Independent Study Course Syllabus

**Course Number:** EDU 912  
**Course Title:** Dog Sledding: Integrated Activities

- **Online:** X Distance Learning
- **Units:** 3  
- **Grade Level:** K-12

**Instructor:** Marty Sage (formerly Marty Higginbotham)  
**Phone number:** (559) 740-8912  
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**Course Description:** This course appeals to a child’s amazement and connection with animals as well as to the sports minded as they learn about great endurance athletes – sled dogs! Participants will utilize the sport of dog sledding as a vehicle in integrating various content areas such as language arts, math, science and geography. The course involves the teacher and the students in activities that introduce and familiarize them with the sport of dog sledding.

**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.

**Course Materials:** Course Manual developed by instructor, “Woodsong” by Gary Paulsen, Iditarod Sled Dog DVD

**Course Requirements:**
1. Select implement and teach ten of the seventeen activities listed in the table of contents in the course manual. Write a brief summary/analysis of each completed activity. (Two points each – Grading: 20%)
2. Research and select a dog sled related website and implement it into your teaching. In two to three pages summarize/analyze its use in the classroom. Include the content area(s) in which you will integrate the website. Be clear, provide explanation and be specific in your summary/analysis on the methods you will use in utilizing this website. (Fifteen points – Grading: 15%)
3. Plan, prepare and teach two lesson plans integrating course concepts. Be clear and specific in the lesson and include teaching standards. (Ten points each – Grading: 20%)
4. Organize and prepare (see course manual) for a resource person to present to your class. Complete a brief two to three page (font – Times New Roam, size 12, double spaced)
reflection/summary of the presentation to the class. Give your opinion of the presentation, explain students interest/understanding. Be clear and concise. (Ten points – Grading: 10%)

5. Read “Woodsong” by Gary Paulsen (which is included in the course materials). Briefly describe in a two to three page review (font - Times New Roman, size 12, double spaced) how this text can be utilized with your class. (Twenty points – Grading: 20%)

6. After reading the text and viewing the course DVD/video develop an activity (can be a physical activity, hands-on, a project) that utilizes story matter/material based on the text, material from the course manual, or DVD/video. Be creative! In three to four pages (font – Times New roman, size 12, double spaced) clearly explain in detail the process and specifics of your activity, and identify standards. (Fifteen points – Grading: 15%)

National Standards:
The course is an integrated approach to learning. In integrates various content areas into the study of dog sledding. Various content standards are met in this integrated approach.

The course will address the following core propositions for teachers according to www.nbpts.org

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

The course meets the following standards for McREL (www.mcrel.org/standards-benchmarks).

Language Arts:
1. Uses general skills and strategies of the writing process
2. Uses grammatical and mechanical conventions in written compositions
3. Gathers and uses information for research purposes
9. Uses viewing skills and strategies to understand and interpret visual media

Mathematics:
1. Uses a variety of strategies in the problem solving process
3. Uses basic and advanced procedures while performing the processes of computation

Geography:
1. Understands the characteristics and uses of maps, globes and other geographic tools and technologies
2. Knows the location of places, geographic features, and patterns of the environment

Learning Objectives/Outcomes: Participants will:
- integrate different content areas into dog sledding activities
- involve students in critical thinking and creative skills
- demonstrate to students through activities the use and importance of classroom skills
- successfully use an outside resource
- utilize course concepts with the inclusion of technology and written text

**Schedule of Topics and Assignments:**
Students should follow the sequence of assignments as they are listed in the course manual. Following the sequence will provide a step method which would be beneficial in properly completing assignments.

**Evidence of Learning:**
- successful completion of course activities
- provide a meaningful summary/reflection of a dog sled related website with the methods in which it will be used
- create lesson plans integrating course concepts and identifying teaching standards
- inclusion of a resources person
- demonstrate knowledge by and use of course concepts/material in utilizing the course text and development of an activity related to the text

**Grading Policies and Rubrics:**
1. Completion of ten activities in the course manual.
   - 2 points – successfully completed log from
   - 1 point – log form not adequately completed

2. Website summary/reflection
   - 12 to 15 points – clear focused summary, includes content area(s) being integrated with the website, clear explanation as to the method in which the website will be used
   - 10 to 12 points - adequate summary, includes content area(s) being integrated with the website, vague explanation as to the methods in which the website will be used
   - 9 points or less - the assignment will be returned with suggestions from the instructor

3. Lesson plans
   - 9 to 10 points - clear and concise lesson with steps and goal(s), explained well, addresses and identifies standards
   - 7 to 8 points - adequate lesson with steps and goal(s), explanation is vague, addresses and identifies standards
   - 0 to 6 points - inadequate lesson, lacks steps and goal(s), not clearly explained, does not address or identify standards (scoring at this level will result in the assignment being returned with suggestions from the instructor)

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Date of Revision 1/13/15

To register for courses go to http://ce.fresno.edu/cpd and log in
4. **Use of resource person**  
   9 to 10 points - resource person relates to course concepts; clear, concise and detailed explanation and summary of the presentation  
   7 to 8 points - resource person relates to course concepts; adequate explanation and summary of the presentation  
   0 to 6 points - resource person vaguely relates to course concepts, vague explanation and summary of the presentation, lacks detail and is not clear  

5. **Written description of utilization of the text “Woodsong” in the classroom**  
   16 to 20 points - clear concise description, clear explained in detail as to how the text will be utilized in the classroom, provide insight, examples and identify standards you will address  
   12 to 15 points - adequate description, vague explanation with little detail as to how the text will be utilized in the classroom, lacks insight and examples, standards are not clearly identified  
   0 to 11 points - vague inadequate description, vague explanation with no detail as to how the text will be utilized in the classroom, provides no insight or examples, standards are not identified  
   Note: A score in this range will result in the assignment being returned with suggestions from the instructor.  

6. **Development of activity**  
   12 to 15 points - creative activity well related to course concepts, activity is focused, clearly described and well explained with detail and addresses standards  
   8 to 11 points - creative activity vaguely relates to course concepts, activity lacks focus and clarity, vaguely explained, lacks detail vaguely addresses standards  
   0 to 7 points - activity lacks creativity and does not relate to course concepts, has no focus or clarity, inadequate explanation with no detail, standards are not addresses  
   Note: A score in this range will result in the assignment being returned with suggestions 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.
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. |

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.