ACADEMIC SUPPORT

**Goal 2:** To develop supports to non-traditional learners to improve their success within the institutions of LCO and CMN at the bachelor’s degree level.

* 1. **Review academic supports offered by both LCO and CMN for non-traditional learners.**

CMN has a full-scale tutoring center that offers tutoring in writing and math. See attached for more detailed information. LCO has a similar tutoring centers located at the LCO main campus, the Lac Du Flambeau Campus and the LCO North Campus in Washburn.

* 1. **Determine how student academic support will be provided by LCO for students taking multiple assessments to obtain DPI teacher license; CORE, Praxis II, WFORT, and edTPA.**

Academic support is provided for multiple assessments (Praxis II, WFORT, edTPA) through the following course work: EDU 201, EDU 250, EDU 307, EDU 308, EDU 311, and EDU 312.

LCO will want to add to their resources by adding the books listed under the Annotated Bibliography. These are materials students can use in their preparation for DPI teacher license assessments.

* 1. **Develop additional supports to supplement current academic supports at both LCO and CMN.**

LCO can model the CMN Tutoring Center supplemental supports as outlined under Campus Learning Center. For example, faculty office hours for tutorials are held in main suite for six hours a week in high risk courses (math, science, English). Instructors develop a mentor/mentee student/instructor relation as a result. Students who participate in faculty tutoring are developing personal connections with their instructors. Students participating in faculty tutoring sessions have a 100% pass rate.

* 1. **Determine how CMN academic supports will be offered to LCO students seeking an Early Childhood Education degree.**

Online Tutorial Services: Education licensing candidates may access free email tutoring services through the College of Menominee Nation academic support services center. Email tutoring allows students to send questions to tutors via email. Students can send any questions regarding Praxis exam process, content questions or practice questions. Students may send an email to jmorris@menominee.edu or lteller@menominee.edu requesting email tutoring services. Once students’ email tutoring service request is confirmed they will be provided an email address to send questions to.

Academic Support Services Provided by the Instructional Campus Commons Learning Center

* A building facility dedicated for student use including: meeting room, break-room kitchen, science work room, computer and printer access, office lounge chairs and tables, gathering room/suite.
* A library of textbooks for student rotation and loans.
* Computer Laptops for rental and short-term student loans.
* Professional tutors in all academic areas.
* Peer tutors in mathematics.
* Facility staffed and open 48 hours per week.
* Host to student enrichment events, webinars, and faculty meetings.
* Host to faculty office hours for tutorials.
* Bi-monthly mini-workshops and informational sessions for interested students.
* Grab & Go lunch service organized and supported by students for students.
* Extensive library of tutorial books for Education Licensing including Praxis Core: Reading 5712, Writing 5722, Math 5732, and PRAXIS II 5018. See annotated bibliography.
* Foundation of Reading Test service on site (DPI Licensing required examination)
* Professional consultation provided to Bachelor of Science Education students for licensing examinations and scheduling.
* \*Campus Commons attendance data has shown a steady increase in student since established in 2012.

**Annotated Bibliography DPI Assessments**

Dow, Roger S. *Self-Paced Phonics*. Fifth ed. Boston: Pearson, 2013. Print. Text is recommended for preparation to take the Foundation of Reading Test.

Echevarria, Jane. *Making Content Comprehensible for English Learners*. Fourth ed. Boston: Pearson, 2013. Print. Recommended text for study of SIOP model and preparation for Foundation of Reading Test

Experts at Preparing Teachers in America, TM. *Praxis 5712 CORE Reading*. First ed. Middleton: Preparing Teachers in America, 2017. Print. Text provides sample tests and free email tutoring to prepare for the Praxis-CORE Reading examination

Experts at Preparing Teachers in America, TM. *Praxis Core Writing 5722 Exam*. First ed. Middleton: Preparing Teachers in America, 2017. Print. Txt provides practice tests and free email tutoring to prepare for the Praxis-CORE Writing examination

Experts at Preparing Teachers in America, TM. *Praxis 5018 Elementary Education Content Knowledge*. First ed. Middletown: Preparing Teachers in America, 2017. Print. Free on-line email tutoring services included and practice tests to prepare to sit for the Praxis 5018

Exam Sam. *Praxis Core Math Study Guide (5732)*. First ed. Middletown: N.P., 2015. Print. Practice tests and format and study guide to prepare for the Praxis/CORE mathematics examination.

Fox, Barbara J. *Phonics and Word Study*. Eleventh ed. Boston: Pearson, 2014. Print. Recommended for preparation to successfully complete the Foundation of Reading Test.

**Academic Support for Multiple Assessments through Course Work**

**EDU250 INTRODUCTION TO TEACHER EDUCATION 3 CR**

This course provides an introduction to teaching as a profession. An overview of the conceptual framework, mission and goals, admission requirements, and competencies of the College of Menominee Nation’s teacher education program will be presented. NAEYC standards, Wisconsin teaching standards, learning theories and types of assessment will be reviewed. The practice of differentiation in classrooms will serve as a focus for the on-site classroom observations and practice. The teacher education component of the CMN portfolio will be introduced. Background check required.

**EDU311 PRE-STUDENT TEACHING SEMINAR I 1 CR**

This course coordinates supervised classroom experience required by the co-requisite methods courses (40+ hours) and reflection, discussion and evaluation in the practicum sessions. The course focuses on synthesizing course classroom management, planning, instruction, reflection and self-evaluation within and among diverse learners and children with exceptionalities. (Prerequisite: EDU250; Co-requisites: EDU307 and EDU308)

**EDU312 PRE-STUDENT TEACHING SEMINAR II 1 CR**

This course (seminar) coordinates supervised classroom experiences in co-requisite methods courses (40+ hours) through discussion, reflection and evaluation of artifacts to be included in the pre-student teaching portfolio. Coordination centers on the artifacts that represent (planning, classroom instruction, problem solving, collaboration, and social justice) from co-requisite coursework. (Prerequisite: EDU250)

Syllabi Supporting WFORT

Note: Specific assignments that relate to the WFORT are highlighted in yellow in the syllabi listed below.

* EDU 201 /Emergent Literacy
* EDU 307/Methods of Reading
* EDU 308/Methods of Language Arts

COLLEGE OF MENOMINEE NATION

Instructional Syllabus

**EDU201-01**

# Emergent Literacy-3 credits

Spring Semester 2015

**INSTRUCTOR: R. Cyndi Pyatskowit, M. Ed**

**OFFICE: 799-6226 extension 3211**

**Class times: Tuesday and Thursday 12:00PM to 2:50AM**

**Office Hours: Tuesday 9:00AM to 11:50AM, Wednesday 12:00PM to 3:00PM and by appointment**

**E-MAIL: cpyatskowit@menominee.edu**

## Course Description

This class is an introduction to curriculum and methods for building a solid foundation of early literacy development at home and at school. Explicit strategies for teaching literacy to all young children, including children with diverse needs, within a balanced literacy approach will be emphasized. The emergent literacy spectrum will include: theory, assessment, oral language and vocabulary development, phonological awareness, comprehension, writing, organizing and managing a literacy based classroom, read alouds, and motivating reluctant readers and writers. Research and current best practices will be studied. An emphasis will be placed on relevant hands-on activities and projects.

**Required Texts**

“Helping Young Children Learn Language and Literacy;;Vukelich

Self-Paced Phonics, Dow and Baer

**Required Supplies**

(One) 3 ring binder 1 ½”

(One) 2- pocket folder

## Course Objective

1. Student will be knowledgeable about the major findings of reading research and their implications for emergent literacy and later reading success.
2. Student will understand and demonstrate the ability to plan lessons and programming that utilize a balanced literacy philosophy.
3. Student will understand the role of classroom organization and management in emergent literacy programming.
4. Student will understand the importance of developing oral language and vocabulary skills in the emergent reader.
5. Student will understand theory and research on assessing early literacy development.
6. Student will understand the importance of reading out loud to children.

## Learning Outcomes

By the end of the semester students will be able to:

1. Discuss current emergent literacy research.
2. Demonstrate the ability to plan lessons that support a balanced reading program.
3. Be aware of how to assess a child’s literacy development (reading and writing) using authentic assessment measures.
4. Implement a variety of reading and writing strategies to facilitate literacy independence.
5. Implement strategies to motivate reluctant readers and writers.
6. Implement strategies to encourage oral language development.
7. Develop a plan to organize the classroom that supports optimal literacy instruction.
8. Demonstrate the ability to effectively read aloud to students.

**Course Requirements:**

Attend and participate in all classes and group activities.

Turn in a daily/weekly dialogue journal.

Read aloud to children.

Observe educational settings.

Preview literacy websites.

Complete a student study project.

Final Exam

**Grading**

This class is based on a 100 point scale.

 Grade Points

 A 94 - 100

 AB 90 - 93

 B 84 - 89

 BC 80 - 83

 C 74 - 79

 D 69 - 73

 F 68 and less

## Assignment Descriptions equal 100% of grade

\*Attendance points will be awarded for being present and active participation. Participation 10%-includes in class activities and active participation in class discussions. Attendance will be taken by 12:05pm. **2% points each class = 16%**

\***Read aloud assignment 10%** = 20%for each assignment completed Student will be required to read aloud one book to children and complete a reflection log. Each read aloud should be from a child’s book you have never used before. Children should be in attendance at the College 4 Kids Saturday morning sessions. .**Due 2-13 and 3-12.**

**QUIZES: Penmanship –manuscript –4 pts; cursive 4 pts, Phonics Spelling and definition test; 4 pts**

 **Vukelich Final 18 % Phonics vocabulary final exam: 18%**

Use the following objectives for reflection in your log:

1. What was the chosen book? Was there a purpose for reading. What was it and how explicit were you in this? What did you want the children to learn from the book you used? Be specific. Did you choose an age appropriate child.
2. Did you help children make predictions (create hypotheses and continually adjust them in light of new information).
3. How did you help children Visualize (“see” what you were reading; create a visual story world or mental model—with informational texts—that represents the meaning of the text for you lesson.
4. Did you design questions ahead of time and ask questions (interrogate the text, the self, and the author before, during, and after reading and what were your questions? Please list them and use page numbers of where the question(s) were asked.
5. Did you summarize (bring meaning forward throughout the reading, help children determine what was important and continually synthesize it with what had gone before?
6. Did you monitor understanding/self-correct, i.e. continuously check that reading

made sense and used fix-it strategies when it didn’t?

1. Reflect on meaning; consolidate knowledge with what was previously known? How did you do this? What did you discover that the child knew you could use before you started the book.
2. Write a reflection on what had been learned; how did you help create new knowledge structures, or schema, and ways of thinking for the child to use in new situations?

**Late Work**

All assignments must be handed in on or before the due date. All assignments are due at 3:00pm on each class date. Each late assignment will be accepted for one week, but will be deducted 10% (even with excusable absences).

**Attendance Policy**

Your attendance and participation are very important. For each class you miss, you will miss important information and the chance to collaborate with other teachers. It is difficult to duplicate our group work and discussions, and you might miss something you could really use. If you attend the entire class and participate in the discussion, you will receive the entire 20 points for each weekly class. Then total number of participation and attendance points will be averaged at the end of the semester.

**ADA Statement**

Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the Disability Counselor in the Office of Disability Services, Room 101. Adaptation of curriculum instruction or assessments may be made as required to provide for equitable participation.

**Feedback to Instructor**

I am always open to suggestions or constructive feedback. Because of our limited group class time please plan to speak to me after class, or write your idea in your dialogue journal and I will respond.

**Class Participation**

Class participation will be self-assessed at the end of each class period. Active learners with a positive attitude will get the total amount of points.

**Class Cancellation**

If class is cancelled by the instructor, notice will be posted on campus. Please wait 10 minutes for me if I am late. If class is cancelled due to weather check the TV. and radio stations or call 715-799-5600 for the recorded message.

**Academic Conduct**

Academic honesty is an absolute for the fulfillment of College of Menominee Nation mission and guiding principles. Our students are proud of the work they do here and are committed to doing the best for their communities. Their grades, certificates, and degrees are their record of that work. These are used by prospective employers to make hiring decisions, by transfer colleges and universities to make admissions decisions, by funding organizations to determine eligibility for scholarships and other financial aid, and, most importantly, by family and other community members to express their pride in our students’ accomplishments. Therefore, College of Menominee Nation will not tolerate any form of academic dishonesty. See the Student Handbook for more information on “Academic Misconduct.”

**Academic Alerts**

The academic alert form is used as a student retention tool at the College of Menominee Nation. I will fill these out as necessary, but talk to me before it gets that far.

**Computer Labs**

Students using the computer lab must adhere to the College of Menominee Nation policy.

**Incomplete Policy**

Requests for a grade of “incomplete” must be initiated by the student to the instructor. Students may only request this if at least 75% of course requirements have been met.

The above information and/or calendar in this course are subject to change. If change is required, the students will be notified during class. This is another good reason to be in every class!

# COURSE CALENDAR

**\**All readings must be completed BEFORE class.***

***. You will also need to bring TWO words each week to class. These words are words you identified during the week that you did not know or that interested you.***

***You will need to give pronunciation, meaning and origin for each word. All major assignments will be due on identified due date. A field experience is required for this course.***

## Date Topic Text Reading Assignment

Week One: Jan. 25 Course intro, initial dialogue journal,

 Read Alouds. Discussion on Assignments

 Self Paced Phonics Pre-test Dow Chapter 1--Introduction

Penmanships instruction

Word Walls

Read Aloud

Week One: Jan 27 Chapter 1 –review

Penmanships instruction Chapter 1 --Vukelich

Word Walls Dow Chapter 1

Read Aloud

Practice Read Aloud

Self Paced Phonics Pre-test

 **Develop activity for College 4 Kids**

Week two: Feb 1 Foundations of Language and Literacy Chapter 2--Dow

 Introduction to Self Paced Phonics Chapter 1 Practice

 Practice Read Aloud

 **Develop activity for College 4 Kids**

Week two: Feb. 3 Oral Language Chapter 2--Vukelich

Penmanships instruction Chapter 3 Dow & Baer

Word Walls Practice and Cummulative review

Read Aloud

**Develop activity for College 4 Kids**

Week three: Feb 8 Family Literacy and Language Development Chapter 2--Vukelich

 **Penmanship Test--Manuscript** Chapter 3 Dow & Baer

Word Walls

Chapter 3 vocabulary

Read Aloud

**Finalize activity for College 4 Kids**

**Week three: Feb 10 Finalize activity for College 4 Kids** Chapter 2 Vukelich

 Penmanship Instruction-Cursive Vocabulary quiz Chapter 4 --Dow

**Feb 13 Midterm: READ ALOUD & ACTIVITY PRESENTATION AT COLLEGE 4 KIDS**

Week four: Feb. 17 Organizing Early Language and Literacy Instruction Chapter 4--Vukelich

 Penmanship Instruction-Cursive Chapter 4 Dow & Baer

Word Walls—Chapter 3 vocabulary quiz

Read Aloud

Week four: Feb 22 Family Literacy and Language Development Chapter 3

Facilitating Early Language Learning Chapter 5—Vukelich

 Sharing Good Books with Children Chapter 4 Dow & Baer

 Penmanship Instruction-Cursive

Word Walls—Chapter 3 vocabulary

Read Aloud

Week four: Feb 24 Teaching Early Reading Skills Chapter 7--Vukelich

 Sharing Good Books with Children Chapter 5 Dow & Baer

 Penmanship Instruction-Cursive

Word Walls—Chapter 3 vocabulary

Chapter 4-Vocabulary

Read Aloud

Week five: Feb 29 Teaching Early Writing Chapter 7—Vukelich

Penmanship Instruction-Cursive --QUIZ Chapter 5Dow & Baer Word Walls—Chapter 3 vocabulary QUIZ

Chapter 4-Vocabulary QUIZ

Read Aloud

**Design activities for COLLEGE 4 KIDS**

**March 19 Design activities for COLLEGE 4 KIDS**

Week five: Mar 2 Teaching Early Writing Chapter 8—Vukelich

Penmanship Instruction-Cursive --QUIZ Chapter 6Dow & Baer Word Walls—Chapter 3 vocabulary QUIZ

Chapter 4-Vocabulary QUIZ

Read Aloud

Week six: Mar 7 Assessing Young Children’s Language and Literacy Chapter 8-Vukelich

 Chapter 4Dow & Baer

Word Walls—Chapter 3 vocabulary QUIZ

Chapter 5 –Vocabulary Study for Vukelich final

 Phonics Generalizations

Week seven: Mar 9 Self Paced Phonics Chapter 5 Dow & Baer

 Word Walls Spelling Vukelich Chapter 9

 Phonics Generalizations

 Final Exam on Vukelich book study list

 *Lunch and Learn session*

Week eight: March 14 Finalize activities for College 4 kIds sessions

March 19 Final Exam: **READ ALOUD & ACTIVITY PRESENTATION AT COLLEGE 4 KIDS**

\*Dates and course content are subject to change based on the needs of the

COLLEGE OF MENOMINEE NATION

EDU 307/Reading Methods Syllabus

**Course Name:** Methods for Teaching Reading

**Course # & Section:** EDU 307

**Number of Credits:** 3

**Semester and year:** Spring 2017

**Class Time:** 6:00 – 8:50 PM

**Class Days:** Monday

**Room Number: SD 226**

**Course Pre-reqs: EDU 250**

**Instructor:** Dr. Lauren Waukau-Villagomez **Phone:** 715-799-6226 ext 3259

**Email:** lvillagomez@menominee.edu

**Office Location:** Shirley Daly 021A **Office Hours:** Monday -Thursday. 5:00 – 6:00 PM

**Catalog Course Description:** Methods for teaching reading is designed to assist teacher candidates in understanding reading as a developmental, cognitive and interactive process that leads to lifelong literacy. Within a literacy rich environment, the teacher candidate will plan, develop, implement, and assess developmentally appropriate and culturally responsive reading lessons for early childhood/elementary students.

**Required Texts:**

Graves, M.F., Juel, C. Graves B.B (2007) *Teaching reading in the 21st Century* (4th Ed.). Boston: Pearson.

Dow, R.S. & Baer, G. T. (2013). *Self Paced Phonics* (5th ed). New York, NY: Pearson.

Fox, B. J. (2014). *Phonics and Word Study*. New York, NY: Pearson. (optional)

**Required Supplies:**

Three ring binder

 Library card

Pocket folder

Jump Drive

**Required Supplemental Materials:** access to digital camera, camcorder

**Recommended Texts:**

Harris, A. Sipay, E. (1990) How to increase reading ability: A guide to developmental and remedial methods (9th Ed). Longman Publishing Group.

**Required Additional Readings:**

*Reading Comprehension: What Every Teacher Needs to Know*

*Nine Things Every Teacher Should Know About Words and Vocabulary Instruction*

*Fluency: Bridge between Decoding and Reading Comprehension*

*Developing Phonemic Awareness in Young Children*

*Saying the ”P” Word: Nine Guidelines for Exemplary Phonics Instruction*

Additional WFORT Support Materials:

<http://quizlet.com/17654004/foundations-of-reading-mtel-flash-cards/>

http://www.uwgb.edu/education/FoundOfReadStudyMaterial.htm

### [Wisconsin Foundations of Reading Test Review](https://eop.education.wisc.edu/eop/professional-learning/courses/wisconsin-foundations-of-reading-test-review)

You will need to click on register -- create a username and password.  If they need an explanation as to why or what school you are from -- just state that CMN is a Land Grant Institution.  You should have no issues.

<https://eop.education.wisc.edu/eop/professional-learning/courses/wisconsin-foundations-of-reading-test-review>

**General Education Objective:**

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| **General Education Objective** | **Assessment/Activity** |
| Analytical Abilities/Critical Thinking/Level 5 | Professional Readings, Research projectScaffolding reading experience, mid-term and final |
| Analytical Abilities/Problem Solving/Level 5 | Reading assessment project, mid-term and final |
| Communication/Written/Level 5 | Research Project, scaffolding reading experience, reading assessment project, Professional reading, reflection/class, mid-tern and final |
| Communication/Spoken/Level 5 | Professional Readings, professional development, research project |
| Communication/Multimedia/Level 5 | Research Project |
| Culture and History/Native American/ Level 5 | Reading Assessment project, Research project, scaffolding reading experience |
| Culture and History/Own Traditions Culture/Level 5 | Reflections/class |
| Culture and History/Regional Traditions and Culture/ Level 4 | Research project |
| Culture and History/Global Diversity/Level 5 | Research project |
| Human Experience/Professional Skills/Level 5 | Professional readings, professional development, mid-term and final |

**General Education Objective DPI Reading:**

**Draft Revisions to WI Model Academic Standards**

[**http://dpi.wi.gov/cal/ela-intro.html**](http://dpi.wi.gov/cal/ela-intro.html)

**English Language Arts and Mathematics**
The Department of Public Instruction presents draft versions of Wisconsin’s Model Academic Standards (WMAS) in [English language arts (ELA)](http://dpi.wi.gov/cal/ela-intro.html) and [mathematics](http://dpi.wi.gov/cal/math-intro.html). Using the alignment process and resources of the [American Diploma Project (ADP)](http://www.achieve.org) as well as the framework of the [Partnership for 21st Century Skills (P21)](http://www.21stcenturyskills.org/), writing Teams in ELA and mathematics revised and redesigned the standards for grades PK-12.

The American Diploma Project praised the strong alignment of [Wisconsin’s standards](http://www.dpi.wi.gov/cal/pdf/standards-adp.pdf) to ADP’s high school exit [benchmarks](http://www.achieve.org/K-12Benchmarks). This process was completed in June 2009 ([press release](http://www.dpi.wi.gov/eis/pdf/dpi2009_64.pdf)).

Currently, the [National Governors Association](http://www.nga.org) and the [Council of Chief State School Officers](http://www.ccsso.org) are leading an initiative to develop [Common Core Standards](http://www.corestandards.org/). Wisconsin is one of 47 states committed to this project. The Common Core College and Career Readiness Standards are targeted to be released in a draft version for public comment in mid-September. Following the finalizing of the high school exit expectations, the Common Core K-12 standards will move through a comment period prior to their release, scheduled for December 2009.

In light of this important national initiative, the Department of Public Instruction posts these draft versions of Wisconsin’s standards in [English language arts](http://dpi.wi.gov/cal/ela-intro.html) and [mathematics](http://dpi.wi.gov/cal/math-intro.html) for districts and schools. While not finalized, the trends and directions of Wisconsin’s draft standards parallel the Common Core Standards, both building on the national and state standards developed in the 1990s. As revised, Wisconsin’s Model Academic Standards are fewer, clearer, and higher and support the development of local curriculum through conversations across grade bands (PK-2, 3-5, 6-8, and 9-12).

Finalizing of Wisconsin’s standards in ELA and mathematics likely will occur later in the 2009-2010 school year. Simultaneous with the revisions of Wisconsin's standards, DPI will be transforming the [Wisconsin Knowledge and Concepts Exam](http://dpi.wi.gov/eis/pdf/dpinr2009_20.pdf). The national discussion of common assessments will also likely impact state level assessment.

Given the multiple state and national perspectives the writing teams considered while revising the standards, a [graphic](http://dpi.wi.gov/cal/pdf/stds-graphic.pdf) was created to illustrate these various "lenses," including ADP, P21, and the Common Core, and their relationship to this set of Wisconsin draft standards.

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|  Wisconsin DRAFT English Language Arts PK‐12 Standards, Learning Priorities, and Focus Areas  |

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|  **Expressive Standard(E)** Students **speak, write**, and **visually represent** multiple types of texts using various evolving technologies and strategies. In these texts, students will engage in critical, creative, and reflective thinking to achieve diverse  |

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|  **Receptive Standard(R)** Students **listen, read,** and **view** multiple types of texts using various evolving technologies and strategies. With these texts, students will engage in critical, creative, and reflective thinking to achieve diverse purposes within local, national, and world communities.  |

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|  Learning Priority E1: **Conduct inquiry by posing and solving problems and/or exploring topics** **Focus Areas** ‐Pose reasoned questions ‐Pose reasoned responses ‐Use researched information to support a position  |

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|  **topics, seeking new insights** **Focus Areas** ‐Identify issues of significance about texts ‐Generate open‐ended questions about texts ‐Use an inquiry process ‐Use research strategies ‐Examine multiple sources  |

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|  E2: **Develop, use, and adapt language according to context and purpose** **Focus Areas** **‐**Analyze purpose and context **‐**Choose words and expressions appropriate to context  |

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|  R2: **Understand the nature of language and respects its uses** **Focus Areas** ‐Analyze and respect language differences ‐Analyze and respect the histories of social, cultural, or regional variations of language ‐Recognize linguistic registers and discourses appropriate to the context ‐Recognize and understand social  |

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|  E3: **Apply knowledge to new situations and create new knowledge individually and collaboratively** **Focus Areas** **‐**Develop ideas using creative thinking, problem posing, and problem solving strategies ‐Use strategies to contribute to collaborative projects ‐Use technologies to explore and communicate  |

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|  R3: **Explore ideas through collaboration and communication to come to new understanding** **Focus Areas** ‐Discover patterns among ideas using a collaborative process ‐Find relationships among ideas using a collaborative process ‐Receive and explore the ideas and opinions of others  |

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**Program Outcome:**

1. Plan developmentally appropriate and culturally responsive curriculum.
	1. Assessment: scaffolding reading experience,
	2. reading assessment project.
2. Recognize the influences of family/culture/community on children’s development and learning.
	1. Assessment: Reading assessment project
3. Synthesize contemporary research related to young children
	1. Assessment: Professional readings,
	2. Research project
4. Modify curriculum and instruction to meet the needs of individual children.
	1. Assessment: Reading assessment project,
	2. Scaffolding, reading experience
5. Incorporate cultural elements to create positive learning experiences
	1. Assessment: Reading assessment project,
	2. Scaffolding reading
6. Create environments that are healthy, respectful, supportive and challenging for all children.
	1. Assessment: reading assessment project,
	2. Scaffolding reading experience
7. Utilize knowledge of development of typical and atypical children.
	1. Assessments: Reading assessment project,
	2. Scaffolding reading experience
8. Administer and interpret developmentally appropriate assessments
	1. Assessments: reading assessment project

**Course Learning Outcomes**

In this course, students will:

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| 1 | Read professionally, to perceive one’s self as a reader and to model for the students and each other a desire to gain knowledge and improve skills through reading.  | Professional ReadingsProfessional development |
| 2 | Incorporate various techniques, strategies and literacy models for effective reading instruction, which improve student reading across content areas.  | Scaffolding reading experienceReading assessment projectReflections/class observation |
| 3 | Use various reading strategies to facilitate the developments of reading readiness, word recognition skills, vocabulary, comprehension and fluency for differing student abilities. | Reading assessment projectMid-term and Final Reflections/class observation |
| 4 | Design assessment, planning and instruction based on the assessment and post assessment of a student with reading difficulties. | Reading assessment projectReflections/class observation |
| 5 | Critically analyze reading materials suitable for students of a grade level and choose developmentally appropriate and culturally relevant materials for a grade level. | Scaffolding Reading experience, Reflections/class observation mid-term and final |
| 6 | Research an area of literacy and present the findings to the class. | Research projectProfessional readings |
| 7 | Participate in professional literacy meeting. | Professional development |

**Assessment Activities & Methods:**

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**Professional Readings and Reflections (5 points)**

Focusing on the teacher candidate as a reader and an aspiring professional, teacher candidate will review assigned articles that address literacy for children. Students will read all articles and write a one page single spaced review of the articles or a 10 slide PowerPoint. Review should include the importance of the information in the article and what the student learned by reading the article. Students will be assigned an article to present to the class. Students will develop an in-depth discussion of literacy. The instructor will provide a selection articles.

**BS Students/Four Lessons in Reading (40 points)/CMN Lesson Format**

The purpose of this assignment is to provide an experience in designing reading instruction using the **lesson plan format** appropriate for early childhood-intermediate grade students that meet the needs of all learners. Using Reading instruction texts/practices from the Reading Methods field experiences and the discussion and examples in the text as a template, describe the purpose for reading the selection and the reader (components of the planning phase). (Then identify the pre-reading, during reading and post reading activities implementation phases) that will be used to support the purpose, selection and reader. Assessment will be vital to be included for all four lessons. It is critical that your plan supports those students that are academically challenged, above average and gifted so design the experience for a group of four children Resources for lessons will be in APA format. It would be helpful if your field placement teacher allowed you to teach one of your lessons.

**BA Students/ Four Lessons in Reading (40 points)/CMN Lesson Format**

Using Reading instruction texts/practices from the Reading Methods field experiences and the discussion and examples in the text as a template, describe the purpose for reading the selection and the reader (components of the planning phase). (Then identify the pre-reading, during reading and post reading activities implementation phases) that will be used to support the purpose, selection and reader. Assessment will be vital to be included for all four lessons. It is critical that your plan supports those students that are academically challenged, above average and gifted so design the experience for a group of four children Resources for lessons will be in APA format. It would be helpful if your field placement teacher allowed you to teach one of your lessons.

**Reflections, Quizzes and class participation: (40 points)**

All teacher candidates are expected to attend all classes. Participation includes discussions, presentations, activities and class reflections. Written reflections on the presentations or guest speakers, the readings from the course, class presentations and group discussion that require reflections are considered important for teachers who are reflective decision makers. In addition, Students will be assigned quizzes in their phonics books and four quizzes in the Graves book.

Students should use the following website to help them study phonics and for the WFORT: http://quizlet.com/17654004/foundations-of-reading-mtel-flash-cards/

**BS/Students will be required to sign-up for the WFORT before the end of the course. Check class schedule.**

**Reading Assessment (15 points)**

Students will complete a reading assessment case study unit. The case study will include a formal assessment, a pre and post assessment, development of proposed lesson plans for the reading strategy and explanation of how they addressed reading difficulties.

**Attendance Policy:**

Attendance at class enhances the learning experience and assists a teacher candidate in completing the discussions, experiences and assessments required for this course. Contact with the instructor in case of a rare emergency is expected professional behavior. All missed class work must be completed and e-mailed the instructor or posted to the class online component. Attendance at the practicum placement site is regulated by the field experience policies.

**Class Participation:**

Class participation is an indicator of motivation and professional interest. Teacher candidates are expected to work collaboratively with each other. A teacher candidate is expected to be fully responsible for his or her own education and become engaged in inquiry, discussion and reflection. Teaching skills, dispositions and knowledge are strengthened with continued practice and participation. Class participation is part of the grade in this course.A general rubric will be developed in class.

**Late work:**

The disposition of answerability/accountability is essential for a teacher candidate. It is the responsibility of the teacher candidate to consult with the instructor on the due date for late work and grading consequences. (Teacher candidates must maintain a minimum of a B- in the teacher education core courses to be admitted into student teaching). In the case of late final assignments, the student must request an incomplete and complete the assignment and request a grade change.

**Class Cancellation by Instructor:** Notification of class cancellations will be posted on campus. If no announcement/posting is made, students should remain for 10 minutes after class is scheduled to begin.

**Classroom Conduct:**

All cell phones, pagers, iPods, laptops, and electronic devises are to be USED and BROUGHT to class.

**Assessment of Student Learning:** All CMN students are required to participate in the following Assessment of Student Learning functions:

**1. Student General Education Portfolio**

All Associate Degree seeking students are required to successfully complete EDU 295 Student Portfolio Seminar in their final semester prior to graduation. (Except nursing students who will complete their General Education Portfolios within their coursework). The students begin the portfolio process in their first semester. Students collect required artifacts from EDU 100, COM 100 and ENG 101. Students also select and save additional artifacts from other courses, especially program emphasis courses. Artifacts are saved with a portfolio coversheet. The coversheet is located on CMN student common drive.

**2. Collegiate Assessment of Academic Proficiency (CAAP) Exam**

All Associate degree seeking students (except Nursing students) are required to take the Collegiate Assessment of Academic Proficiency (CAAP) exam in EDU 100 and EDU 295 in order to fulfill course requirements. (Nursing students will take the CAAP exam within specific Nursing courses). Individual CAAP exam results are confidential and explained personally to each student if requested. The aggregate results are used to evaluate, assess and improve curriculum and programs offered at CMN. Accreditation of CMN is partially based on the CAAP results. For more information on CAAP, refer to CAAP PowerPoint presentation on the student common drive.

**ADA Statement:**

Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the Disability Counselor in the Office of Disability Services, Room 101. Adaptation of curriculum, instruction, or assessments may be made as required to provide for equitable participation.

**Course Evaluations:**

All students are encouraged to provide the instructor with suggestions or other forms of constructive feedback regarding the class. Students can do this informally by speaking with the instructor, either in class or by appointment, and if the instructor is unavailable, to then arrange an appointment with the Dean of Instruction. This can also be done formally by completing the evaluation form distributed at mid-semester and again at the end of the course. If a student has a concern, issue, or question, the student must take responsibility to approach the instructor in a timely manner.

**Class Cancellation Due to Inclement Weather or Building Closure:**

Closures resulting from severe weather conditions, natural disasters, or mechanical failure will be announced by the President or her designee. Campus closing will be announced on WTCH-AM 960, WTCH, WIXX as well as Fox11 and Channel 2 TV stations. When in doubt, call 715-799-5600 for a recorded message. Notifications of class cancellations will be posted on campus. If no announcement/posting is made, student should remain for 10 minutes after class is scheduled to begin.

**Academic Conduct:**

Academic honesty is an absolute for the fulfillment of College of Menominee Nation mission and guiding principles. Our students are proud of the work they do here and are committed to doing the best for their communities. Their grades, certificates, and degrees are their record of that work. These are used by prospective employers to make hiring decisions, by transfer colleges and universities to make admissions decisions, by funding organizations to determine eligibility for scholarships and other financial aid, and, most importantly, by family and other community members to express their pride in our students accomplishments. Therefore, College of Menominee Nation will not tolerate any form of academic dishonesty. See the Student Handbook for more information on “Academic Misconduct.”

**Academic Alerts:**

The academic alertform is used as a student retention tool at the College of Menominee Nation. Instructors fill out forms to identify students at risk of not completing a course or identify problems. This type of early intervention increases the opportunity for student success.

Academic alerts can be submitted at any time during the semester to Student Services. The forms are given to the student’s advisor for follow-up. Follow-up comments are returned to the instructor.

**Computer Labs**:

Studentsusing the computer lab must adhere to the College of Menominee Nation policy. Orientation for the computer lab is given during the first few weeks of each semester to help students get familiar with the lab equipment. These sessions are held regularly at posted times. All students are strongly recommended to attend. See the Student Handbook for more information on “Computer Lab Policy.”

**Incomplete Policy:**

Requests for a grade of “incomplete” must be initiated by the student to the instructor. Students may only request if at least 75% of course requirements have been met.

**Student Time Expectation:** In addition to participating in every meeting of this course, each student is expected to spend a minimum of six verifiable hours per week outside of class meeting times on the course subject matter, including text readings, creating timelines, research PowerPoints, Field experience observations, and completing end of chapter focus question, identifying three new words for a word wall and studying for examinations/quizzes**. It is recommended that students spend time every day on WFORT material.**

**Tentative Course Schedule**

|  |  |  |
| --- | --- | --- |
| **Date** | **Agenda** | **Assignments – Expect to spend at least 12 hours out of class on coursework** |
| January 23 | Introduction to CourseCourse RequirementsField ExperienceReading PretestChapter 1 Graves | Read Graves Chapter 1 & 2Review SyllabusDow Chapter 1 QuizDow Phonics chapter 1 & 2Begin reading assigned articles |
| January 30 | Graves Chapter 2Dow Chapters 1 & 2Choose article to review for class | Read Graves 3 & 5Read Dow Chapter 3Dow Chapter 2 Cum ReviewRead assigned articles**QUIZ Graves Chapter 2** |
| February 6 | Graves Chapter 3 & 5Dow Chapter 3**Article Review** | Graves Chapter 4Read Dow Chapter 4 Practice & Cum ReviewFind Case Study Student |
| February 13 | Graves Chapter 4Dow Chapter 4**Article Review** | Read Chapter 6Dow Chapter 5 Practice & Cum Review**QUIZ Graves Chapter 4** |
|  February 20 | **No class/President’s Day** | Graves chapter 7Dow Chapter 6 & 7 Practice and Cum Review |
| February 27 | Chapter 6Dow Chapter 5 Practice & Cum ReviewGraves Chapter 7Dow 6 & 7 Practice Cum Review**Article Review** | Graves Chapter 8Dow Chapter 8**QUIZ Graves Chapter 8** |
| March 6 | Graves Chapter 8Dow Chapter 8**Article Review** | Work on Case Study Student |
|  March 13 | Graves Chapter 9Fox Chapter 1**Article Review** | Graves Chapter 9Fox Part 1 |
| March 20 | **No Class/Spring Break** | Graves Chapter 10Fox Part 2 |
| March 27 | Graves Chapter 10Fox Part 2 | Graves Chapter 11Fox Part 3**QUIZ Graves Chapter 11** |
| April 3 | Graves Chapter 11Fox Part 3**Case Study Due!** | Graves Chapter 13Fox Part 4 |
| April 10 | Graves Chapter 13Fox Part 5 | Graves Chapter 12Fox Part 5 |
| April 17 | **Field Experience Completed – Forms due- sharing**Chapter 12Fox Part 8 | Fox Part 6 & 7Chapter 14 |
| April 24 | Chapter 14Fox Part 6 & 7Sign up for WFORT | Make –Up missing assignments & quizzesLesson Plan Prep |
| May 1 | Wrap-UpLesson Plan Presentations | Lesson Plan Prep |
| May 8 | Wrap-UpLesson Plan Prep |  |

**Please begin your field placement as soon as possible. All Field Experience hours need to be complete by April 10, 2017 . If hours are not completed, you will not pass the course. Not completing field experience hours is not a reason for an incomplete except in dire emergencies!**

**CMN Simple Lesson Plan Format**

**Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name of Lesson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Estimated time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Content Standards:** Describe the relevant Common Core State Standard(s) which is the main focus of the instruction.

**Learning Objectives:** What will students be able to do by the end of the lesson?

**Introduction/Anticipatory Set:** The beginning of the lesson must capture the student’s attention and/or activate prior knowledge.

**Lesson Procedure:** Outline the sequence of the activities to show how students will gain an understanding of the new topic. Include explanations of academic language demands and differentiation for specific learners’ needs.

**Closure:** Review or have students review what they learned for the day and how their knowledge raises additional questions to be investigated.

**Assessment:**

* **Formative Assessment:** During the course of the lesson, the teacher should have a technique to evaluate the students’ progress. This type of assessment is not graded, but rather a checkpoint for the teacher to observe where any students are misunderstanding the concept.
* **Summative Assessment:** This form of assessment occurs at the culmination of the lesson.Students should be evaluated on the basis of achieving the Learning Objective.

**Culture:** If applicable, how is culture incorporated into the lesson?

**Accommodations/Adaptations:** How will you meet the needs of students with special needs?

How might you change the lesson for students with different learning styles?

**Materials & Resources:** List materials needed including amounts (Attachments)

**Example**

**Case Study of K, a First Grade Student
by**

February 22, 2017

**Teacher/Observer comments:**

Kelsey is a first grade Literacy Group student that has been receiving small group pull-out reading instruction since October. She was identified at the end of kindergarten and the beginning of first grade by her classroom teachers. She has made good progress in reading, moving from a Level 2 to a level 12. However, her first grade teacher is still concerned about her writing skills and her difficulty with segmenting sounds in order to write words. The classroom teacher has used Elkonin boxes to help Kelsey hear the individual phonemes in the words that she wants to write. She also has Kelsey use a lap-size white board so she can practice writing words and sentences before she writes them down on paper. A Student Study Team met in February to evaluate Kelsey’s progress and to address some of the classroom teacher’s concerns regarding Kelsey’s writing difficulties. It was suggested that Kelsey be evaluated by the site psychologist to determine her eligibility for special education services.

**Assessment Results:**

1. Kindergarten Exit Assessments:
(Letter Identification) LID- 43/54
(Hearing Sounds in Words) Dictation-17/37
Leveled Text Reading-Level 2@ 90% accuracy
2. MidYear 1st Grade Benchmark Assessments:
Leveled Text Reading-Level 4 @ 95% accuracy
(Hearing Sounds in Words) Dictation-29/37
3. Ongoing Assessments:
Weekly Running Records- Level 11 @ 97% accuracy
- Level 12 @ 93% accuracy
Sight Word Assessment-90/100 words-90% accuracy

**Lesson Plans & Activities:**

**Activity 1**: Familiar Reading-Decodable text from last lesson. Take a running record. Word Work-Read list of 100 sight words. Compare results to previous assessment. Reteach words read incorrectly.

**Activity 2:** Making Words- Kelsey continues to have difficulty with vowel sounds-specifically long vs short. The “oo” sound seems to also cause her difficulty. A making words lesson that sorts for “oo” & short o - culminating in the word balloons.

**Activity 3:** Writing Activity- Writing some of the words from the making words lesson, specifically reinforcing the “oo” sound. Teaching Kelsey to visually discriminate between words with one “o” & short “o” sounds that were taught in the making words lesson.

**Activity 4: Sight Word Bingo**

COLLEGE OF MENOMINEE NATION

Instructor Syllabus

**Course Name:** EDU 308 Methods for Language Arts

**Course # & Section: 308-01**

**Number of Credits:** 3

**Semester and year:** Spring Semester/TBA

**Class Time: TBA**

**Class Day:** TBA

**Room Number: TBA**

**Course Pre-reqs:** EDU 250

**Instructor:** Dr. Lauren Waukau-Villagomez **Phone:** 715-799-6226 ex: 3259 **Email:** **lvillagomez@menominee.edu**

**Office Location:** SD 021A **Office Hours: M-R 5:00 – 6:00 PM or by appointment**

**Catalog Course Description:**

This course focuses on the interactive nature of the language arts—reading, speaking, listening, writing, viewing and visually representing. In a culturally responsive, developmentally appropriate manner, teacher candidates will learn to design instruction and assessment, create a literary environment in the classroom and strengthen teaching technological strategies to improve student literary skills.

**Required Texts:** Ogle Donna & Beers James W. (2012). *Engaging in the Language Arts* (2nd Ed).

Echevarria, Jana, Vogt MaryEllen & Short, Deborah J. (2013). *Making Content Comprehensible for English Learners.*

Wheeler, R.S. & Swords, R. (2006). *Code-Switching.* Urbana, Illinois: National Council of Teachers.

**Required Supplies:**

* 4 Three ring Notebooks and supplementary materials for lessons,
* Three ring notebook with looseleaf paper for observation log;
* Three ring 2 inch notebook for RT & ST materials
* Three ring 3 inch notebook for lessons
* Three ring notebook 2 inch for SIOP
* jump drive
* Red Pocket Folder
* Resource Bin- Optional

**Recommended Texts:**

 Cohen, V. L. and Cowen, J. E. (2008). *Literacy for children in an information age.* Canada: Thompson Wadsworth.

IRA/NTCE Joint task Force on Assessment. (1994). *Standards for the assessment of reading and writing.*

Gunning, T. G. (2008). *Creating literacy instruction for all students.*(6th ed). Boston: Pearson.

 Thompkins,G.E. (2006) *Literacy for the 21st century: A balanced approach.*(4th ed). New Jersey: Pearson Merrill Prentice Hall.

|  |  |
| --- | --- |
| **General Education Objective** | **Assessment/Activity** |
| Analytical Abilities/Critical Thinking/ Level 5  | Reflection participationQuizzes Observation logLiteracy Narrative |
| Analytical Abilities/Problem Solving/Level 5 | Adaptations to lesson plansObservation log reflections |
| Communication/Written/ Level 5 | Lesson plan unit & ResourcesReflections Literacy Narrative |
| Communication/Spoken/Level 5 | Teaching lesson plansClass presentation of literary narrative |
| Communication/Multimedia/Level 5 | Class presentation—lessonsClass presentation of literacy narrative |
| Culture and History/Native American/5 | Reflections Code switchingStorytelling Literacy NarrativeObservation logQuizzes  |
| Culture & History/Own Traditions Culture/Level 5  | Reflections Observation logCode switchingStorytelling  |
| Culture and History/Regional Traditions and Culture/ Level 4 | Reflections Code switchingStorytelling  |
| Culture and History/ Global Diversity/Level 5 | Literacy NarrativeCode switchingStorytelling  |
| Human experience/Professional Skills/Level 5 | Collaboration with cooperating teacher on observationsTeaching lesson plans professional meeting |

**Program Outcomes:**

1. Plan developmentally appropriate and culturally responsive curriculum*.*

 *(lesson plan unit & resources, observation log)*

1. Recognize the influences of family/culture/community on children’s development and learning. *(Literacy narrative, Guest speakers/specialists, quizzes)*
2. Synthesize contemporary research related to young children

 *(literacy narrative)*

1. Modify curriculum and instruction to meet the needs of individual children

 *(lesson plan unit, observation log, professional meeting)*

1. Incorporate cultural elements to create positive learning experiences

 *(lesson plan unit & resources, guest presenters/specialists)*

1. Create environments that are healthy, respectful, supportive and challenging for all children. *(lesson plan unit & resources, observation log)*

**Course Learning Outcomes:**

In this course, the students will

|  |  |
| --- | --- |
| 1. Plan learning activities for children in the language arts that nurture children’s critical thinking/ problem solving skills and creativity.
 | Lesson plan unit/resourcesObservation log |
| 1. Demonstrate teaching strategies that emphasize the interactive nature of the five language arts skills of oral language, listening, reading, writing and technological communication.
 | Lesson plan unit/resourcesObservation Log |
| 1. Integrate the stages of development of language (pre-production, early production, speech emergence and intermediate fluency) with strategies for ELL (English Language Learners and strategies for revitalizing Native American Languages.
 | Observation logLiteracy narrativeLesson plan unit/resources |
| 1. Develop a sense of professionalism through field experience, reflection and collaboration with experienced teachers.
 | Lesson plan unit, Literacy narrative, professional meetingReflection on speakers/specialists Quizzes |
| 1. Design and use authentic assessments for children’s writing and communication skills.
 | Lesson plan unitObservation log |

**Assessment Activities:**

1. **Observation Log:** Organize and use an observation log focused on the methods and resources for each area of the language arts (reading, writing, listening, talking, viewing, visually representing), teaching Native language, ELL strategies and technology. During the three to four weeks of classroom experience, teacher candidates will record observations, reflections and find resources that relate to each language arts areas and standards. Students should review and critique a computer based language arts program in the classroom. The organization and content of this log will be graded on the rubric provided in to the class by the instructor. Students will participate in a professional meeting at their school. Student should teach and videotape at least one lesson to share with class for critique. The observation log will be shared in class. You must begin your placement as soon as possible. (20 points)/No later than week 12
2. **Language Arts Lesson Plan Portfolio & Resources:** Create and evaluate a lesson plan unit integrating a trade book or a theme into all areas of the language arts—oral communication & listening- reading – writing- viewing and visual representation using the edTPA format. A segment of a lesson will be presented to the class as an example of instruction and assessment of literacy skills. The format for the lesson plan and other components of the unit will be presented in class. Technology and supporting materials should be incorporated in the lessons. Try to collect additional materials in all areas. .Peer suggestions and evaluations, input from the cooperating teacher and suggestions from the college supervisor will be noted. (20 points)

Communicating & Listening 5 points Due

Reading 5 points Due

Writing 5 points Due

Viewing & visual representation 5 points Due

1. **Literacy Narrative:** Students will write a narrative (story) about how they learned to read and write. Important events during this time period will be discussed. Students will answer the basic questions as follows: What is the earliest or most vivid memory you have of learning to read or write? Who taught you—a parent, grandparent, older sibling, or teacher? What books or stories were significant in your early life, and how do they resonate in you today? How did you respond to being read to as a child? Think about looking at illustrations, hearing rhymes and voices for different characters. In school, were there any writing assignments that you found challenging or illuminating? How did your attitudes toward writing and reading develop? Students will also include 3 current journal articles that relate to their learning experiences in the paper. The paper will be 4 pages in length double spaced/12 point font not including title page and reference page. (10 points)/Week 4
2. **ELL Research & Lesson Plan:** Students will read current research provided by the instructor on code-switching and /or ELL students. Students will write a short overview of each article and complete a lesson plan. (5 points) Due Week 7
3. **BS Students: Making Content Comprehension for English Learners Assignments (SIOP):** Read and complete modules. Assignments from text.(10 points) ongoing
4. **BS Students/Class Activities**: Participation includes discussions, presentations, activities and class reflections. Written reflections on the presentations or guest speakers, the readings from the course, class presentations and group discussions may be required. Reflections are considered important for teachers who are reflective decision makers. (15 points)

OR

**BA Students/Class Activities**: Participation includes discussions, presentations, activities and class reflections. Written reflections on the presentations or guest speakers, the readings from the course, class presentations and group discussions may be required. Students will prepare a **story** to tell in class or find an appropriate **readers’ theater (RT)** to share. Reflections are considered important for teachers who are reflective decision makers. (25 points)

1. **Quizzes, Chapter Outlines, Vocabulary:** There will be weekly quizzes to complete with an 85% average. Keep in folder. Students are required to choose important vocabulary terms from each chapter. Define and keep in folder.. Keep in folder. See handout.(20 points)

**Grading Policy:**

 Observations & video & log 20

 Lesson Plans & Resources 20

 Comprehension Activities 10

 Literacy Narrative 10

 ELL/Code Switching Lesson Plan/Research 5

 Weekly Quizzes-Vocabulary-Big Ideas 20

 Class activities: Reflections/story/RT 15

  **100 points**

95-100% = A 85-89% = B 75-79% = C

90-94% =AB 80-84% = BC 70-74% = CD 65-69% = D

**Student Time Expectation:** In addition to participating in every meeting of this course, each student is expected to spend a minimum of six (6) verifiable hours per week outside of class meeting times on the course subject matter. See course schedule and list of various assignments.

**Attendance Policy:** Attendance at class enhances the learning experience and assists a student in completing the discussions, experiences and assessments required for this course. Contact with the instructor in case of a rare emergency is expected professional behavior. All missed class work must be completed and e-mailed to the instructor before the next class or on an agreed upon date. Attendance at the practicum placement site is regulated by the field experience policies. Students are expected to arrive at on time and not leave early. Any infraction of this type can be considered an absence.

**Class Participation:** Class participation is an indicator of motivation and professional interest. Teacher candidates are expected to work collaboratively with each other. A teacher candidate is expected to be fully responsible for his or her own education and become engaged in inquiry, discussion and reflection. Teaching skills, dispositions and knowledge are strengthened with continued practice and participation.

**Late work:** The disposition of answerability/accountability is essential for a teacher candidate. It is the responsibility of the teacher candidate to consult with the instructor on the due date for late work and grading consequences. In the case of late final assignments, the student must request an incomplete and complete the assignment and request a grade change.

**Class Cancellation by Instructor:** Notification of class cancellations will be posted on campus. If no announcement/posting is made, teacher candidates should remain for 10 minutes after class is scheduled to begin.

**Classroom Conduct: All cell phones, pagers, electronic devises, etc. are to be turned off during** **class.** A teacher candidate needs to act in a responsible manner when using technology in class and crediting resources. Listening and speaking skills are employed in such a way that any speaker, student or instructor is respected and those at another site attending through ITV feel a valuable part of the class. **Computers will not be used in class unless requested by the instructor.**

**Tentative Course Schedule and Assignments**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Tentative Class Schedule** | **Homework Assignments** | **Assessment of Student preparation** |
| 1/January 25 | Discussion of syllabus and assignmentsIntroduction to Language Arts Chapter 1SIOP Discussion | Review syllabus & Assignments (2 hours)Read Chapters 1 & 2 (3 hours)Begin Literacy Narrative (1 hour)Read SOIP Chapter 1 (1 hourChapter Text Big Ideas-Folder (2 Hours)Chapter Text Vocabulary-folder (2 hours) | NA |
| 2/February 1 | Discussion on Chapter 1/IntroChapter 2/ assessing LADiscussion of Literacy Narrative | Read Chapter 3 (3 Hours)Begin Literacy Narrative (3 hour)Read SOIP Chapter 1 (1 hourChapter Text Big Ideas-Folder (2 Hours)Chapter Text Vocabulary-folder (2 hours) | Quiz Chapters 1 & 2 completed in folderCompleted Big Ideas & Vocabulary in FolderSIOP Assignment in folder |
| 3/February 8 | Chapter 3/Diverse LearnersReview Reading Foundations TestComplete Draft of Literacy Narrative | Read Chapter 4 (3 hours)Complete Literacy Narrative (3 hour)Read SOIP Chapter 1 (1 hourChapter Text Big Ideas-Folder (2 Hours)Chapter Text Vocabulary-folder (2 hours) | Quiz Chapter 3 completed in FolderCompleted Big Ideas & Vocabulary in FolderSIOP Assignment in folder |
| 4/February 15 | Chapter 4/Oral LanguagePresentation of Completed Literacy narrative | Read Chapter 5 (3 hours)Begin ELL Research (1 Hour)Begin Work on Lesson Plans & Resources (2 Hours)Read SOIP Chapter 2 (1 hour)Chapter Text Big Ideas-Folder (2 Hours)Chapter Text Vocabulary-folder (2 hours) | Literacy NarrativeQuiz chapter 4 completed in folderCompleted Big Ideas & Vocabulary in FolderSIOP Assignment in folder |
| 5/February 22 | Chapter 5 /Engaging with Literature  | Read Chapter 6 (3 Hours)Begin ELL Research (1 Hour)Begin Work on Lesson Plans & Resources (2 Hours)Begin ELL Research (1 Hour)Begin Work on Lesson Plans & Resources (2 Hours)Read SOIP Chapter 3 (1 hour)Chapter Text Big Ideas-Folder (2 Hours)Chapter Text Vocabulary-folder (2 hours) | Quiz Chapter 5 completed in folderCompleted Big Ideas & Vocabulary in FolderSIOP Assignment in folder |
| 6/March 1 | Code SwitchingMenominee Indian EnglishStorytelling | Read Chapter 6 (3 Hours)Begin ELL Research (1 Hour)Begin Work on Lesson Plans & Resources (2 Hours)Prepare StoryBegin ELL Research (1 Hour)Begin Work on Lesson Plans & Resources (2 Hours)Read SOIP Chapter 4(1 hour)Chapter Text Big Ideas-Folder (2 Hours)Chapter Text Vocabulary-folder (2 hours) | Review progress on lesson plan unitCompleted Quiz in FolderCompleted Big Ideas & Vocabulary in FolderSIOP Assignment in folder |
| 7/March 8 | Chapter 6 Strategies for Listening & SpeakingLesson Plan Review & researchEll Research Presentations | Read Chapter 7 (2Hours)Completion Research (1 Hour) Work on Lesson Plans & Resources (2 Hours)Prepare StoryRead SOIP Chapter 5(1 hour)Chapter Text Big Ideas-Folder (2 Hours)Chapter Text Vocabulary-folder (2 hours) | Quiz Chapter 6Completed Quiz in FolderCompleted Big Ideas & Vocabulary in FolderSIOP Assignment in folderEll Research |
| 8/March 15 | Chapter 7 Reading Primary GradesLesson Plan Review & research | Read Chapter 8 (2 Hours)Lesson Plans & Resources (2 Hours)Prepare StoryRead SOIP Chapter 5(1 hour)Chapter Text Big Ideas-Folder (2 Hours)Chapter Text Vocabulary-folder (2 hours) | Quiz Chapter 7Completed Quiz in FolderCompleted Big Ideas & Vocabulary in FolderSIOP Assignment in folder |
| 9/March 22 | Spring Break | Catch-up time | Any make-up work |
| 10/March 29 | Chapter 8 Reading Beyond the Primary Grades | Read Chapter 9(3 Hours)Begin ELL Research (1 Hour)Begin Work on Lesson Plans & Resources (2 Hours)Prepare StoryRead SOIP Chapter 6(1 hour)Chapter Text Big Ideas-Folder (2 Hours)Chapter Text Vocabulary-folder (2 hours) | Research ReviewCompleted Quiz in FolderCompleted Big Ideas & Vocabulary in FolderSIOP Assignment in folder |
| 11/April 5 | Readers’ Theater Workshop | Read Chapter 9 (3 hours)Begin ELL Research (1 Hour)Work on Lesson Plans & Resources (2 Hours)Prepare StoryRead SOIP Chapter 6(1 hour)Chapter Text Big Ideas-Folder (2 Hours)Chapter Text Vocabulary-folder (2 hours) | Completed Quiz in FolderCompleted Big Ideas & Vocabulary in FolderSIOP Assignment in folder |
| 12/April 12 | Chapter 9 SpellingLesson Plan Review & researchEll ResearchUpdate on Observations | Read Chapter 10 (3 hours)Begin ELL Research (1 Hour) Work on Lesson Plans & Resources (2 Hours)Prepare StoryRead SOIP Chapter 7(1 hour)Chapter Text Big Ideas-Folder (2 Hours)Chapter Text Vocabulary-folder (2 hours)Catch up time on all assignments 6 hours) | **Observation Log & Observations completed!**Quiz Chapter 8Completed Quiz in FolderCompleted Big Ideas & Vocabulary in FolderSIOP Assignment in folderStory Presentation |
| 13/April 19 | Chapter 10 Developing vocabularyLesson Plan Review & researchEll ResearchUpdate on Observations | Read Chapter 11Begin ELL Research (1 Hour)Work on Lesson Plans & Resources (2 Hours)Work on Observation LogPrepare RTRead SOIP Chapter 8(1 hour)Chapter Text Big Ideas-Folder (2 Hours)Chapter Text Vocabulary-folder (2 hours) | Quiz Chapter 9Completed Quiz in FolderCompleted Big Ideas & Vocabulary in FolderSIOP Assignment in folder |
| 14/April 26 | Chapter 11 Early Childhood Language ArtsLesson Plan Review & research | Read Chapter 12 (3 Hours Work on Lesson Plans & Resources (3 Hours)Read SOIP Chapter 9(1 hour)Chapter Text Big Ideas-Folder (2 Hours)Chapter Text Vocabulary-folder (2 hours) | Quiz Chapter 11Completed Quiz in FolderCompleted Big Ideas & Vocabulary in FolderSIOP Assignment in folder |
| 15/May 3 | Chapter 13Observation Log  | Work on Lesson Plans & Resources (3 Hours)Read SOIP Chapter 10(1 hour)Chapter Text Big Ideas-Folder (2 Hours)Chapter Text Vocabulary-folder (2 hours)Work on Lesson plan video presentation (1 hour)Work on Lesson Plans & Resources (3 Hours) | Quiz Chapter 12 & 13 completed in FolderCompleted Observation LogChapter Text Big Ideas-Folder (2 Hours)Chapter Text Vocabulary-folder (2 hours) |
| 16/May 10 | PresentationsLesson Plan Unit & Resources SharingLesson Plan Critiques | NA |  |

**Assessment of Student Learning:** Students entering the College of Menominee Nation in the fall 2004 are required to successfully complete EDU295 as a requirement for graduation. All continuing students are strongly encouraged to participate in the student portfolio process. Samples of the artifacts of the general education objectives and program objectives should be saved in order to give the student selection options for the student general education portfolio. A professional portfolio based on Wisconsin’s ten standards for teacher development and licensure is required of teacher candidates. Samples for this portfolio will be developed in this course.

**ADA Statement:**  Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in this class are encouraged to inform the Disability Counselor in the Office of Disability Services, Room 101. Adaptation of curriculum instruction, or assessments may be made as required to provide for equitable participation.

**Assessment of Instruction:** All students are encouraged to provide the instructor with suggestions or other forms of constructive feedback regarding the class. Student can do this informally by speaking with the instructor, either in class or by appointment, and if the instructor is unavailable, to then arrange an appointment with the Dean of Instruction. This can also be done formally by completing the evaluation form distributed at the end of the course. If a student has a concern, issue, or question, the student must take responsibility to approach the instructor in a timely manner.

**Class Cancellation Due to Inclement Weather or Building Closure:**

Closures resulting from severe weather conditions, natural disasters, or mechanical failure will be announced by the President or her designee. Campus closing will be announced on WTCH-AM 960, WTCH, WIXX as well as Fox11 and Channel 2 TV stations. When in doubt, call 715-799-5600 for a recorded message. Notifications of class cancellations will be posted on campus. If no announcement/posting is made, student should remain for 10 minutes after class is scheduled to begin.

**Academic Conduct:** Academic honesty is an absolute for the fulfillment of College of Menominee Nation mission and guiding principles. Our students are proud of the work they do here and are committed to doing the best for their communities. Their grades, certificates, and degrees are their record of that work. These are used by prospective employers to make hiring decisions, by transfer colleges and universities to make admissions decisions, by funding organizations to determine eligibility for scholarships and other financial aid, and, most importantly, by family and other community members to express their pride in our students accomplishments. Therefore, College of Menominee Nation will not tolerate any form of academic dishonesty. See the Student Handbook for more information on “Academic Misconduct.”

**Academic Alerts:** The academic alertform is used as a student retention tool at the College of Menominee Nation. Instructors fill out forms to identify students at risk of not completing a course or identify problems. This type of early intervention increases the opportunity for student success. Academic alerts can be submitted at any time during the semester to Student Services. The forms are given to the student’s advisor for follow-up. Follow-up comments are returned to the instructor.

**Computer Labs**: Studentsusing the computer lab must adhere to the College of Menominee Nation policy. Orientation for the computer lab is given during the first few weeks of each semester to help students get familiar with the lab equipment. These sessions are held regularly at posted times. All students are strongly recommended to attend. See the Student Handbook for more information on “Computer Lab Policy.”

**Incomplete Policy:** Requests for a grade of “incomplete” must be initiated by the student to the instructor. Students may only request if at least 75% of course requirements have been met.