



EDU 325 Language Arts in the Elementary Classroom

Brenda Rhone

UNITED TRIBES TECHNICAL COLLEGE

COURSE INFORMATION

This is a survey of methods designed to prepare beginning teachers for instruction in beginning reading instruction based on scientifically and research-based best practices in language arts. 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 for diverse learners. Field experience is required.

Credits: 2

Pre/Corequisites:

- Prerequisite: EDU 232

CLASS INFORMATION

Section Number:

Term: Fall Year: 2023 Start Date: 8/21/2023 End Date: 12/8/2023

INSTRUCTOR

Brenda Rhone

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Office Location: Education Building - Office 121

Office Hours:

Monday - 10:00-12:00 Tuesday 12:00-3:00 Wednesday 10:00-1:00 Thursday 12:00-3:00 Friday 10:00-11:00

TEXTBOOKS

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

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

Monitor learner progress by using multiple methods of assessment.

Utilize differing perspectives for the application of content.

Plan for instruction that supports every learner.

COURSE OBJECTIVES

1. Identify a variety of formal and informal reading assessments and analyze data from them to guide instruction.
2. Demonstrate competencies based on scientifically and research-based best practices for language arts including writing, oral language, spelling, handwriting.
3. Integrate a variety of instructional strategies and approaches for beginning reading instruction including phonemic awareness and phonics.
4. Develop learning plans that develop vocabulary, grammar, and writing skills.
5. Incorporate a variety of effective, research-based instructional strategies for diverse learners.
6. Demonstrate the ability to plan, deliver and assess standards-based language arts lesson with proficiency scales.

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](https://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

All UTTC students attend the United Tribes Technical College Tribal Leaders Summit in September 5 - 8, 2023 at the Bismarck Event Center. Students are expected to be at the Summit Tuesday - 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 is expected to complete an assignment connected to the UTTC Events Week theme. Your instructors will provide the assignment template. One assignment can be submitted for multiple courses.

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

Module/Week	TOPICS COVERED	Support Materials, Book chapters, etc.	Activities and Assessment
1 Aug 22 - 25	Accurate and Authentic Native American Children's Literature	Accurate and Authentic Native American Children's Literature Presentation	Interactive Read-Aloud Anticipation Guide - Ch 1 IRA Book Selection
2 Aug 28 – Sept 1	Assessment	Ch. 1 - Assessment CAFE-Chapter 3 NDREA Resources Proficiency Scales/Priority Standards	Lesson Plans/Rubric - Assessments for Lesson Plans
3 Sept 4 - 8	Labor Day Sept. 4 (college Closed) Tribal Leaders Summit Family Day at Powwow (No classes)		
4 Sept 11 -15	Founder's Day Sept. 11 (College Closed)	Chapter 3 CAFE- Ch.4	Accommodations/Modifications for Lesson Plans (ELL/LEP) Unit Book Selection/IRA Plan
	Diverse Needs		
5 Sept 18 - 22	Emergent Literacy	Chapter 4	Phonemic Awareness – Sound boxes Early Writing - Encoding
6 Sept 25 - 29	Word Recognition	Chapter 5 CAFE – Accuracy Science of Reading	Phonological Awareness Sight Words/NWF assessment Small Group Lesson Plan
7 Oct 2 - 6	Phonics	Chapter 6	Phonics Lessons Orthographic Mapping CORE Phonics Survey
8 Oct 9 - 13	Indigenous Day Oct. 9 (College Closed)	Writing Pathways – L.Calkins	Writing Activities Writing Rubric Assessment and Analysis Writing Lesson plan
	Midterm Grades Due 10/13		
	Writing		
9 Oct 16 - 20	Grammar	Grammar Flip Book	Grammar Lesson Plan Grammar Activities
10 Oct 23 - 27	Reading Instructional Strategies	Lesson Plan work	Lessons in class – grammar or word work and writing
11 Oct 30 – Nov 3	Unit and Lesson plan overview	Weekly Planning for Reading Instruction	Finalize and Teach two lessons in class – grammar or word work and writing
12 Nov 6 - 10	Veteran's Day Nov. 10 (College Closed)	Non-fiction books	Text features Activity Non-fiction books for unit
	Non-Fiction		
13 Nov 13 - 17	Major Approaches and Materials for Literacy	Basal-based Literature-based	Reading Instructional Strategies list and practice

	Instruction Native American Lesson Plans and Activities	Reading-Writing connection Content Area Reading Integrating Strategies Science of Reading	Classroom Observation of lessons and activities
14 Nov 20 - 24		Daily 5	Read to Self Work on Writing Read to Someone
	Thanksgiving Break Nov. 23-23 (College Closed)		
	Classroom Management for Reading		
15 Nov 27 – Dec 1	Weekly Planning for Reading Instruction		Children's Literature based Language Arts Weekly Unit
16 Dec 4 - 8	Finals		Final Unit Completion and Presentation
GRADES DUE	Grades DUE December 11, 2023		