Independent Study Online Course Syllabus

Course Number:   ELA 921
Course Title:    Helping Students Read & Understand:  Content Comprehension

X Online    □ Distance Learning

Instructor:    Tara Warmerdam
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Units: 3
Grade Level: 6-12

Course Description
This course will focus on understanding the struggling reader and implementing practical strategies in the classroom that will help students succeed with reading in their content area classes. The class focuses on specific strategies that teachers can implement with the reading material they are already using in their classroom. These strategies will help students understand, make connections and ultimately succeed with their content area classes. Teachers will have the opportunity to design activities and create learning opportunities in their classroom, while delivering standards-based curriculum for their specific discipline. The text used in this course presents both theory regarding struggling readers in the secondary classroom as well as practical and effective teaching strategies for assisting the struggling readers with understanding content area texts. This course is ideal for science, social science, and other content area teachers who work with ESL, ELL, special needs, and low reading level students. This course is strongly aligned with the standards established by the National Council of Teachers of English as well as the Common Core State Standards. The assignments are designed to help teachers implement the objectives of the standards in their own classroom.

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
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Moodle:
This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: (http://docs.moodle.org/en/Student_tutorials). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – http://col.fresno.edu/student.

Moodle Site Login and passwords – (or other online course access information)
Students will need to have internet access to log onto http://ce-connect.fresno.edu. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800)372-5505, or (559)453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm.

Getting Help with Moodle:
If you need help with Moodle, please contact the Center for Online Learning (COL), + by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at http://col.fresno.edu/contact/request-services. Please identify that you are with the Continuing Education/Independent Studies department.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

Course Materials

Discussion Forums
Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Course Requirements
Students will be required to complete the detailed assignments outlined in the schedule of topics and assignments. Students will be required to reflect and evaluate both the assigned reading and their own teaching experiences. Students will also design and implement lesson plans that reflect
the teaching strategies and approaches discussed in the course texts. Reflecting and evaluating the hands-on strategies discussed is an integral part of the course curricula.

**National Content / Common Core Standards**
The course addresses the National Council of Teachers of English, standards #1-5, 8, 11 and 12. The course also addresses the English Language Arts Standards for Reading Literature as outlined by the Common Core State Standards Initiative.

**Learning Objectives / Outcomes**
It is the goal of the instructor that students will have a greater understanding of the importance of reading in the classroom as well as multiple strategies for helping students comprehend a variety of texts. Please note the national standards (as discussed previously) addressed by each objective.

Students of this course will be able to:
1. Explain and reflect upon the process that students undertake when they read text and process information (3, 4, 5).
2. Describe how effective readers understand and process information while they read (3, 4, 5).
3. Create lesson plans that engage students with reading material (1, 4, 5, 8, 12).
4. Design lesson plans that incorporate multiple strategies that aid students in reading comprehension (3, 4, 5, 8, 12).
5. Discover a variety of reading material that is available in their content area to help students understand content matter (1, 8, 11).
6. Model effective reading strategies in their own classroom (3, 4, 5, 12).
7. Discover reading resources available to them through professional books, websites, and state resources (11).
8. Effectively use multiple teaching strategies and reading strategies in their class on a regular basis (3, 4, 5).
9. Teachers will be able implement effective assessments for reading content material in their classroom (3, 4, 5).
10. Develop their own techniques for assisting students with reading comprehension in their own classroom (3, 4, 5).

**Schedule of Topics and Assignments**
1. Chapter 1: Introduction Reflection on Reading
2. Chapter 1: Introduction Discussion Form
3. Chapter 2: The “So What” of Reading Comprehension Activity
4. Chapter 2: The “So What” of Reading Comprehension Discussion Forum
5. Chapter 3: Parallel Experiences: Tapping the Mother Lode Lesson Plan
6. Chapter 4: Real Rigor. Text Set
7. Chapter 4: Real Rigor Discussion Forum
8. Chapter 5: Why am I Reading This? Lesson Plan

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Evidence of Learning

1. Student provided evidence of his/her understanding of the course’s objectives and the course text through his/her reflective writing. (Assignments #1, 4, 7, 11, 12, 14, 15, 16)
2. Student designed and implemented lesson plans that demonstrated his/her understanding of the course objectives and the principles of the text. (Assignments #3, 5, 6, 8, 9, 11, 12, 13)
3. Student read a professional teaching text and demonstrated his/her critical thinking skills in responding to and engaging with the text and its principles. (Assignments #3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15)
4. Student demonstrated an ability to respond critically and synthesize information successfully into practical lesson plans for the classroom. (Assignments #5, 6, 8, 9, 11, 12)
5. Student demonstrated an understanding of his/her state and/or professional teaching standards, and how teaching strategies may be used in the future. (Assignment #6, 11, 12, 16)
6. Student applied ideas from the texts to the classroom. (Assignments #3-18)
7. Student participates in a professional learning community and extends ideas outside of the course text (Assignments #2, 4, 7, 10, 13, 14, 15, 17, 18)

Grading Policies and Rubrics

300 points total
270-300 = A
240-269 = B or Credit Grade
Below 239 = No Credit

The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics). Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
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.

**Instructor/Student Contact**
A minimum of three instructor/student contacts are required. These may be in the form of discussion form posts/responses and/or individual emails.

**References/ Resources**


**Internet Resources**
www.ncte.org (National Council of Teachers of English)
www.readwritethink.org (Read, Write, Think)
www.aesopfables.com (Aesop’s Fables index and guide)
www.bookhive.org (Book Hive Book Club)

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http://www.childrensbooksonline.org/library.htm (Children’s Books Online)
http://www.guysread.com/ (Guys Read)
http://staff.lib.muohio.edu/GirlsVoices/ (Ohio – Girl’s Voices in Literature)
http://www.LiteracyConnections.com/ (Literacy Connections)
http://www.literacymatters.org (Literacy Matters – developed for adolescent readers)
http://www.rif.org (Reading is Fundamental)

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.

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. |
| CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field. |
| CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information. |

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**FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES**

| **Student Learning Outcomes Oral Communication:** Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components. |
| **Written Communication:** Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others. |
| **Content Knowledge:** Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| **Reflection:** Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement. |
| **Critical Thinking:** 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. |
| **Moral Reasoning:** Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian world-view. |
| **Service:** Students will *demonstrate* service and reconciliation as a way of leadership. |
| **Cultural and Global Perspective:** Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems. |
| **Quantitative Reasoning:** Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study. |
| **Information Literacy:** 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. |

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