

**DINÉ COLLEGE**  
**CDTE MASTER COURSE SYLLABUS**

**COURSE NUMBER** EDU 475  
**COURSE TITLE & CREDIT** Methods for Language Diverse Students II  
(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 into the B.A. Elementary Education program and successful completion of EDU courses 345-378 or BS Secondary Math/Science.

**COURSE DESCRIPTION**

This course prepares pre-service teachers to understand language acquisition and language learning in a B-12 setting. Pre-service teachers will gain knowledge of debates and processes of inquiry central to the elementary/secondary disciplines (i.e., advantages and limitations of teaching Navajo via situational, immersion, and/or second-language teaching approaches). Ways of teaching B-12 subjects in the target language will be explored. Pre-service teachers will develop lesson plans that have clearly defined instructional objectives and employ a variety of instructional approaches, strategies, techniques, and assessment options.

**The language of instruction will be 95% 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:**

- Creates systems for organizing productive learning environments (e.g., rules, management plans, and layout schemes)

- Integrates K'é into curriculum and instructional practices

**Iná:**

- 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**

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| <b>Learner and Learning</b>  |
| #3 <i>Learning Environment.</i> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.   |
| <b>Instructional Practice</b>  |
| #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.<br>#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.   |
| <b>Professional Responsibility</b>   |
| #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.<br>#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, to advance the profession. |

**ESSENTIAL QUESTION**

**SUGGESTED REQUIRED TEXT AND MATERIAL:**

Teaching Navajo to Native Speakers: instructor will furnish copies

Situational Navajo: purchase text from Bookstore

**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 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.