

**Fond du Lac Tribal and Community College
COURSE OUTLINE FORM**

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: 12/1/2020 Date revised 1/19/21, 11/10/21, 3/9/23

4. Department/discipline: Education

5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Language Arts Methods I
Abbreviated course title for Transcripts (25 characters or less): Lang Arts Methods I

7. Course Designator: EDU 8. Course Level: 3100

9. Number of Credits: Lecture 3 Lab _____

10. Control Number (on site) 30 Control Number (online) 25

11. Catalog/Course description:
The first of a two-course sequence in literacy methods examines the integration of reading, writing, listening, speaking, and viewing competencies in a unified literacy curriculum for learners K-3. Instructional emphasis is placed upon assessment, fluency, active construction of meaning, and matching learner capabilities with appropriate instructional strategies.

Fifteen (15) hours of clinical experience with K-3 students are required.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses
Prerequisite(s): Successful admittance into the Elementary Education Teacher program
Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Bear, D.R., Templeton, S., Invernizzi, M., Templeton, S., & Johnston, F. (2012). *Words their way: Word study for phonics, vocabulary, and spelling* (5th ed.). Boston, MA: Pearson.

Blamey, K. & Beauchat, K. (2016). *Starting strong: Evidence-based early literacy practices*. Portland, ME: Stenhouse Publishers.

Serravallo, J. (2015). *The reading strategies book: Your everything guided to developing skilled readers*. Portsmouth, NH: Heinemann.

14. Course Content (Provide an outline of major topics covered in course)

NOTE: Greater content detail is provided in the course syllabus as mandated by Minnesota state standards.

- A. Pedagogical practice
- B. Foundational Knowledge
- C. Phonological Awareness
- D. Phonemic Awareness
- E. Word Identification (Decoding) Strategies
- F. Fluency
 - Components
- G. Early Reading Comprehension
- H. Handwriting/Early Writing
- I. Teacher Preparation
- J. Dyslexia

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

Learning Outcomes	Competencies (CAC)	Cultural Standards
Apply teaching reading related to the developmental stages of language.	A	1
Use a variety of developmentally appropriate techniques for teaching reading.	A	
Make connections between oral language and reading and writing by interrelating elements of language arts instruction. Students will understand and apply the following reading concepts in their	A	

instructions: phonological and phonemic awareness, concepts about print, phonics, other word identification strategies, fluency, and sight words.		
Teach phonics, sight words, spelling, fluency, and other reading concepts both explicitly and implicitly and will select, design, and use appropriate and engaging instructional strategies, activities, and materials in the teaching of reading.	B	
Use formal and informal tools to assess students' reading and writing development to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience.	C	4
Support children in the selection of materials that match reading levels, interests, cultural, and linguistic backgrounds and guide children in selecting independent reading materials and promote independent reading.	B	
Display positive dispositions toward the act of reading and the teaching of reading.	D	
Provide support for children's reading development by communicating regularly with parents.	D	2

WINHEC Cultural Standards:

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people
6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): _____

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

Yes No

Appendix A

MN PELSB: Standards 8710.2000 Standards of Effective Practice (SEP)

Subpart 5. **Standard 4, Instructional Strategies:** A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

5L. develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.

Subpart 7. **Standard 6, communication.** A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

- 7A. understand communication theory, language development, and the role of language in learning;
- 7B. understand how cultural and gender differences can affect communication in the classroom;
- 7C. understand the importance of nonverbal as well as verbal communication;
- 7F. use effective listening techniques;

Subpart 9. **Standard 8, assessment.** A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:

- 9D. understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns;
- 9H. use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies;

MN PELSB Standards 8710.3200 Elementary Education: Subject matter standards

B. A teacher of children in kindergarten through grade 6 must demonstrate the knowledge of fundamental concepts of communication arts and literature and the connections between them. The teacher must:

- (1) develop the skills and understanding to teach reading, writing, speaking, listening, media literacy, and literature;
- (2) understand and apply teaching methods related to the developmental stages of language;
- (3) use a variety of developmentally appropriate techniques for augmenting the listening, speaking, reading, and writing vocabularies of children;
- (4) know how to integrate the communication arts;
- (5) develop children's use of a process to write competently with confidence, accuracy, and imagination appropriate to the purpose and audience;

C. A teacher of children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including:

- (1) oral and written language development, including:
 - (a) relationships among reading, writing, and oral language and the interdependent nature of reading, writing, listening, and speaking to promote reading proficiency;
- (2) phonological and phonemic awareness, including:
 - (a) the phonemes that make up the English language;
 - (b) the ways in which reading achievement is related to phonological and phonemic awareness, including the ability to recognize word boundaries, to rhyme, and to blend, segment, substitute, and delete sounds in words; and
 - (c) the instructional progression of phonological awareness, for example, words, syllables, onsets and rimes, and phonemes;
- (3) concepts about print, including:
 - (a) knowledge about how letters, words, and sentences are represented in written English;
 - (b) the importance of teaching uppercase and lowercase letter recognition and formation; and
 - (c) the instructional progression of the alphabetic principle;
- (4) phonics and other word identification strategies and fluency, including:

- (a) systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic units;
 - (b) word identification strategies and common, irregular sight words;
 - (c) the stages of spelling development and systematic planning for spelling instruction related to the stages of spelling development;
 - (e) the development of reading fluency;
- (6) comprehension processes related to reading, including:
- (a) knowledge of how proficient readers read, how to facilitate listening comprehension, and how to develop comprehension of print material;
 - (b) the levels of comprehension, how to explicitly teach and provide guided practice in comprehension skills and strategies; and
 - (c) how to facilitate comprehension at various stages of reading development by selecting and using a range of texts, activities, and strategies before, during, and after reading;
- D. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:
- (1) appropriate, motivating instruction, both explicit and implicit, in:
 - (a) oral language development;
 - (b) auditory awareness, discrimination of sounds, phonemic awareness, and word awareness;
 - (c) the teaching of phonics, sight words, spelling, and fluency, including the selection, design, and use of instructional programs, materials, texts, and activities; and
 - (2) selection, design, and use of appropriate and engaging instructional strategies, activities, and materials, including:
 - (a) multisensory techniques to ensure that students learn concepts about print including how to recognize and write letters;
 - (4) selection and appropriate explicit instruction and guided practice to teach written-language structures using a range of approaches and activities to develop students' facility in comprehending and using academic language;
- E. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including:
- (1) formal and informal tools to assess students':
 - (a) oral and written language development;
 - (b) auditory awareness, discrimination of sounds, and phonological and phonemic awareness;
 - (c) understanding of concepts about print and the alphabetic principle;
 - (d) knowledge of and skills in applying phonics and other word identification strategies, spelling strategies, and fluency;
 - (5) the ability to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience linked to university reading coursework; and
- F. A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments, including:
- (1) knowledge of how to use interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write;

- (2) the ability to support students and colleagues in the selection or design of materials that match reading levels, interests, cultural, and linguistic backgrounds;
- (4) the ability to create and maintain a motivating classroom and school environment and teacher and student interactions that promote ongoing student engagement and literacy for students;
- (7) the use of a variety of strategies to motivate students to read at home; encourage and provide support for parents or guardians to read to their children, in English or in the primary languages of English learners; and to use additional strategies to promote literacy in the home.

G. A teacher of children in kindergarten through grade 6 must demonstrate a view of professional development as a career-long effort and responsibility. The teacher must:

- (1) exhibit a particular stance towards professional development. A beginning teacher must view learning about reading processes and student reading development, and becoming more proficient as a teacher of reading, as a career-long effort and responsibility;
- (3) provide support for reading development by communicating regularly with parents or caregivers and eliciting their support in a student's reading development;
- (5) engage in personal learning as a daily and long-term goal to inform instructional practices, including reflection on practices to improve daily instructional decisions and interactions with students;

03/19/19