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ENT 595.50S: Special Topics - Teaching Native American Texts in K-12 Classrooms

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ENT 595 Teaching Native American Texts in the K-12 Classroom Summer 2020

Instructor: Dr. Dana Haring

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(406) 212-2162 (call or text)

Office hours: I am happy to take calls from 9 AM until 3 PM

COURSE DESCRIPTION

In this course, designed for elementary and secondary practicing and aspiring teachers, participants will be immersed in culturally appropriate texts and culturally responsive methodologies to make the Essential Understandings of Indian Education for All an integral part of classroom practice. Using a variety of sources including online videos, primary sources, informative texts, and literature, participants will experience strategy-based lessons with Native American texts and then engage in individual projects to develop their own essential questions, text sets, and corresponding lessons. At the conclusion of the course, participants will possess a wealth of strategies and ideas ready to take into the classroom.

- This course will be in session online daily from June 15-July 3, 2020
- The due date for the final project is July 10, 2020
- This course counts as ENT 441 Teaching Reading and Literature
- This course counts as a Native American focus class for licensure

This course embodies the UM College of Education's Professional Behaviors and Dispositions of diversity, equity, fairness, and personal integrity as well as the College's Conceptual Framework through the 3 essential elements of learning communities: Integration of Ideas, Cooperative Endeavors, and Respect for Individual Worth.

REQUIREMENTS AND ASSIGNMENTS

1. Regular online access/attendance and active class participation. As this is a three week course for three credits, expect to spend time reading, discussing, researching, and writing every week day. Work will be asynchronous with daily due dates.
2. Completion of all homework assignments, including responses and lesson plans and other deliverables.
3. Completion of all major assignments, including
 - a. Written responses to and online discussion of course texts and other readings
 - b. Unit plan, including a text set and accompanying reading and writing strategies
 - c. Final reflection
4. Course evaluation

5. Professional membership

- a. Required: student or teacher membership in National Council of Teachers of English [National Council of Teachers of English](#)
- b. Recommended: student or teacher membership in Montana Association of Teachers of English Language Arts [Montana Association of Teachers of English Language Arts](#)

CRITERIA FOR FINAL GRADE

Strategy practice and other homework	50%
Design and presentation of the unit plan	20%
Attendance and participation (including discussions)	20%
Final reflection	10%

COURSE GRADING SCALE:

100%--93%	A	79% - 77%	C+
92% - 90%	A-	76% - 73%	C
89% - 87%	B+	72% - 70%	C-
86% - 83%	B	69% - 60%	D
82% - 80%	B-	59% - 0	F

COURSE POLICIES

1. Regular attendance and full participation are expected. Absences and/or lack of participation will affect the final grade.
2. Consult UM website for important dates, including the last day to drop the course with full refund and the last day to drop the course without a refund.
3. You must elect to take this course for a letter grade.
4. “The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.”
5. Plagiarized work results in an automatic F in the course. Please see university catalog for definition and consequences of plagiarism. “All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://life.umt.edu/vpsa/student_conduct.php.”
6. Late assignments may be penalized.
7. A grade of “Incomplete” may be assigned at the discretion of the instructor when a student has petitioned in writing to receive this incomplete grade. The instructor may consider an incomplete grade only when a student has a) been in regular attendance, b) participated fully in class, and c) currently passing the course. Please see university catalog for circumstances regarding incomplete grades.

REQUIRED TEXTS:

All students:

[Elser, Tammy. *The Framework: A Practical Guide for Montana Teachers and Administrators Implementing Indian Education for All*. Helena, MT: Montana Office of Public Instruction, 2010.](#)

Students who want to focus on K-8:

Harvey, Stephanie, and Anne Goudvis. *Strategies That Work: Teaching Comprehension for Understanding, Engagement, and Building Knowledge, Grades K-8*. Third ed., Stenhouse Publishers, Pembroke Publishers, 2017.

Students who want to focus on 6-12:

Tovani, Cris. *Do I Really Have to Teach Reading?: Content Comprehension, Grades 6-12*. Stenhouse Publishers, 2004.

(I just noticed there is a newer edition of the Tovani text. The pages I will assign will come from the 2004 edition, but I'm sure the 2015 will be even better. We will figure it out whichever edition you have.)

OTHER RESOURCES:

- Common Core State Standards [Common Core Standards](#)
- Montana Common Core Standards [Office of Public Instruction \(MCCS\)](#)
- Smarter Balanced Assessment Consortium [Smarter Balanced](#)
- National Board for Professional Teaching Standards [National Board for Professional Teaching Standards](#)
- NBPTS English Language Arts Standards for Teachers of Students Ages 11-18+ [NBPTS English Language Arts Standards](#)
- NCTE/IRA Standards for English Language Arts [NCTE/IRA Standards](#)
- Writing Framework for the 2017 National Assessment of Educational Progress [2017 NAEP Writing Framework](#)
- Montana Indian Education for All (IEFA) This is an absolute gold mine of resources. I will be referring to it a lot: [OPI Indian Education For All:](#)
- [CommonLit text set of works by and about Native Americans](#)