Independent Study Course Syllabus

Course Number: ELA 903
Course Title: Chapter Book Reading: A Proven Reading Approach Using Updated Techniques

☐ Online   □ Distance Learning

Instructor: Whit & Karen L. Clark  
Phone and Fax number: 910.575.0703
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Units: 3
Grade Level: 3-9

Course Description:
This course will add a practical dimension to the teaching of reading, by utilizing the stimulating format of literature in a structured and patterned manner, that is designed to fit national and state standards as well as local courses of study. The class will teach you to be the “master of your reading domain” by utilizing chapter books in a thought-provoking and diverse manner intended to motivate children to become life-long readers and thinkers. Additionally, this method of teaching is beneficial in that it teaches children to be self-learners, understand the dynamics of proper social interaction and enables the child with evaluation skills. The program you create will be used effectively with all students for years to come.

Course Dates:
Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

To register for courses go to http://ce.fresno.edu/cpd and log in
Course Materials:
Required Texts:
*Strategies that Work: Teaching Comprehension to Enhance Understanding* (2007), by Stephanie Harvey and Anne Goudvis
(The “Strategies that Work” text will no longer be supplied (due to purchase cost) with the course materials. However, the registrant will now be required to rent or purchase a used copy of the text through Amazon.com or their personal choice of bookstore.)

*Words, Words, Words: Teaching Vocabulary in Grades 4 – 12* by Janet Allen
A “course binder” that is a step by step guide through all the assignments for the class

Additional Option:
*I Read It, But I Don’t Get It: Comprehension Strategies for Adolescent Readers* by Chris Tovani

Course Requirements: Students will:

- Identify the Common Core Standards that will apply to this unit of study within reading and language arts.
- Prepare an entire unit of activities (based upon a selected chapter book) that aligns with those identified Common Core Standards for Reading and Language Arts.
- Understand his/her role as a “facilitator to discovery” during the teaching of this unit.
- Select chapter books appropriate to his/her grade level and/or ability of his/her classroom students.
- Read and utilize conceptual ideas for the improvement of the teaching of reading from the course required texts “Strategies That Work” and “Words, Words’ Words.”
- Write questions based on the book at the literal, inferential/interpretative and applicative/critical skill levels.
- Create a plan for vocabulary development.
- Plan an organized outcome of the process.
- Create a marketing plan and identify culminating activities.
- Create a series of charts for the classroom that will contain words and phrases that will be useful in the modified *Socratic Seminar*.
- Develop a classroom plan of operation that will include the teaching of courtesy issues during discussions.
- Facilitate a modified *Socratic Seminar* with respectful interaction among students.

National Content/ Common Core Standards:
(identified and listed with Learning Objectives/Outcomes)

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Learning Objectives/Outcomes:
As a precursor to the Learning Objectives/Outcomes and the corresponding Common Core Standards, participants of this class need to recognize that CCSS (Common Core State Standards) have been written for use with classroom curriculum, not for teacher preparation or classroom preparedness. Therefore, some of the tasks asked of you below that will ready you, as the teacher, to provide an excellent unit of study for your students in the classroom, will not have Common Core Standards attached to them because those standards were not written for such tasks. However, upon completion of your assignments, you will be required to identify those standards at your particular grade level within the area of ELA and/or Reading/Literature that align with your lesson plan objectives. This is an essential part of being assured that all students have a better chance at receiving consistent exposure to skills that are vital to becoming functional contributing adults in a challenging international environment.

Students will:

- Become familiar with the Common Core Standards for Reading and Language Arts for the appropriate grade level. (CCSS K-12 Anchor Standards and CCSS-RL 3.1-9.10)
- Become equipped to identify age appropriate and material appropriate literature to be used in the teaching of reading skills. (CCSS/ELA/Anchor/Reading 1-3, 7,8,9)
- Familiarize her/himself with the techniques used to determine readability and as well as the importance of utilizing carefully chosen age appropriate material. (CCSS/ELA/Anchor/Reading 1-3,7,8,9)
- Understand how to write questions for each chapter of the chosen book to assist students with the development of literal, inferential/interpretive, and applicative/critical levels of thinking and reading. (CCSS/ELA/Anchor/Reading 1-3, 6-10)
- Create a plan for facilitating the discussion groups, including preparing charts that will contain words and phrases that will be useful in the modified “Socratic Seminar”. (CCSS/ELA/Anchor/Reading 3,7,8)
- Strategize and create a “marketing plan” to excite his/her students about the Chapter Book unit that is forthcoming.
- Carefully select a plan for vocabulary development that is creative, meaningful, and useful to the students as well as sensitive to student learning styles that will assist long term retention. (CCSS/ELA/Anchor/Reading 4,5)
- Become more aware of a variety of assessment methods that will accurately determine students’ gains as well as promote student involvement and effort. From this knowledge the student will create a comprehensive evaluative plan for the Chapter Book unit of study.
- Brainstorm to find a method to reprimand lack of preparedness while encouraging participation and involvement in the prep-work for the discussion group as well as within the class discussion group.

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• Develop a list of culminating events and/or projects that reflect upon the key elements or issues of the story. (Example… Student-produced Power Point presentations, student created video games, TV show, compare/contrast with modern day life, another book or movie, etc.)

Schedule of Learning:

• Select 10 quality books that may be appropriate to your instructional level.
• Choose and read 3 books from the above list to complete a readability study on for the purpose of choosing the most appropriate book for this unit of study.
• Write 2-5 questions for each “chapter” or designated page limit that will enhance the development of diverse and strong comprehension skills. Read your texts to assist with this process.
• Create a minimum of 3 charts that are intended to guide and assist students with book discussion.
• Create a “marketing plan” that will excite students as they enter this new unit of study.
• List a series of culminating activities that are stimulating and age appropriate as a means to tie together the key elements of the story as well as to share their work with others.
• Develop a motivational or disciplinary plan for reluctant participants.
• Create a stimulating vocabulary development plan meant for long term retention.
• Devise a plan for evaluating student preparedness, effort, achievement, participation, and leadership.
• For teachers implementing the program during the school year in which your work was completed, complete one of the following….
  …….keep a journal of discussion group events, effectiveness, problems and corrections
  …….a DVD of the discussion group
  …….complete an example of a culminating activity for the purpose of providing a “standard of performance” or a “guideline of thoroughness” that you will expect of the students.

• For teachers implementing the program during a new school year (after the materials have been submitted), complete one of the following:
  …….prepare a presentation regarding your planned Chapter Book Program to parents at Open House or Curriculum Night.
  …….complete questions for a second book that you intend to use as a Chapter Book with your students.
  …….complete an example of a culminating activity for the purpose of providing a “standard of performance” or a “guideline to thoroughness” that you will expect of the students.
Evidence of Learning:

Level of learning will be judged by assignment thoroughness, insight and application of exceptional reading practices as evidenced through evaluation of the completed materials, and assignment content. A grading rubric for each assignment will be the method for final evaluation. (See accompanying rubric for Chapter Book assignments)

Grading Policies and Rubrics:

100 pts. Possible
90-100 = A
79-89 = B or credit

Less than 79 pts.-----A grade a “No Credit” will be issued. Materials will be returned to the student in order to offer the student the opportunity to revise and make improvements. Shortcomings as evidenced through the rubric grading will be offered as a guide to improvement if requested.

The discernment between an A and a B is at the discretion of the instructor based upon the quality of the work submitted.

All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at http://ce.fresno.edu/cpd - under General Information > CPD Policies.

Instructor/Student Contact: wwc27@aol.com

Students are required to contact the instructor a minimum of three times over the course of the class……1. upon receipt of the materials, 2. approximately halfway through the class, and 3. upon completion of the class prior to submitting the coursework for review and grading. However, contacting the instructor for any questions, clarification, ideas or other concerns
throughout the class is certainly encouraged. The instructor’s email address and phone number have been provided on the first page of this syllabus.

References/Resources:

National Standards for the Teaching Profession  
http://www.nbpts.org/the_standards
Common Core Standards  
www.corestandards.org/the-standards
Strategies That Work: Teaching Comprehension for Understanding and Engagement
Stephanie Harvey and Anne Goudvis, 2007, Stenhouse Publishers
Words, Words, Words: Teaching Vocabulary in Grades 4-12
Janet Allen, 1999, Stenhouse Publishers
Flesch-Kincaid Readability Formula  
http://support.microsoft.com/default.aspx?scid=KB;EN-US;q167655
Readability Calculations  
www.micropowerandlight.com
SpellcatcherPlus  
www.rainmakerinc.com
GrammarExpert Plus  
www.wintertree-software.com
Readability Plus  
www.readabilityformulas.com/readability-plus.php

Plagiarism and Academic Honesty
All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL http://www.fresno.edu.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

| CE 1. | Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use. |
| CE 2. | Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| CE 3. | Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement. |
| CE 4. | Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting. |

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**FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES**

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<tr>
<th><strong>Student Learning Outcomes Oral Communication:</strong></th>
<th>Students will exhibit clear, engaging, and confident oral communication – in both individual and group settings – and will critically evaluate content and delivery components.</th>
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<td><strong>Written Communication:</strong></td>
<td>Students will demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others.</td>
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<td><strong>Content Knowledge:</strong></td>
<td>Students will demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.</td>
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<td><strong>Reflection:</strong></td>
<td>Students will reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and vocational improvement.</td>
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<td><strong>Critical Thinking:</strong></td>
<td>Students will apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to new situations.</td>
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<td><strong>Moral Reasoning:</strong></td>
<td>Students will identify and apply moral reasoning and ethical decision-making skills, and articulate the norms and principles underlying a Christian world-view.</td>
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<td><strong>Service:</strong></td>
<td>Students will demonstrate service and reconciliation as a way of leadership.</td>
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<td><strong>Cultural and Global Perspective:</strong></td>
<td>Students will identify personal, cultural, and global perspectives and will employ these perspectives to evaluate complex systems.</td>
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<td><strong>Quantitative Reasoning:</strong></td>
<td>Students will accurately compute calculations and symbolic operations and explain their use in a field of study.</td>
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<td><strong>Information Literacy:</strong></td>
<td>Students will identify information needed in order to fully understand a topic or task, explain how that information is organized, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.</td>
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