composition. Teacher candidates will also learn about techniques for teaching language arts to mainstreamed exceptional students. Field experience is required.

Pre-requisite: EDU 232

Total Credits	2
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Textbooks

Tompkins, G. (2008). Language Arts: Patterns of Practice (7th Ed.). Prentice Hall. ISBN-13: 978-0137147762.

External Standards

Title Elementary Education

Sponsoring Organization NDESP

Target Standards

50015.3a The program requires the study of adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

Program 4 – Empowerment, Equity, & Inclusion: To promote a deep respect for diversity demonstrated in candidates’ belief that all students can learn (Core belief: Relatedness, Respect, INTASC Standards 2, 7, and 8)

Course Objectives

1. **Recognize a variety of signposts of literacy development with an emphasis on writing, spelling and group discussion competence.**
2. **Incorporate a variety of effective, research-based instructional practices related to reading/language arts.**
3. **Demonstrate the ability to plan, deliver and assess a language arts lesson.**
4. **Generate a process for transforming prescribed, multidisciplinary curricula into thematic units.**
5. **Participate in a field experience placement.**

1.Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
Failing	Below 60%

10.Summit Attendance

All UTTC students participate in the United Tribes Technical College Tribal Leaders Summit & Trade Show in September at the Bismarck Event Center. Students are expected to be at the Summit from 1:00pm to 3:00pm on Tuesday and 9:00am to 3:00pm on Wednesday and Thursday. Transportation to and from the campus will be provided. Sign in sheets will be available at the registration tables for all students to sign upon arrival and again at departure. At the conclusion of the Tribal Leaders Summit, the student will be assigned to write an essay on the connection of the Summit sessions to the “Leadership Educating the Next Generation” theme. The essay will include the title of the sessions attended, the names of the presenters, a brief description of the content presented in each session, the presenter style, and how the sessions connected to the theme. Visiting the exhibit hall can be included as a session. The essay is considered an assignment for each one of the students’ courses and is recorded as either points or a letter grade. One essay can be submitted for multiple courses.

2.Communication

All students are required to regularly check their MyUTTC account to obtain information on course assignments, detailed instructions, and announcements. Students are expected to check their student account regularly for any updates or coursework changes. It is important to provide the instructor and/or academic advisor with your current email address, phone numbers and alternate contact information. Class cancellations, emergency information, or other announcements can be conveyed in a timely manner if we have your current contact information.

3.Attendance Policy

Attendance and completion of assigned readings is the equivalent of participation since your ideas and your work with classmates contribute to everyone's understanding and achievement. Significant tardiness will be considered an absence. If you arrive late, you may be considered absent for that class period.

Every student is responsible for obtaining the necessary information required in the event of an absence. It is the student's responsibility to contact one of their peers to obtain information concerning assignments, handouts, and any changes or announcements.

Student grades will be impacted by the frequency and quality of participation in class.

4.Policy for Late Submission

Each student is responsible for obtaining the necessary information required in the event of an absence. It is the student's responsibility to contact one of his or her peers to obtain information concerning assignments, handouts, and any changes or announcements.

The assignments and course requirements (homework) must be completed by the due date and are collected at the beginning of the class period. If an assignment is not handed in at the beginning of the class period, it is considered late. Late work will not receive full credit if it is accepted at all. All late work (if prior arrangements have been approved by the instructor) must be personally handed to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

5.Cell Phone

Out of respect for the other students and the instructor, it is advised that cell phones are turned off during class times. If the student is expecting an important phone call (e.g. case worker, Housing, clinic), the instructor must be informed ahead of time and the cell phone set to a silent ring. If such a phone call is received during class time, the student will answer the call by quietly removing him or herself from the classroom. This also includes texting during class; it is not acceptable. Students may not use class time to check social media accounts, voicemail, and/or personal emails.

6.Student Behavior

UTTC students will conduct themselves in a responsible and respectful manner at all times in the classroom, in the hallways, in the Library, the Cafeteria, and any other location on campus. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics.

Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

7.Plagiarism and Academic Integrity

Plagiarism is the term for taking credit for work that is for not your own. This means you cannot take material from articles, books or websites you find in the library and present it as your own work; you cannot let your friends prepare your assignments for you; and you cannot copy an assignment from a student who took the same course in another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are evidence of your learning, your original ideas.

Providing work that is not your own, or that is not unique to the assignment, is inappropriate as a form of dishonesty. The consequences of plagiarism are serious: you will be given an F on the specific assignment, or the entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of others, please ask. As long as you acknowledge an idea is not your own, and provide the original source, it is generally not plagiarism.

Examples of violations of academic integrity are lying about the reason for an absence, or signing someone else's name to a sign-in sheet when they were not present. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

8.Students with Disabilities

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Disabilities Services Office coordinates reasonable accommodations, support services, and appropriate referrals for the purpose of removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services (DS) office located in the Education Building Room 123 and speak to the DS Coordinator. The Coordinator can also be reached at (701) 255-3285, ext. 1516.

9.Title IX Statement

Title IX is a federal civil rights law that prohibits discrimination on the basis of sex, including sexual harassment, rape and sexual assault. United Tribes Technical College is committed to upholding the law and standards that promote respect and human dignity in a safe environment. Sexual misconduct and relationship violence in any form violates UTTC's mission, cultural values, Student Code of Conduct, and may also violate federal and state law. Faculty members are considered "mandatory reporters" and are required to report incidents of sexual misconduct and relationship violence to the Title IX office on campus. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking or sexual exploitation, you can find the appropriate resources on the UTTC campus and in the community. These resources include:

- UTTC Title IX Office: (701) 221.1591
- UTTC Campus Safety & Security: (701) 221.1700
- UTTC Academic & Personal Counseling: (701) 221. 1764
- UTTC Domestic Violence Advocate: (701) 221. 1764
- Abused Adult Resource Center Crisis Line: (866) 341.7009
- ND Helpline: 211

Relationship between ND ESPB Elementary Education Standards, Outcomes and Course Assessments

ND ESPB Elementary Education Standard	<u>Assessment</u> Taskstream Portfolio Artifact INTASC Standard 7: Planning for Instruction
50015. 3a Integrating and Applying Knowledge for Instruction 50015.5c Collaboration with Families	Children's Literature based Language Arts Units
Program Outcome 4: Empowerment, Equity and Inclusion	Lesson Plans

United Tribes Technical College Teacher Education Conceptual Framework



The Teacher Education unit seeks to improve the quality of education in America by producing reflective professional educators who have demonstrated competency in the knowledge, skills and dispositions necessary for effective teaching through a coherent program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the department's conceptual framework, Teacher Education has established candidate outcomes that are assessed throughout the Teacher Education program(s)

The Teacher Education program is based on shared core beliefs that incorporate the 4Rs - Relatedness, Relevance, Respect, and Responsibility.

Relatedness is evidenced by believing and behaving as if you are a relative to another person or thing. It is demonstrated and reinforced through collaborations with children and families.

Relevance is meaningful and authentic learning experiences tied directly to state and national standards. Candidates learn and experience reflective practice through hands-on practica in the classroom under mentor and instructor guidance. They are provided the opportunity to study concepts that are meaningful and relevant to one's life and interests.

Respect is an important traditional Native value. Respect is demonstrated through candidate contributions and their respect of others' contributions. The disposition of respect is demonstrated through courtesy, kindness, and acceptance of individuals and their contributions.

Responsibility is a core value of Native cultures as well as the culture of teaching. Candidates are expected to demonstrate accountability for their actions and decisions as they engage in their general education and teacher education curriculum.

Class Schedule

Date/Session	Topic	Assignments/Activities
Week 1	Introduction 6 Language Arts Four Language Systems Lesson plans	<ul style="list-style-type: none"> • Background Knowledge • Prepare journals and Pearson sign-in • Summer Narrative writing • Book selection for unit • Lesson plan format and rubric review • Read Chapter 1-3
Week 2	Early Literacy Mentor Texts Mini-lessons Literature Circles Teacher's Role	<ul style="list-style-type: none"> • You Tube Video& Responses (Literature Circles, mentor texts and mini-lessons) with VideNotes • Work Work lesson plan • Read Chapter 12
Week 3	Spelling	<ul style="list-style-type: none"> • Decoding Activity • Classroom Experience discussion and application via Google • Read Chapter 13
Week 4	Grammar	<ul style="list-style-type: none"> • Grammar lesson plan • Grammar Poster • Read Chapter 14
Week 5	Handwriting Unit Overview	<ul style="list-style-type: none"> • Handwriting Practice • Review and Catch - up • Read Chapter 6
Week 6	Written-Language Reading/Writing Connection	<ul style="list-style-type: none"> • Editing/Revising • The Writing Process • Books to support children's literature unit • Narrative writing based on children's literature selection
Week 7	Written Language 6 Traits of Writing	<ul style="list-style-type: none"> • Editing/Revising • Publishing • Writing Conferences • Narrative Writing • Peer writing share • Read Chapter 4
Week 8	Personal Writing	<ul style="list-style-type: none"> • Journals • Blogs

Date/Session	Topic	Assignments/Activities
		<ul style="list-style-type: none"> • Letter Writing/Author letter • Letter writing lesson plan • Read Chapter 5
Week 9	Oral Language Listening Grand Conversations Interactive Read-Alouds	<ul style="list-style-type: none"> • Persuasion Presentation/Writing • Interactive Read-Aloud • Read Chapter 7
Week 10	Visual Language	<ul style="list-style-type: none"> • Picture/Story shares • Picture retell mini-lesson plan • Read Chapter 8
Week 11	Vocabulary Levels of Knowledge	<ul style="list-style-type: none"> • Vocabulary mini-lesson plan based on children's literature selection • Tier I, II, and III words • Read Chapter 9
Week 12	Comprehension and Compose Stories	<ul style="list-style-type: none"> • Narrative stories based on children's literature selection • Retells (Sketch to Stretch) • Comprehension Lesson Plan • Read Chapter 10
Week 13	Non-Fiction	<ul style="list-style-type: none"> • Mini-lesson for Research Process lesson plan based on children's literature selection • Non-fiction books • Read Chapter 11
Week 14	Poetry	<ul style="list-style-type: none"> • Poetry Investigation • Poetry Writing based on children's literature selection • Read Chapter 14
Week 15	Final Unit Completion and Presentation	Children's Literature based Language Arts Unit