Independent Study Online Course Syllabus

Course Number:   ELA 928
Course Title:   Close Reading Strategies 4-12

X Online □ Correspondence

Instructor:   Tara Warmerdam
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Email:   tara.warmerdam@gmail.com
Web:   www.tarawarmerdam.com

Units: 3
Grade Level: 4-12

Course Description

This online, standards-based course introduces and explores the idea of close reading in the classroom, grades 4-12. Students will examine and explore many questions involving reading in the 21st century classroom. Topics include rigor, text-dependent questions, and text complexity, all related to the idea of close reading. Students will examine signposts, anchor questions, and reading assessments. Finally, students will examine and create their own Notice and Note model lesson plans to teach the various signposts to their students and help students become more active, thoughtful, engaged and independent readers. Students will be responsible for obtaining the selected course text, as it is not included in the course fees.

This course is strongly aligned with the standards established by the National Council of Teachers of English. The course is designed to help teachers meet the standards in their own classroom, using NCTE national standards as well as the Common Core State Standards initiative. In particular, Close Reading Strategies will help teachers focus on the close reading and text-dependent questions central to the Reading/Language Arts College and Career Readiness Anchor Standards for Reading, the Reading Literature strand and Language strand of the Common Core State Standards. The ultimate goal is to help teachers create engaging lesson plans that will further reading comprehension and analysis skills on the part of the student. This course is ideal for teachers of grades 4-12.

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.
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](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](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](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](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.

Required texts and course materials


Student Learning Objectives (SLOs)

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<tr>
<th>Student Learning Outcomes in this course</th>
<th>Standards Addressed *</th>
<th>CE program SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design lesson plans that incorporate multiple strategies that aid students in reading comprehension.</td>
<td>NCTE 3, 4, 5, 6, 8, 12</td>
<td>CE 1, 2, 3, 4</td>
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Explain and reflect upon the process that students undertake when they read text and use close reading strategies to comprehend and discuss text.  

Create lesson plans that incorporate multiple strategies (signposts, anchor questions, generalizable language) that aid students in reading comprehension and reflect upon the teaching of new lesson plans.

Effectively use multiple teaching strategies and close reading strategies in their classroom on a regular basis.

Discover reading resources available to them through professional books, websites, and state resources.

Describe how effective readers understand and process information while they read.

Standards Addressed in This Course:

The course addresses the National Council of Teachers of English, standards #1-6, 8, 11 and 12. NCTE/IRA Standards

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

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5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

The course also addresses the English Language Arts Standards for Reading Literature as outlined by the Common Core State Standards Initiative. [http://corestandards.org](http://corestandards.org) - Common Core State Standards

### Topics, Assignments and Activities

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<th>Module 1 – Introduction</th>
<th>Orientation</th>
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| **Module 2 – The Questions We Pondered** | Discussion Forum: Introduction  
Discussion Forum: Fiction, Rigor, Talk  
Discussion Forum: Text-dependent Questions  
Discussion Forum: Text Complexity |
| **Module 3 – The Signposts We Found** | Discussion Forum: Signposts & Anchor Questions  
Discussion Forum: Generalizable Language & Assessments  
Reflection Writing: Brainstorming Signpost Ideas |
| **Module 4 – The Lessons We Teach** | Discussion Forum: Contrasts & Aha  
Discussion Forum: Words & Tough Questions  
Discussion Forum: Again & Again and Memory Moment  
Lesson Plan Signpost #1  
Lesson Plan Signpost #2  
Lesson Plan Signpost #3 |
| Module 5 – Lesson Plan with the Details in Mind | Unit Plan  
Teaching and Reflection |
| **Module 6 – Internet Resources** | Discussion Forum: Internet Resources |
| **Module 7 – Close Reading & Core Standards** | Discussion Forum: Relating Close Reading to the Standards  
Reflection Writing: Common Core State Standards |
| **Module 7 – Wrapping It Up** | Discussion Forum: Final Reflection |
Grading Policies and Rubrics for Assignments

- Students must earn a minimum of 80% to received credit.
- A – 90-100%, B= 80-89%, (anything below 80% will not receive 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.

Writing Requirements

- **Superior**: Writing is clear, succinct, and reflects graduate level expectations.
- **Standard**: Writing is acceptable with very few mistakes in grammar and spelling.
- **Sub-standard**: Writing contains noticeable mistakes in grammar and spelling.
- **Written assignments and papers need to follow APA formatting** (1” margins, Times New Roman font - size 12, double spaced; centered title, student first and last name on paper.)

Instructor/Student Contact Information:

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.bookhive.org (Book Hive Book Club)
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. |

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. |

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perspectives and will employ these perspectives to evaluate complex systems.

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<th>Quantitative Reasoning: Students will accurately compute calculations and symbolic operations and explain their use in a field of study.</th>
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<td>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.</td>
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