Independent Study Online Course Syllabus

Course Number: ELA 916
Course Title: Expanding Literacy Across the Content Areas

X Online □ Distance Learning

Instructor: Bonnie E. Walker, MSEd, NBCT
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Units: 3
Grade Level: K-8

Course Description
This course is offered as an online course or a traditional distance learning course. It is designed to help teachers, grades K-5, gain an understanding of the nature of content area curriculum. The goals of content area curriculum are beyond simply reading. These goals require higher order thinking and literacy skills. Elementary students are asked to explore key issues, understand specialized vocabulary, develop core concepts, as well as obtain, process, compare, explain, examine, predict, and build knowledge. If children cannot attach new information to prior knowledge, understand key concepts and vocabulary, or synthesize the information read to make meaning, then these literacy deficiencies will impede student progress and create barriers to understanding content areas (social studies, math, and science). This course will equip primary and elementary teachers with the background and tools to lay a solid foundation for elementary schoolchildren, developing in them the skills they need to be successful with informational text. By investigating and utilizing research-based and classroom proven strategies, students will have the opportunity to design activities and lessons that include creating the framework for reading, keying into vocabulary, setting the framework for writing, developing comprehension, and research writing that promotes content literacy in the classroom and provides instruction that braids literacy processes with the curriculum.

The format, materials, and activities in this course relate to the National Board for Professional Teaching Standards (NBPTS) (http://www.nbpts.org/) and the Common Core State Standards (CCSS) (http://www.corestandards.org/the-standards). These national standards will undergird the format of the course which will rely heavily on online discussions, reflective journal responses, and the course project. The activities will require the participant to make connections between the course work and the aforementioned standards.

To register for courses go to http://ce.fresno.edu/cpd and log in
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.

Technology Requirements
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.

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.

Course Materials (Not included in course fees)
(*Optional: This is an excellent resource with black master reproducibles).
Course Requirements
This course is presented in a sequential manner supporting the constructivist learning theory. Therefore all modules and assignments build upon each other making it necessary to complete each module in the sequence outlined in the syllabus. In addition, the main assignment is structured using an inquiry model of learning and culminates all that you have learned from the module assignments.

Assignments include:
- Reading assigned chapters
- Online discussions
- Reflective journals and/or summaries related to the topics of discussion
- Creating lessons plans and implementing them into the classroom
- Course Project: In conjunction with the activities is the development of the course project. You will have the option of choosing between 2 options:
  1. Create 4 lesson plans across the content areas and that address the Common Core State Standards. (This will make a total of 8 lesson/assessment plans for the whole course).
  2. An Inquiry-Based Project (researching a concern/issue/situation in your classroom related to the issues presented in the course and/or course textbook that has significance for you).
    The Inquiry-based Project involves collecting artifacts and research from the module assignments and reporting on what you have learned. You will be able to use the collected data and completed assignments (IE. lesson and/or assessment plans) that correspond to your specific concern to lighten the academic load.

National Standards
This course addresses the NBPTS core propositions.
- Proposition 1: Teachers are Committed to Students and Their Learning
- Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
- Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.
- Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.
- Proposition 5: Teachers are Members of Learning Communities.

Learning Objectives / Outcomes
Upon completion of the course, the student will be able to:

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<tr>
<td>Define content literacy and discover how reading and writing instruction can be integrated into the content area arena</td>
<td>2, 4</td>
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<tr>
<td>Acknowledge and articulate the benefits and challenges of teaching literacy skills in the content areas</td>
<td>3</td>
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### Schedule of Topics

The course is set up in six modules that are aimed at providing teachers with practical research-based and proven methods to weave comprehension strategies into the content area teaching and learning. It is presented in a sequential manner supporting the constructivist learning theory. All modules and assignments build upon each other making it necessary to complete each module in the sequence outlined below. Each module must be completed first before moving onto the next module. For more details on the following assignments refer to the Expanded Syllabus. An overview of topics is as follows:

1. **Module 1: Literacy in the Content Areas**
   a. Content Area Literacy
   b. Text structure and readability
   c. Classroom structures that support reading for information

2. **Module 2: Strategies for Content Reading**
   a. Before reading activities
   b. During reading strategies

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<tr>
<th>Objective</th>
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<td>Develop a working knowledge of different types of text structures and how to teach students to recognize them</td>
<td>3</td>
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<td>Facilitate students’ understanding of expository text materials and content-specific vocabulary</td>
<td>3</td>
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<td>Identify the reciprocal relationship between reading and writing for young readers and gain knowledge of specific strategies for teaching reading and writing</td>
<td>2, 4</td>
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<td>Differentiate reading assignments for students of diverse literacy abilities in the content areas</td>
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<td>Locate web-based tools, strategies, and lessons that foster literacy skills in all content areas and incorporate the instructional technology into the preparation and teaching of lessons to enhance literacy development</td>
<td>4, 5</td>
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<td>Use the reflective journals to clearly and concisely describe behaviors, demonstrated skills, and instructional practices used to introduce or reinforce learning</td>
<td>4</td>
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<td>Analyze the interrelationship between different components of the inquiry project, specifically, topic/concern/problem, literature review, method, data collection, analysis, implementation, results, implications, and significance</td>
<td>4, 5</td>
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<td>Explore both qualitative and quantitative research methods and be able to select the appropriate method to resolve a research problem</td>
<td>4, 5</td>
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<tr>
<td>Integrate facets of newly acquired knowledge in teaching and learning, and clearly align these with professional standards/core propositions</td>
<td>4, 5</td>
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<tr>
<td>Develop your identity as a literacy educator, including learning about professional resources, organizations, and technology websites that support that identity</td>
<td>4, 5</td>
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3. **Module 3: Strategies for Content Area Writing**
   a. After reading strategies

4. **Module 4: Technology and Assessment**
   a. Assessing and testing reading for information
   b. Content area literacy and technology

5. **Module 5: Synthesizing the Modules**
   a. Course Project (A set of lesson plans across the content area or an inquiry-based project)

6. **Module 6: Completing the Course**
   a. Course Project Presentation
   b. Content Area Resource Library

**Evidence of Learning**

- Course instructor observed evidence of understanding of course objectives as demonstrated through students’ online discussion posts. (Assignments #2, 3, 5, 8, 10, 13, 15, 20).
- Course instructor observed evidence of understanding of course objectives as demonstrated through students’ reflective writing assignments. (Assignments #1, 4, 6, 7, 9, 16, 19).
- Course instructor observed evidence of understanding of course objectives as demonstrated through students’ presentation of lesson plans and the “Make a Plan” (can include inquiry project artifacts). (Assignments #11, 12, 14, 18)
- Student developed a project consistent with the scholarship normally expected of a graduate level student. Their inquiry project was written in a format consistent with the accepted APA writing format and style. (Assignment #21).
- Student exhibited technological integration via the internet web search and the inquiry project’s power point presentation. (Assignments #3).
- Student included the use of critical thinking, research, and reflective skills and made connections to their state content and/or professional teaching standards as evident through their lesson plans, assessment rubrics, and course project. (Assignments #11, 12, 14, 18, 21).

**Grading Policies**

Students who take the course for credit/no credit must earn an 80% or above to earn credit. Students who enroll in the course for a letter grade must achieve a grade of “A” or “B”. Coursework that earns below a “B” or below an 80% will not receive credit.

**Instructor/Student Contact**

Instructor-student contact is at the very heart of all successful college courses. Just as in the face-to-face class the instructor is present at each class meeting and interacts via lectures, activities...
and discussions; the online student will also receive the benefit of the instructor’s ‘presence’ in the online environment.

**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](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](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](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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