## Independent Study Online Course Syllabus

**Course Number:** ELA 927  
**Course Title:** Essential Strategies for ELA in the Common Core

<table>
<thead>
<tr>
<th>X Online</th>
<th>□ Distance Learning</th>
</tr>
</thead>
</table>

**Instructor:** Sharon Owyang, M.S.  
**Phone number:** 559-281-8507  
**Email:** sharon_owyang@yahoo.com  
**Web:** ce.fresno.edu/cpd

**Units:** 3  
**Grade Level:** K-12

### Course Description

Essential Strategies for ELA in the Common Core is written for teachers from all disciplines to examine six clear specific core strategies to be added to your Educator-Toolkit to improve performance and increase student achievement. Teachers will examine classroom practices for each core strategy for grades K-12 leading to integration with the Common Core State Standards in English Language Arts & Literacy.

The textbook, *The Core Six: Essential Strategies for Achieving Excellence with the Common Core* will provide examples of classroom practices that can be transferred to teaching and learning strategies. The outcome of this course impacts lifelong learning, student engagement, and college and career readiness. This course aligns with the Common Core State Standards (CCSS) in English Language Arts, and the National Board for Professional Teaching Standards (NBPTS).

The assignments are created to provide an environment for learning with alignment to the Common Core State Standards particularly in English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

### Required texts and course materials

The required textbook is purchased separately.

---

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

**Course Dates:**

This is a self-paced course; 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.

**Student Learning Objectives (SLOs)**

<table>
<thead>
<tr>
<th>Student Learning Outcomes in this course</th>
<th>National Board for Teaching Standards Addressed *</th>
<th>CE program SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will be able to identify and communicate in written format how the six essential strategies can provide a central focus in the classroom to address the Common Core State Standards.</td>
<td>1,2,3,4,5</td>
<td>CE-1, CE-2</td>
</tr>
<tr>
<td>2. The student will be able to demonstrate through written summaries and reflections an understanding of the six essential strategies that can affect student achievement.</td>
<td>1,2,3</td>
<td>CE-1, CE-2, CE-4, CE-5</td>
</tr>
<tr>
<td>3. The student will be able to apply the six essential strategies to the Common Core Language Arts Standards in the classroom for student achievement.</td>
<td>1,2,3</td>
<td>CE-1, CE-2 CE-4, CE-5, CE-6</td>
</tr>
<tr>
<td>4. The student will be able to propose how their students will be informed of and apply the essential strategies to the course content.</td>
<td>4</td>
<td>CE-1, CE-2</td>
</tr>
<tr>
<td>5. The student will be able to design and teach lessons that implement the essential strategies to address the Common Core State Standards.</td>
<td>2</td>
<td>CE-1, CE-2, CE-4</td>
</tr>
<tr>
<td>6. The student will be able to provide a reflection on lessons designed to apply the essential strategies to address the Common Core State Standards.</td>
<td>3,4</td>
<td>CE-1, CE-2, CE-3, CE-4, CE-5, CE-6</td>
</tr>
</tbody>
</table>

To register for courses go to [http://ce.fresno.edu/cpd](http://ce.fresno.edu/cpd) and log in.
Standards Addressed in This Course:

National Common Core State Standards (CCSS)
www.corestandards.org
The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

The course references English Language Arts Common Core Standards to:
- Build upon the strengths and lessons of current state standards
- Include rigorous content and application of knowledge through higher-order skills

Common Core Language Arts Standards addressed in the course assignments include:
Reading for Literature: RL K-8, RL 9-10, RL 11-12
Reading for Informational Text: RI K-8, RI 9-10, RI 11-12
Writing: W K-8, W 9-10, W 11-12
Speaking and Listening: SL K-8, SL 9-10, SL 11-12
English Language Arts Standards: L K-8, L 9-0, L 11-12

http://www.nbpts.org/the_standards/the_five_core_propositions - National Teaching Standards, Five Core Propositions
www.mcrel.org/standards - benchmarks - standards and lesson plans

Topics, Assignments and Activities
This section of the syllabus describes the module and the content that is covered

Topic 1: Module 1- Orientation, Textbook, Technology, Moodle and Introductions
Assignment 1.1 Self Introductions
Assignment 1.2 Text, Introducing the Core Six, pages 1-6.
Assignment 1.3 Introducing the Common Core State Standards, Videos Reflection Q and A
- Video 1.3a Introduction to the Common Core Standards Framework, 6:32 minutes, #4189
- Video 1.3b Common Core 360 State and District Implementation, 7:54 minutes, #4185
- Video 1.3c Walk Through the Common Core Website, 7:32 minutes, #4190
Assignment 1.4 Design a Core Strategy Journal – The objective of the Core Strategy Journal is to serve as a planning resource: to log ideas and resources from the text, video content, lesson planning, and your thoughts to implement the Core Strategy. The Core Strategy Journal will be submitted as you complete each Topic.

Journal requirements:
Lesson Title
Common Core Standards in English Language Arts

Course Number and Title: ELA 927 Essential Strategies for Ela in the Common Core
Instructor: Sharon Owyang, M.S.
Date of Revision 6/23/16
To register for courses go to http://ce.fresno.edu/cpd and log in
1. Capture students’ interest, design a good hook
2. Explain the strategy’s purpose and student roles
3. Teaching the thinking in the strategy
4. Use discussion and questioning techniques
5. Synthesize and transfer learning
6. Student reflection on content and process
7. Teacher reflection
   a) What sample lesson ideas, planning considerations and writing extensions were applied in this lesson?
   b) What did you find valuable about the student debrief session?
   c) Reflect on the new ideas or thoughts as they relate to the teaching of this Core Strategy.

**Topic 2: Module 2: Reading for Meaning**

Helps students develop the skills that proficient readers use to make sense of rigorous texts. The strategy helps build these Common Core skills:
- Managing text complexity
- Evaluating and using evidence
- Developing the core skills of reading (finding main ideas, making inferences, and analyzing characters and content).

Reading Assignment 2.1: Chapter 1 Reading for Meaning, pages 7 through 15. Summarize the main points of the Chapter, the research behind Reading for Meaning and what was learned that can be applied in your classroom.

Assignment 2.2 Videos
   - Video 2.2a: Understanding the Learning Progression, 5:47 minutes, #4530
   - Video 2.2b: Integrating Technology in the lesson. 8.25 minutes, #4018

Assignment 2.3 Core Strategy Journal (planning)

**Topic 3: Module 3: Compare and Contrast**

Teaches students’ to conduct a thorough comparative analysis. The strategy helps build these Common Core Skills:
- Conducting comparative analyses of academic content (renewable versus non-renewable energy).
- Conducting comparative readings of two or more texts.
- Integrating information from multiple sources

Reading Assignment 3.1: Chapter 2 Compare and Contrast, pages 16 through 26. Provide a written summary of this chapter and the research behind Compare and Contrast.

Assignment 3.2
   - Video 3.2a: Reaching Common Core Standards through effective instructional practices. 56:27 minutes, #5886.

Assignment 3.3 Core Strategy Journal (planning)
Assignment 3.4 Forum for Reading for Meaning/Compare and Contrast

**Topic 4: Module 4: Inductive Learning**
Helps students find patterns and structures built into content through an inductive process. This strategy helps build these Common Core Skills:

- Finding patterns and making logical inferences.
- Supporting thinking with evidence.
- Mastering academic vocabulary.

Reading Assignment 4.1: Chapter 3 Inductive Learning, pages 27 through 36. Provide a written summary of this chapter and the research behind Inductive Learning. What are the important guidance steps to apply inductive writing in your class? What key concepts are highlighted for multiple document learning?

Assignment 4.2 Videos

Video 4.2a: Common Core Impacting the Teaching and Learning Cycle, 4:43 minutes, #4531
Video 4.2b: 4th Grade, Drawing Inferences from Literary Texts, 10:11 minutes, #5368

Assignment 4.3 Core Strategy Journal (planning)

Module 5: Circle of Knowledge

A strategic framework for planning and conducting classroom discussions that engage all students in deeper thinking and thoughtful communication. The strategy helps build these Common Core Skills:

- Speaking, listening and presenting.
- Integrating and evaluating information.
- Collaborating with peers

Reading Assignment 5.1: Chapter 4 Circle of Knowledge, pages 37 through 49. Provide a written summary of the research behind planning and conducting an effective classroom discussion. What are three reasons for using Circle of Knowledge to address the Common Core?

Assignment 5.2 Videos

Video 5.2a: Using student voice for professional development, 51:33 minutes, #6264.
Video 5.2b: The Brain of Today (choose one video) Elementary, 10:29 minutes, #928
Video 5.3c The Brain of Today, Middle School and High School, 10.01 minutes, #941

Assignment 5.3 Core Strategy Journal (planning)
Assignment 5.4 Forum for Inductive Learning and Circle of Knowledge

Topic 6: Module 6: Write to Learn

Helps teachers integrate writing into daily instruction and develop students’ writing skills in the key text types associated with college and career readiness. The strategy helps build these Common Core Skills:

- Developing higher-order thinking through writing
- Writing in the key Common Core text types: arguments, informative/explanatory texts, and narratives.
- Writing for a wide range of tasks, audiences, and purposes.

Reading Assignment 6.1: Chapter 5 Write to Learn, pages 50 through 64. Discuss three reasons for using write to learn to address the common core. Describe the research behind write to learn. Describe the three different types of writing; provisional writing, Readable writing and Polished writing.
Assignment 6.2 Video Reflection
  Video 6.2a: Instructional Strategies, 9:25 minutes, #165.
Assignment 6.3 Core Strategy Journal (planning)

Module 7: Vocabulary's CODE
A strategic approach to vocabulary instruction that improves students’ ability to retain and use crucial vocabulary terms. The strategy helps build these Common Core Skills:
- Mastering academic vocabulary.
- Improving literacy across all strands (reading, writing, speaking/listening, and language.
- Building background knowledge as a foundation for success in school, college, and care

Reading Assignment 7.1: Chapter 6 Vocabulary’s CODE, pages 65 through 75.
Assignment 7.2: Video
  Video 7.2a Comprehensible Input: Meaning, Fluency and Accuracy, Elementary, 11:07 minutes, #972
Assignment 7.3 Core Strategy Journal (planning)
Assignment 7.4 Forum for Write to Learn and Vocabulary's CODE

Topic 8: Module 8: Final Projects
The student will be able to design and teach two lessons that implement the essential Core Strategies to address the Common Core State Standards. See details in Module 8.
Assignment 8.1 Video Dr. Heidi Hayes Jacobs, Mapping the Core: Planning for Curricular Success
  Video 8.1a: Part I: Mapping the Core, 12:14 minutes, #5282
  Video 8.1b: Part II: Launching the Process, 13:30 minutes, #5283
  Video 8.1c: Part III: Mapping Points, 3:55 minutes, #5384
Assignment 8.2: Integrating Technology in the lesson
  Video 8.2a: Integrating Technology Part I: 8:25, #4018
  Video 8.2b: Integrating Technology Part II: 8:25, #4019
Assignment 8.3 Final Project Core Strategy, Lesson 1
Assignment 8.4 Final Project Core Strategy, Lesson 2

Module 9 Course Wrap Up: Grading and Evaluation
Course Evaluation

Technology Requirements
In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

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)

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 login instructions and enrollment key, within one week of registration. The enrollment key is a one-time course access password – or “key” you will need to enroll in the course for the first time. This is NOT the same as the Moodle password needed to log onto Moodle each time you access the course.

Getting Help:
If you need help logging on to the Moodle site, contact The Help Desk at Fresno Pacific University by telephone 1-559-453-3410 or by email helpdesk@fresno.edu.

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

Evidence of Learning

Course instructor observes student evidence to meet course objectives with chapter assignments, summaries, reflections, planning lessons according to rubrics.

Course instructor observed that student Core Strategy Journal reflects an understanding of the rigor that pertains to core strategies aligned to delivery of Common Core State Standards

Participant provides evidence of understanding as demonstrated through development of effective lesson plans that integrate Core strategies and Common Core State Standards

Participants will demonstrate the understanding of instructional strategies with insightful notes in the Response Journal.

Grading Policies and Rubrics for Assignments

Submit all assignments to the FPU Moodle site, with student name, student number and assignment name.
All work will be evaluated by course rubrics. All points earned from assignments are totals for cumulative course points.

Students who enroll must achieve a grade of “A” or “B”. Coursework that earns below a “B” mark will not receive credit. Coursework falling short of a quality equaling a “B” will be returned with further instructions.

Grading Scale
90% to 100% = A
80% to 89% = B
79% or lower = no credit

Students must earn a minimum of 80% to receive credit.
79% or below = no credit

- Grading policies:
  - 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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Introduction (1)</td>
<td>15</td>
</tr>
<tr>
<td>Text Reading and Summaries (7)</td>
<td>175</td>
</tr>
<tr>
<td>Videos and Reflection (9)</td>
<td>180</td>
</tr>
<tr>
<td>Core Strategy Journal Planning (7)</td>
<td>175</td>
</tr>
<tr>
<td>Forums (3)</td>
<td>45</td>
</tr>
<tr>
<td>Final Projects (2)</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>700</strong></td>
</tr>
</tbody>
</table>

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.
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 worldview.

**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.

The following Rubrics are specific to the assignment

**Rubric for text Summaries, Reflections, Video Reflections, and Core Strategy Journals**

<table>
<thead>
<tr>
<th>Fresno Pacific University Desired Student Outcomes</th>
<th>Not meeting standard</th>
<th>Marginal</th>
<th>Standard</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>FPU DSO: 2 Written Communication</td>
<td>No Credit</td>
<td>70% - 79%</td>
<td>B = 80% - 89%</td>
<td>A = 90%–100%</td>
</tr>
<tr>
<td>Students will demonstrate proficiency in written communication skills to inform others</td>
<td>Information is not complete or accurate. Missing main points and details. Writing contains mistakes in grammar and spelling.</td>
<td>Answers are not complete or missing supporting details. Incorporated some main points. Writing contains few mistakes in grammar and spelling.</td>
<td>Answers are organized, complete and accurate. The main points include supportive details. The writing is acceptable with very few mistakes in grammar and spelling.</td>
<td>Writing is well organized, complete and logical throughout. Incorporated many main points and supportive details. The writing reflects graduate level expectations.</td>
</tr>
<tr>
<td>FPU DSO: 4 Reflection in a writing assignment /Journal response</td>
<td>Little evidence of reflection and connection to the topic. Writing contains mistakes in grammar and spelling.</td>
<td>Reflection lacks clarity and connection to the topic. A few mistakes in grammar and spelling.</td>
<td>The reflection demonstrates clear critical thinking and is well connected to the topic. There are very few mistakes in grammar and spelling.</td>
<td>The reflection demonstrates clear, succinct clarity to the topic. No mistakes in grammar and spelling.</td>
</tr>
</tbody>
</table>

To register for courses go to [http://ce.fresno.edu/cpd](http://ce.fresno.edu/cpd) and log in
### Rubric for Forum

<table>
<thead>
<tr>
<th>Fresno Pacific University Desired Student Outcomes</th>
<th>Not meeting Standard</th>
<th>Marginal</th>
<th>Standard B= 80% - 89%</th>
<th>Superior A= 90% - 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate proficiency in written lesson plan and follow through with students</td>
<td>Missing information and supporting details are not consistent.</td>
<td>Missing some information. Supporting details are consistent.</td>
<td>Complete with clarity of observation. Incorporated strategy. Supportive details are included. Few grammatical or spelling errors.</td>
<td>Complete with clarity ad astute observation. Incorporated strategy and application. Supportive details are included. No grammatical or spelling errors.</td>
</tr>
</tbody>
</table>

| FPU DSO 3: Reflection | | | | |
|------------------------|------------------------|------------------------|------------------------|
| Student will reflect on professional growth | Little evidence of professional reflection is included. | Reflections were incomplete, unclear and not connected to the topic. | Reflections demonstrate critical thinking, well connected to the topic. | Reflection is clear, well connected to the topic, thorough and presented with creativity. |

### Rubric for the Final Project

<table>
<thead>
<tr>
<th>Fresno Pacific University Desired Student Outcomes</th>
<th>Sub-standard No credit</th>
<th>Marginal No credit 70% - 79%</th>
<th>Standard B= 80% - 89%</th>
<th>Superior A= 90% - 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>FPU DSO 2: Written Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student will demonstrate proficiency in written lesson plan and follow through with</td>
<td>Lesson plan is incomplete with many supportive details missing.</td>
<td>Lesson plan contains noticeable mistakes in grammar and spelling. There</td>
<td>Lesson plan is acceptable, very few mistakes in grammar and spelling. The strategy is linked to CCSS. Includes multiple</td>
<td></td>
</tr>
</tbody>
</table>

---

Course Number and Title: ELA 927 Essential Strategies for Ela in the Common Core  
Instructor: Sharon Owyang, M.S.  
**Date of Revision 6/23/16**

To register for courses go to [http://ce.fresno.edu/cpd](http://ce.fresno.edu/cpd) and log in.
students are few connections to the strategy or supportive details. to the CCSS with a few student supportive details. concise connections to strategies and student supportive details.

FPU DSO 3: Content Knowledge

Student will apply content knowledge and integrate core strategy with common core state standard.

Knowledge of content is incomplete. Recommend student revisit this lesson. Incomplete evidence of integrated content knowledge, strategy and the Common Core State Standard. Clear evidence to support integration of content knowledge, strategy and the Common Core State Standard to elevate achievement. Exceptional graduate level evidence to support integration of content knowledge, strategy and the Common Core State Standard to increase student achievement.

FPU DSO: 4 Reflection of Lesson

Student will reflect on professional growth

Little evidence of professional growth in the reflection. Reflection is incomplete and not linked to the lesson. Reflection demonstrates critical thinking, well connected to the lesson objective. Reflection demonstrates clarity of critical thinking and well connected strategy to the CCSS lesson.

Instructor/Student Contact:
Contact the instructor by email at sharon_owyang@yahoo.com with any questions during the course and at times listed in the assignment to discuss progress before completing the final project.

Relevant text and online resources that support course content and encourage further investigation.

Common Core State Standards: http://www.corestandards.org/

McRel Content Knowledge; [www.mcrel.org/standards-benchmarks](http://www.mcrel.org/standards-benchmarks)


Schmoker, Mike., (2011). Focus, Elevating the Essentials to Radically Improve Student Learning, ASCD, Alexandria, VA.