



# EDU 325 Language Arts in the Elementary Classroom

Brenda Rhone

UNITED TRIBES TECHNICAL COLLEGE

## COURSE INFORMATION

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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.

Credits: 2

Pre/Corequisites:

- Prerequisite: EDU 232

## CLASS INFORMATION

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Section Number: A

Term: Fall      Year: 2021      Start Date: 8/25/2021      End Date: 12/10/2021

Meeting Times: Monday and Wednesday - 1:00-1:50

Meeting Location: Education Building, Room 207

Delivery Mode: Face to Face

## INSTRUCTOR

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Brenda Rhone

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Office Location: Education Building, Room 121

Office Hours: Mon-Thurs 9:00-10:00 and Noon hour, Tues. & Thurs. 2:00-3:00

## TEXTBOOKS

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Roe, B., et al. (2018). Teaching Reading in Today's Elementary Schools. Boston, MA: Cengage Learning.

Boushey, G. & Moser, J. (2014). The Daily 5: Fostering Literacy in the Elementary Grades. Portland, ME: Stenhouse Publisher.

Boushey, G. & Behne, A. (2019). The CAFE Book, Expanded Second Edition: Engaging All Students in Daily Literacy Assessment and Instruction. Portland, ME: Stenhouse Publishers.

## INSTITUTIONAL LEARNER OUTCOMES

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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

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Demonstrate understanding of central concepts to connect with and advance student learning.

Monitor learner progress by using multiple methods of assessment.

Utilize a variety of instructional strategies to support rigorous goals.

## COURSE OBJECTIVES

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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.

## GRADING INFORMATION

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All assignments are expected to be completed on the due date and time. Assignments will still be accepted for half credit five instructional days after the due date. After this, assignments will receive a zero.

### A. GRADING SCALE

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

### B. COMMUNICATION

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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**

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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](http://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).

## **D. LATE ASSIGNMENT SUBMISSIONS**

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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)**

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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**

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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**

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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**

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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 at (701) 221-1516 or email at [dss@uttc.edu](mailto:dss@uttc.edu).

## **I. TITLE IX STATEMENT**

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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. SOCIAL DISTANCING AND FACE MASKS**

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United Tribes Technical College understands the importance of the health and safety of our campus community. In an effort to serve our students and community members, we are taking continual efforts to reduce risk and increase cleanliness of our campus locations. As part of our effort to protect the campus community, all students, staff, and instructors are required to observe social distancing and wear face masks at all times while in the classrooms. Face masks will be available at the entrances of buildings and hand sanitizer will be available throughout each building. Students who require accommodations should contact the Disability Services Office at [dss@uttc.edu](mailto:dss@uttc.edu), or (701) 221-1516 to submit the appropriate documentation. Should you become sick or be required to quarantine during the semester, notify the instructor immediately using the contact method described in the syllabus. Students who require accommodations should contact the Disability Services Office to implement the appropriate accommodations required to submit course work during an extended absence.

## K. TECHNOLOGY REQUIREMENTS

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

## FACE-TO-FACE

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### 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.

## RELATIONSHIP BETWEEN ND ESPB ELEMENTARY EDUCATION STANDARDS, OUTCOMES AND COURSE ASSESSMENTS

Standards/Program Outcome	<u>Assessment</u> Portfolio Artifact:
ND ESPB Elementary Education/CAEP Standard <b>50015.2a English Language Arts. <i>Elements of Literacy</i></b> – Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral,	Grammar Lesson Plan

<p>print, and digital communication <b>50015.1c</b>-Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation.</p> <p><b>50015.3c</b> Candidates plan instruction including goals, materials, learning activities and assessments.</p> <p><b>50015.3d</b>- Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.</p> <p><b>50015.4b</b> – Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child.</p> <p><b>50015.4f</b> –Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.</p>	<p>Word Work Small Group Lesson Plan</p> <p>Literature-Based Unit Plan</p>
<p><b>InTASC Core Teaching Standard:</b></p> <p><b>InTASC Standard 5</b> Application of Content.</p>	
<p>PROGRAM OUTCOME 5</p>	

## SCHEDULE

Date/Session	Topic	Assignments/Activities
Week 1	Accurate and Authentic Native American Children's Literature	<ul style="list-style-type: none"> <li>• Accurate and Authentic Native American Children's Literature Presentation</li> <li>• Interactive Read-Aloud</li> <li>• Anticipation Guide - Chapter 1</li> <li>• IRA Book Selection</li> </ul>
Week 2	Assessment	<ul style="list-style-type: none"> <li>• NDREA Resources - Proficiency Scales/Priority Standards</li> <li>• Lesson Plans/Rubric - Assessments for Lesson Plans</li> <li>• Google folders</li> <li>• Ch. 1 - Assessment</li> <li>• CAFE-Chapter 3</li> </ul>
Week 3	Diverse Needs	<ul style="list-style-type: none"> <li>• Chapter 3</li> <li>• CAFE- Ch.4</li> <li>• Accommodations/Modifications for Lesson Plans</li> <li>• ELL/LEP</li> </ul>

Date/Session	Topic	Assignments/Activities
		<ul style="list-style-type: none"> <li>• Unit Book Selection/IRA Plan</li> </ul>
Week 4	Emergent Literacy	<ul style="list-style-type: none"> <li>• Chapter 4</li> <li>• Phonemic Awareness - Sound boxes</li> <li>• Early Writing</li> </ul>
Week 5	Word Recognition	<ul style="list-style-type: none"> <li>• Chapter 5</li> <li>• Phonological Awareness</li> <li>• Sight Words</li> <li>• Science of Reading</li> <li>• CAFE - Accuracy</li> <li>• Working with Words lesson plan/activities</li> </ul>
Week 6	Phonics	<ul style="list-style-type: none"> <li>• Chapter 6</li> <li>• Phonics</li> <li>• Sound boxes</li> </ul>
Week 7	Fluency	<ul style="list-style-type: none"> <li>• Chapter 7</li> <li>• Accuracy</li> <li>• ORF</li> <li>• Poetry/Reader's Theater</li> </ul>
Week 8	Vocabulary	<ul style="list-style-type: none"> <li>• Chapter 8</li> <li>• CAFE-Vocabulary</li> <li>• Vocabulary Activities</li> </ul>
Week 9	Grammar	<ul style="list-style-type: none"> <li>• Grammar Lesson Plan</li> <li>• Grammar Activities</li> </ul>
Week 10	Writing	<ul style="list-style-type: none"> <li>• Writing Activities</li> <li>• Writing Assessment</li> <li>• Writing Lesson plan</li> </ul>
Week 11	Daily 5	<ul style="list-style-type: none"> <li>• Stamina</li> </ul>

Date/Session	Topic	Assignments/Activities
		<ul style="list-style-type: none"> <li>• Read to Self</li> <li>• Work on Writing</li> <li>• Read to Someone</li> <li>• Listen to Reading</li> </ul>
Week 12	Unit and Lesson plan overview	<ul style="list-style-type: none"> <li>• Finalize and Teach three lessons in class - grammar, word work, writing</li> </ul>
Week 13	Non-Fiction	<ul style="list-style-type: none"> <li>• Mini-lesson for Research Process lesson plan based on children's literature selection</li> <li>• Non-fiction books</li> </ul>
Week 14	Major Approaches and Materials for Literacy Instruction	<ul style="list-style-type: none"> <li>• Basal-based</li> <li>• Literature-based</li> <li>• Reading-Writing connection</li> <li>• Content Area Reading</li> <li>• Integrating Strategies</li> <li>• Science of Reading</li> </ul>
Week 15	Final Unit Completion and Presentation	Children's Literature based Language Arts Unit