

DINÉ COLLEGE
CDTE MASTER COURSE SYLLABUS

COURSE NUMBER	EDU 361
COURSE TITLE & CREDIT	Methods for Language Diverse Students I (3 Credits)
SEMESTER	
CLASS MEETING TIME(S)	
LOCATION	
INSTRUCTOR	
OFFICE LOCATION	
OFFICE PHONE NUMBER	
E-MAIL	
OFFICE HOURS	
BEST CONTACT METHOD	
PREQUISITE (if any)	Acceptance in the BA Elementary Education Program and successful completion of EDU courses 345-358 or BS Secondary Math/Science.

COURSE DESCRIPTION

This course introduces pre-service teachers to instructional strategies which enhance language learning for B-12 non-native speakers. B-12 Navajo-as-a-second-language (NSL) learners will be studied in depth along with the experiences of other groups learning a second language. In addition, pre-service teachers will explore factors that have excluded the Navajo language from B-12 schools and ones that now make access possible. The pre-service teacher will develop an understanding of the general characteristics of B-12 second language learners, and learn how to evaluate oral and written language proficiencies. They will demonstrate proficiency in preparing and teaching lessons that utilize methods and materials for learning oral and written second language.

The language of instruction will be 90% Navajo.

COURSE OUTCOMES

The pre-service teacher...

Nitsáhákees:

- Understands families of instruction (e.g., activity plan, direct, inquiry, social, personal, SIOP, and different kinds of units) for lesson and unit development
- Understands multiple strategies for having learners demonstrate their knowledge through a variety of products and performances
- Understands K'é as a system for building relationships with students, families, and colleagues

Nahat'á:

- Integrates K'é into curriculum and instructional practices

liná:

Applies K'é with students, families, and colleagues

Sih hasin:

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

InTASC STANDARDS

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.
#8 <i>Instructional Strategies.</i> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
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

Na'nitin hait'éé shíí Diné áłchíní bee nanétąą'go bizaad yínáhwíidool'áál lá, dóó ha'át'íí biniinaa?

SUGGESTED TEXT AND MATERIAL:

Richards, Jack C. (2001 2nd Ed.). *Approaches and Methods in Language Teaching.* New York: Cambridge University Press.

Krashen, Stephen D. (1992) *Fundamentals of Language Education*

Arizona Department of Education. (2004). *Standards for the Foreign Language Teaching.* In

COURSE AND PROGRAM ASSESSMENTS

Develop a classroom management plan

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 Tsaille and Shiprock Campuses. Community Campus students seeking accommodations are encouraged to contact one of the two offices: Tsaille (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.

