

# UTTC Teacher Education

Syllabus  
 EDU 325 Language Arts in the Elementary

<u>Course Information</u>	<u>Instructor Information</u>
Year / Term: Fall 2016	Instructor: Brenda Rhone
Class Location/Room: TJES Bldg. 204/West side	Phone: 701-255-3285 Ext. 1816
Days / Time: Monday 4:00-6:00	Office Location: TJES Building 204
<b>Course Blog: Google Classroom</b>	Office Hours: Must be scheduled
	E-Mail: <a href="mailto:brhone@uttc.edu">brhone@uttc.edu</a> , brhone@tjes.org

**Special Note: You will be required to regularly check your email, the course blog and Edmodo posts to keep up to date on new information. Being connected digitally is important in education and 21<sup>st</sup> Century learning!**

**Required Textbooks:**

Tompkins, G. (2013). Language Arts: Patterns of Practice (8th Ed.). Upper Saddle River, New Jersey: Pearson Merrill

**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.

**Prerequisite(s) :** EDU 232

**Student Learning Outcomes:**

<b>Candidates will demonstrate the following knowledge and skills:</b>	<b>Assessment</b>
1. Recognize a variety of signposts of literacy development, with an emphasis on writing, spelling and group discussion competence	Lesson plans Journal entries/Blog posts Writing Assignments
2. Incorporate a variety of effective, research-based instructional practices related to reading/language arts	Lesson plans Field experience journals Writing Activities
3. Demonstrate the ability to plan, deliver and assess a language arts lesson plan	Lesson plans Field experience journals Self-assessment and reflection writings
4. Generate a process for transforming prescribed, multidisciplinary curricula into thematic units	Final literature-based language arts unit

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

### Elementary Education Five-Year Course Assessment Schedule (Standards Assessed Spring 2014)

ND ESPB Teacher Standard(s) & Program Outcome)	Classroom Activities	Assessment/Assignment	Required Artifacts for Portfolio
50015.3 Instruction 3e. Communication to Foster Learning	<ul style="list-style-type: none"> <li>● Lesson plans for grammar, spelling, and vocabulary.</li> <li>● Activities focused on oral language, visual language, and written language including personal writing, persuasion, narrative, non-fiction, poetry</li> </ul>	Journal entries/blog posts, writing assignments, lesson plans	<ul style="list-style-type: none"> <li>● Lesson plans,</li> <li>● Writing samples</li> </ul>
<b>Program Outcome</b> <b>4. Empowerment, Equity, &amp; Inclusion:</b> To promote a deep respect for diversity demonstrated in candidates' belief that all students can learn (Core Belief 4; Relatedness, Respect; INTASC Standards 2, 7 and 8);	<ul style="list-style-type: none"> <li>● Informal and formal writing activities including the writing process</li> <li>● Oral presentations</li> <li>● Word work, grammar and vocabulary activities.</li> </ul>	Lesson plans and Language arts unit	<ul style="list-style-type: none"> <li>● Lesson plans</li> <li>● Literature-based language arts unit</li> </ul>

### 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.

## POLICIES

**Course Attendance Policy:** *Attendance and punctuality are requested and expected – this means attendance is mandatory; it is part of professionalism.*

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. Your assignments that are due the date you are absent or tardy, will be subject to the late assignment policy (see **Policy for Late Submission**). In addition, if you have more than 4 hours of unexcused absences for a 1 credit course; 8 hours of unexcused absences for a 2 credit course; or 12 hours of unexcused absences for a 3 credit course, you will automatically fail the course.

### **Policy for Late Submission (Edit for your own purposes)**

Each candidate is responsible for obtaining the necessary information required in the event of an absence. It is the candidate's responsibility to contact one of your 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 will be 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.

### **Student Behavior in the Classroom**

UTTC students will conduct themselves in the classroom during class time in a responsible and respectful manner. 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.

### **Computer/phone use**

I applaud those of you who want to bring laptops to class for such uses as note-taking, accessing handouts I will send to you electronically, or for quickly accessing a topic that might come up in class. However, using the Internet for any other purpose during class, or texting/emailing from your phone, is NOT appropriate. You are kindly asked to refrain from using technology inappropriately when class is in session, and I reserve the right, despite the point system, to lower a course grade for inattentiveness in class as a result of this activity.

### **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 Office of Disability Support Services coordinates reasonable support services, accommodations, and appropriate referrals aimed at removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disability Support Services office located in the Education Building Room 123. The DSS department can also be reached at (701) 255-3285, ext. 1516.

### **Programmatic Procedures**

In an effort to monitor the quality of the courses and programs of the Teacher Education unit at United Tribes Technical College, work produced by candidates in this class may be randomly sampled for external review. This means that the instructor of this course may be asked to provide samples of student and/or candidate work for programmatic assessment purposes. All names and identifying information will be removed from any work samples provided for external review. In addition, the process of external review will in no way affect a grade or performance in this course.

### **Plagiarism and Academic Integrity**

Plagiarism is the term for taking credit for work that is 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, and you cannot copy an assignment from a student who took the same course another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are the evidence you provide of your learning, your original ideas.

Providing work that is not your own or that is not unique to the assignment is inappropriate because it is a form of dishonesty. The consequences of plagiarism are severe: 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. Briefly as long as you acknowledge that an idea is not your own, but give the original source, and so long as the assignment contains sufficient original work in addition to whatever is quoted from others, you are generally not going to get into trouble.

Other violations of academic integrity are also inappropriate though they do not generally have the same severe consequences as plagiarism. One example would be 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.

### **Background Checks**

All Teacher Education candidates go through a background check through the state of ND. Because you will be working with children, prior offenses, serious or against children, will be cause for dismissal from the Teacher Education program. In addition, if you are under the influence of illegal drugs or alcohol while in class or working with children, a staffing will be called with the counseling department and you may be suspended from college indefinitely.

### **Extra-curricular Activities**

Academic achievement is a top priority in Teacher Education. If you are involved in extracurricular activities, you must be keeping up with your studies or instructors will not approve travel. Our job is to ensure that you have every opportunity for academic success by attending classes and completing assignments.

### **Class Cancellation Policy**

In every situation, the decision to cancel classes is taken very seriously. The reputation of the College and the integrity of the academic program rely on every class being conducted according to the schedule. On the course schedule for this syllabus, the dates you will not have class are identified. These are circumstances that your instructor is aware of at the beginning of the semester when the campus is closed or the instructor and/or students have other commitments.

On rare occasions, there are unexpected emergencies that require class to be cancelled. If you want your instructor to contact you prior to class to let you know of a cancellation, be sure the instructor has your current phone number. Otherwise, if your instructor is not able to come to class, one of the other Teacher Education instructors will cover to make sure you get the educational experience you deserve.

### **Evaluation of Student Performance (Including Grading Policy)**

<b>A</b>	<b>90-100%</b>	<b>C</b>	<b>70-79%</b>
<b>B</b>	<b>80-89%</b>	<b>D</b>	<b>60-69%</b>
		<b>Failing</b>	<b>Below 60%</b>

## Description of Assignments:

### **Weekly Readings**

Readings as well as response writings that are assigned by the instructor will need to be completed before the class period that they are scheduled to be discussed and reviewed. Having this background knowledge is a key component of successfully learning from the activities and discussion presented in class.

### **Journal entries and blog posts**

Writings to discuss or reflect topics from class and the classroom experience

### **Writing/Presentation assignments**

Formal and informal writings along with activities focused on oral language, visual language, and written language including personal writing, persuasion, narrative, non-fiction, and poetry.

- Word work
- Grammar
- Vocabulary
- Narrative writing
- Letter writing
- Interactive read-aloud
- Persuasive writing
- Expository writing
- Poetry writing

### **Lesson Plans**

Two lesson plans will be created, practiced in class, and implemented in a classroom experience. These lessons will include a writing assignment including the writing process AND a lesson for a word work/spelling activity or a grammar activity.

- Writing lesson plan (Narrative)
- Word work lesson plan
- Grammar lesson plan
  - o Only one of the word work or grammar will be used in your classroom experience

Other lesson plans will be written for language arts topics and scored with a rubric. Lesson plans will include:

- Vocabulary
- Letter-writing
- Persuasive writing
- Expository
- Poetry
- Interactive read-aloud

### **Classroom/Field experience responses and reflections**

Questions will be presented to allow for feedback and reflection of the classroom experience. Students will be identifying elements of teaching language arts in the classroom. Questions will be responded to in journals or blogs and discussed in class.

**Final Unit Presentation**

A weekly language arts unit will be presented as a final project. Expectations will be reviewed in class.

**Class Schedule**

Week	Date	Topic	Activities /Assignments	Reading Assignments	Assignments Due
1	Aug. 22	<b>Review Syllabus</b> Introduction 6 Language Arts Four language systems Lesson Plans	<ul style="list-style-type: none"> <li>● Background knowledge on language arts</li> <li>● Prepare journals and online sign-ins</li> <li>● Summer narrative writing</li> <li>● Book selection for unit</li> <li>● Lesson plan format and rubric review</li> </ul>	<b>Ch. 1-3</b>	<b>Aug. 29</b>
2	Aug. 29	Early literacy Mentor texts Mini-lessons Literature Circles Teacher's Role	<ul style="list-style-type: none"> <li>● You-tube videos and responses. (Literature circles, mentor texts and mini-lessons) Videonotes</li> <li>*Word Work lesson plan based on children's literature selection</li> </ul>	<b>Ch. 12</b>	<b>Sept. 19</b>
4	Sept. 5 & Sept. 12 (No class)	Spelling	<ul style="list-style-type: none"> <li>● Decoding activity</li> <li>● Classroom Experience discussion and application via Google</li> </ul>	<b>Ch. 13</b>	<b>Sept. 19</b>
5	Sept. 19	Grammar	<ul style="list-style-type: none"> <li>● Grammar lesson plan based on children's literature selection</li> <li>● Grammar poster</li> </ul>	<b>Ch. 14</b>	<b>Sept. 26</b>
6	Sept. 26	Handwriting/Unit Overview	<ul style="list-style-type: none"> <li>● Present grammar posters</li> <li>● Classroom Experience discussion and application</li> <li>● Handwriting practice</li> </ul>	<b>Ch. 6</b>	<b>Oct. 3</b>
7	Oct. 3	Written Language - Reading/Writing connection	<ul style="list-style-type: none"> <li>● Editing/revising</li> <li>● The Writing Process</li> <li>● Books to support children's literature selection for unit</li> <li>● Narrative writing based on</li> </ul>		<b>Oct. 10</b>

			Children's Literature selection ● Classroom Experience discussion and application		
8	Oct. 10	Written Language-6 Traits	● Editing/Revising ● Publishing ● Writing Conferences ● Narrative writing and lesson plan based on children's literature selection	Ch. 4	Oct. 17
9	Oct. 17	Personal writing	● Journals ● Blogs ● Letter writing/Author letter ● Letter – writing lesson plan ● Classroom Experience discussion and application	Ch. 5	Oct. 24
10	Oct. 24	Oral Language Listening Grand conversations Interactive Read-Alouds	● Persuasion Presentation ● Classroom Experience discussion and reflection ● Interactive Read-Aloud	Ch. 7	Oct. 31
11	Oct. 31	Visual Language	● Picture/Story shares ● Picture retell mini-lesson Lesson Plan based on children's literature selection ● Classroom Experience discussion and reflection	Ch. 8	Nov. 7
12	Nov. 7	Vocabulary Levels of Knowledge	● Vocabulary mini-lesson Lesson Plan based on children's literature selection ● Tier I, II and III words ● Classroom Experience discussion and reflection	Ch. 9	Nov. 14
13	Nov. 14	Comprehension and Compose Stories	● Narrative stories based on children's literature selection ● Retells (Sketch to Stretch) ● Classroom Experience discussion and reflection ● Comprehension Lesson Plan	Ch. 10	Nov. 21
14	Nov. 21	Non-Fiction	● Mini-lesson for Research process Lesson Plan based on children's literature selection ● Classroom Experience discussion and reflection	Ch. 11	Nov. 28
15	Nov. 28	Poetry	● Poetry investigation ● Poetry Writing based on children's literature selection	Ch. 14?	Dec. 5
16	Dec. 5	Final	● Poetry Writing ● Final Unit		Dec. 5

**SYLLABUS SIGNATURE PAGE**

**Course Title:** Language Arts in the Elementary

**Course Number:** EDU 325

**Credit Hours:** 2

**Instructor:** Brenda Rhone

My signature below indicates that I have read and understand this syllabus and have been given a copy of my own to keep.

\_\_\_\_\_  
Student's Printed Name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date