

DINÉ COLLEGE
CDTE MASTER COURSE SYLLABUS

COURSE NUMBER	EDU 354
COURSE TITLE & (CREDITS)	Emergent Literacy, Language Learning, & Assessment in Bilingual/ESL Settings (3 credits)
SEMESTER	
CLASS MEETING TIME(S)	
LOCATION	
INSTRUCTOR	
OFFICE LOCATION	
OFFICE PHONE NUMBER	
E-MAIL	
OFFICE HOURS	
BEST CONTACT METHOD	
PREREQUISITE (If any)	Acceptance in the Center for Diné Teacher Education B.A. Elementary Education program.

COURSE DESCRIPTION

In this course, pre-service teachers are introduced to ways of understanding home and school languages and literacy as a part of self-expression. Literacy across the disciplines and in Language Arts K-8 classrooms will be studied. The focus is on how the emergent literacy and language acquisition of non-English-language-background students can be observed and supported by elementary teachers in Navajo Nation schools. Topics covered include language and literacy learning, developing and organizing instruction, self-understanding and self-expression, feedback, and assessment of learning.

The language of instruction will be 30% Navajo.

COURSE OUTCOMES

The pre-service teacher...

Nitsáhákees:

- Understands families of instruction (e.g., direct, inquiry, social, personal, SIOP, and different kinds of units) for lesson and unit development
- Understands K'é as a system for building relationships with students, families, and colleagues

Nahat'á:

- Designs holistic, cross-disciplinary lessons and units with essential questions that relate to real-world issues and challenges
- Integrates K'é into curriculum and instructional practices

Iiná:

- Implements lessons in micro-teaching and practicum contexts based on how learners grown and develop

- Applies K'é with students, families, and colleagues

Sih hasin:

- Demonstrates self direction based on concepts of t'áá hó ájit'éego as'ah oodáát dóó t'áá hó ájit'éego hózhóogo oonish
- Values K'é as a system for building relationships with students, families, and colleagues

InTASC STANDARDS:

Learner and Learning
#1 <i>Learner Development.</i> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Content Knowledge
#5 <i>Application of Content.</i> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Instructional Practice
#7 <i>Planning for Instruction.</i> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Professional Responsibility
#9 <i>Professional Learning and Ethical Practice.</i> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. #10 <i>Leadership and Collaboration.</i> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ESSENTIAL QUESTION

What is emerging literacy?

SUGGESTED TEXT AND RESOURCES

Caldwell, J. (2008). *Reading assessment: A Primer for teachers and tutors*, 2nd ed. New York, NY; Guilford Press.

Kucer, S. & Silva, C. (2006). *Teaching the dimensions of literacy*, Mahwah, NJ; Lawrence Erlbaum Associates.

COURSE AND PROGRAM ASSESSMENTS

Create direct instruction lesson plans

GRADING POLICY

You will earn a course grade by compiling points-per-assignment. Each of the assignments is worth a certain number of points as indicated above. You will receive no points for late assignments. Grades will be calculated by dividing points earned by total possible points, which creates a percentage, which translates into a traditional letter grade as follows:

- 100-90% = A
- 89-80% = B
- 79-70% = C
- 69-60% = D
- 59% or less = F

SCHEDULE (optional)

ATTENDANCE POLICY

As teacher candidates, attendance for every class period is important and expected. An absence from class or practicum teaching is granted only in the case of:

- A verifiable illness (a doctor's statement may be requested).
- Being a patient in a Navajo or other traditional/religious ceremony (again, a medicine-person's or equivalent's signed, notarized statement may be requested).
- A death in the immediate family.

All instructors must be contacted individually beforehand to request an absence. Instructors can be contacted in person, by phone, or by email. Do not leave a message with another faculty or staff person.

DISABILITY SUPPORT SERVICES

Diné College is committed to providing college-wide educational support and assistance for students with documented disabilities. Students who have learning disabilities, sensory impairments, psychological disabilities, or physical conditions are encouraged to meet with a Disability Coordinator to discuss resources and reasonable accommodations.

The following services are available: classroom accommodation, testing accommodations, educational coaching and referral for academic support services, career advising, and supportive counseling. Eligibility for services is dependent upon documentation of individual's specific disability.

The Disability Support Services are available at the Tsaile and Shiprock Campuses. Community Campus students seeking accommodations are encouraged to contact one of the two offices: Tsaile (928) 724-6856 or Shiprock (505) 368-3627.

ACADEMIC INTEGRITY

Students are responsible for the integrity of their academic work. Examples of academic dishonesty include but are not limited to, obtaining unauthorized assistance in any academic work: cheating on a test; plagiarism; quoting without proper credit; modifying any examination, paper, record, report or project without the instructor's approval for obtaining additional credit or

an improved grade; and, representing the work of others as one's own. Some of the penalties that may be imposed include: warning (written or oral); reducing the grade for the assignment, test, or project; reducing the grade for the course; assigning a failing grade for the course; dismissing the student from the course and issuing a grade of "W"; academic probation or and recording the decision in the student's academic record.