



EDU 325 Language Arts in the Elementary Classroom

Brenda Rhone

UNITED TRIBES TECHNICAL COLLEGE

COURSE INFORMATION

This methods course is designed to prepare teacher candidates for language arts instruction based on scientific, cultural, and research-based best practices in classroom teaching. Topics include: theoretical models of language development, listening, oral language, spelling, handwriting reference skills, reading, writing, and incorporating diverse learning content into the language arts curriculum. *Field experience is required. UTTC Competency Requirement for Writing (Praxis Writing, ACT Score, or ENG 290/ENG120 A or B)*

Instructional Level: Bachelor Degree

Credits: 2

Pre/Corequisites:

- Prerequisite: EDU 232

CLASS INFORMATION

Section Number: A

Term: Fall Year: 2024 Start Date: 8/28/2024 End Date: 12/15/2024

Meeting Times: Monday and Wednesday 1:00

Delivery Mode: Face to Face

INSTRUCTOR

Brenda Rhone

Email: brhone@uttc.edu

Office Phone: 701-221-1788

Office Location: Education Building - Office 121

Office Hours:

See instructor schedule

TEXTBOOKS

Hochman, J. (2023). *The Writing Rope*. Brookes Publishing Co.

Philippakos, Z, Graham, S. (2022). *Writing and Reading Connections*. Guilford Press.

INSTITUTIONAL LEARNER OUTCOMES

Critical Thinking: Employ critical thinking skills in the processes used to identify and solve problems.

Social & Personal Responsibility: Demonstrate skills necessary for living and working in a global society.

PROGRAM OUTCOMES

PLO 6 Monitor learner progress by using multiple methods of assessment.

PLO 5 Utilize differing perspectives for the application of content.

PLO 7 Plan for instruction that supports every learner.

EXTERNAL STANDARDS

InTASC Standards

Target Standards

InTASC Standard #1: Learner Development

The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

InTASC Standard #4: Content Knowledge

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

InTASC Standard #7: Planning for Instruction

The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC Standard #8: Instructional Strategies

The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

North Dakota Knowledge and Practice Standards for Teachers of Reading

Target Standards

Standard 1: Foundations of Literacy Acquisition

1.4 Identify and explain aspects of cognition and behavior that affect reading and writing development.

1.6 Connect major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.

1.8 Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.

1.9 Understand the changing relationships among the major components of literacy development in accounting for reading achievement.

Standard 4: Structured Literacy Instruction

Substandard A: Essential Principles and Practices of Structured Literacy Instruction

4A.1 Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, and teacher-directed instruction.

Substandard F: Listening and Reading Comprehension

4F.3 Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.

Substandard G: Written Expression

4G.1 Understand the major skill domains that contribute to written expression.

4G.2 Know/apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive.

4G.3 Know/apply in practice considerations for research-based principles for teaching written spelling and punctuation.

4G.4 Know/apply in practice considerations for the developmental phases of the writing process.

4G.5 Know/apply in practice considerations for the appropriate uses of assistive technology in written expression.

COURSE OBJECTIVES

1. Demonstrate competencies based on scientifically and research-based best practices for major skill domains that contribute to written and oral expression.
2. Demonstrate considerations for research-based principles for teaching letter formation, both manuscript and cursive.
3. Identify aspects of cognition and behavior that affect reading and writing development.
4. Practice considerations for the developmental phases of the writing process.
5. Recognize the relationship between writing (encoding) and reading (decoding) and the implications for literacy instruction.

6. Demonstrate the ability to plan, deliver and assess standards-based language arts lesson plan with research-based instruction strategies for diverse learners.

GRADING INFORMATION

The Teacher Education Department expects all assignments to be completed on the due date and time. Assignments will be accepted for half credit five instructional days after the due date. After this, assignments will receive a zero. Presentations are considered formal assessments and follow UTTC formal assessment policy.

A. GRADING SCALE

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

B. COMMUNICATION

Email is the official means of communication at UTTC. Information Technology (IT) will assign all students an official UTTC email address. All correspondence from the College to the student will be sent to the student's UTTC email address. Students are expected to check their email regularly and are responsible for all information sent to them via their UTTC email address. Faculty expect students to use their official email address for all instructional purposes, including communicating with the faculty.

C. ATTENDANCE

Students at UTTC are expected to participate in all of their class sessions and are expected to communicate with their instructors regarding any emergencies that cause them to miss class. Regardless of the circumstances, the student is responsible for obtaining any information missed because of the absence and completing any outstanding assignments. The student may refer to the course assignments in My.UTTC.edu, contact another student enrolled in the course, or meet with the course instructor during office hours to get the missing information. Attendance is entered as "Present", "Absent-Unexcused", or "Excused" (college-sanctioned absences).

SUMMIT PARTICIPATION - FALL 2024

All UTTC students attend the United Tribes Technical College Tribal Leaders Summit on September 4 - 5, 2024 at the Bismarck Event Center. Students are expected to be at the Summit all day Wednesday and Thursday. Transportation to and from the campus will be provided. Students will check in at the registration tables at the Event Center upon arrival and check out again at departure. Your instructors will provide a conference session summary form that you will fill out with information from each one of the sessions you attend. You will make copies of this form and turn it into the instructors for each one of your courses. Breakfast, lunch and snacks will be provided at no cost for students on both days.

Online students who do not live in the Bismarck/Mandan area will not be expected to attend the Tribal Leaders Summit and will have class as scheduled.

D. LATE ASSIGNMENT SUBMISSIONS

UTTC supports and fosters the student's responsibility for completing and submitting assignments on or before scheduled due dates and times. If an assignment is due, the student should make every effort to submit the assignment on time. Occasionally, a student may experience an unexpected life event that results in the submission of late work. Communication is the key. Instructors are more than willing to work with students in the event of an emergency if the student communicates with them before the date and time the assignment is due to make other arrangements. Late assignment deadlines will vary among departments but will not exceed more than five (5) business days after which the assignment was initially due. Assignment due dates, late assignment deadlines, and late assignment penalties are outlined in course syllabi. Assignments not submitted by the initial deadline date will be reflected in the course gradebook as a zero (0) until the assignment has been submitted. The amount of points deducted for late work is at the discretion of the instructor. Assignments submitted via E-mail will not be accepted under any circumstances and will receive a grade of zero.

E. MISSED TEST, EXAMS AND QUIZZES (FORMAL ASSESSMENTS)

Students may not make up a missed test, exam or quiz without a valid reason for their absence (illness, family emergency). It is the student's responsibility to contact their instructors before the absence, or within 24 hours after missing the formal assessment. The instructor will review the reason the student missed and determine if the circumstance justifies the student being allowed to take the formal assessment. Approved make-up assessments must be taken outside of the student's regular class schedule and during a time and location agreed upon between the student and instructor. Students are not to miss another class in order to make-up an assessment for another course. If the student fails to show on the date and time of the makeup assessment, the student will not be permitted to reschedule the makeup and the assessment and will earn a 0% grade.

F. EARLY ALERT SYSTEM

UTTC's Early Alert System (EAS) is a proactive, communication driven support system that provides timely identification and interventions to work with individual students to assist in generating plans to overcome challenges to college success. The system assists UTTC students by linking them to faculty and staff who can provide and connect students to available resources and strategies. The early alert serves as an opportunity for students to take ownership of their success and empower them to accomplish academic and personal goals. The system helps faculty and academic advisors connect and communicate with students as issues arise. The additional cross-wide partnerships create a culture of collaboration focused upon the best interest of UTTC students.

Academic related concerns such as attendance, missing assignments, or classroom behavior will result in an early alert being issued by faculty. When an early alert is issued, the student will receive an email requesting them to make arrangement to follow up with the instructor and/or their academic advisor. Students receiving an early alert should make the necessary arrangements to set up and meet with faculty as soon as possible to generate a plan of success.

G. ACADEMIC HONESTY

Students are expected to complete their own work. Academic dishonesty includes plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using course materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in

cooperation with another to falsify records or to dishonestly obtain grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing an academic record; or fabricating or falsifying data, research procedures, or data analysis. Refer to [Academic Affairs policies](#) and procedures handbook for further information.

H. 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 Support Services 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 at (701) 221-1456 or email at dss@uttc.edu.

I. 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. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking, or sexual exploitation, UTTC has resources available on the [Title IX website](#). you can find the appropriate resources on the UTTC campus and in the community

J. DIVERSITY AND EQUITY STATEMENT

United Tribes Technical College values diversity because it enriches the community and wealth of experiences that characterize a post-secondary education. Our students, faculty, and staff come from Tribal lands throughout the United States and Canada. The majority of our students come from the northern plains region of the country, with 70% representing the North Dakota tribes.

UTTC recognizes that diversity is about much more than race, ethnicity or geography. Because students from many Tribal nations are represented at UTTC, from a wide range of cultural and ethnic backgrounds, students are encouraged to share their own cultural practices, traditions, and beliefs in the classroom in an effort to build an inclusive and welcoming community for all individuals and one from which we can learn from one another. We believe engagement with diverse perspectives and ideas is critical to the education and growth of all people, and we value the unique experiences and viewpoints of all of our community members.

EQUITY STATEMENT

United Tribes Technical College (UTTC) believes that access to a high-quality education in an inclusive environment is the right of all individuals and imperative for the continued advancement of a strong democracy and workforce. Equity is ensuring that all students receive what they need to be successful through the intentional design of the college experience.

K. TECHNOLOGY REQUIREMENTS

To ensure that you are using the recommended personal computer configurations, please refer to the [minimal technology requirements](#).

FACE-TO-FACE

PARTICIPATION / CLASS ENGAGEMENT

UTTC prepares students for the workforce by having high expectations for skills demonstrated in the classroom that transfer into future employment. This includes students' ability to be on time for class, to refrain from external distractions (cell phone usage, holding side conversations with other students), by providing positive contributions to class discussions, participating in individual or group activities, and being prepared for class. Students will be assessed during the semester on the ability to demonstrate these skills.

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.

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.

COURSE CALENDAR

EDU 325 FALL 2024

Text Codes:

WRD – Writing and Reading Connections

WR – Writing Rope

Module/Week	TOPICS COVERED	Support Materials, Book chapters, etc.	Activities and Assessment
1 Aug 27 - 30	History of Writing and Reading Connections	WRC - Forward & Chapter 1 Video- <i>The Reading and Writing Connection</i>	Visible Thinking Routines Padlet responses
2	Labor Day Sept 2 (College Closed)		Summit

Sept 2 - 6	Family Day at Powwow Sept. 6 (No Classes)		Conference Summary
	Tribal Leaders Summit Sept. 3 - 5		
3 Sept 9 - 13	Founders Day Sept. 9 (College Closed)	WR – Chapter 1	Writing Rope representation Lesson Plan – ELA Standards and I Can Statements
	Teaching Writing Overview: The Writing Rope The Simple View of Writing ELA Standards		
4 Sept 16 - 20	Word Writing, Spelling and Handwriting Phases of Literacy & Writing Development	WRC – Chapter 2 WR – Chapter 3	Word Work Small group lesson, handwriting practice book
5 Sept 23 - 27	Vocabulary & Direct Instruction Semantics - Affixes Part of Speech	WRC – Chapter 3	IRA Lesson Plan Vocabulary graphic organizers
6 Sept 30 – Oct. 4	The Writing Process Writing Samples	WR - Chapter 5	Writing Process Poster Rubrics Examples
7 Oct 7 - 11	Syntax and Sentence Skills	WR - Chapter 6	Writing Skills Lesson/Activities
8 Oct 14 - 18	Indigenous Day Oct. 14 (College Closed)	WR - Chapter 7	Developing a paragraph
	Midterm Grades Due 10/18		
	Paragraph Skills		
9 Oct 21 - 25	Genres/Types of Writing	WR- Chapter 8 WRC - Chapter 6	Types of Writing presentation
10 Oct 28 – Nov 1	Effective Writing Lesson Plan	WR - Chapter 2	Writing Activities
11 Nov 4 - 8	Summary Writing and Writing from Sources	WR – Chapter 9 & 10	Writing Lesson plan
12	Veterans Day Nov 11 (College Closed)	Oral Communication and	Oral

Nov 11 - 15	Oral Communication and Student Discussions	Student Discussions	Communication and Student Discussions
13 Nov 18 - 22	Digital Reading and Writing	WRC - Chapter 9	Review of digital reading and writing programs
14 Nov 25 - 29	Thanksgiving Break (Nov. 27 No afternoon classes) Nov. 28 – 29 No classes	WRC - Chapter 8	Review of writing programs
	Writing Programs/Material		
15 Dec 2 - 6	Writing Assessments Struggling Learners	WRC – Chapter 7 WRC - Chapter 15	Writing Assessment feedback
16 Dec 9 - 13	Combined Language Arts Lesson Activities and Lessons		Final Language Arts Lesson Plnas
GRADES DUE	Grades DUE December 16, 2024		