FRESNO PACIFIC
U N I V E R S I T Y

## Independent Study Online Course Syllabus

## Course Number:  ELA 905

## Course Title:  Make Meaning With Direct Vocabulary Instruction

X Online      ☐ Distance Learning

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| **Instructor:**  Mabel W. Franks, Ed.D.<br>**Phone & Fax number:**  559-292-5315<br> **Email:**  mabefranks@yahoo.com | **Units: 3**<br>**Grade Level: K-12** |

### Course Description

This course, designed to support K-12 teachers, explores the relationship between Marzano's research on background knowledge, Second language Learner, influence of poverty on learning, and Sprenger's brain research.  Students will be asked to reflect and apply learned concepts to direct vocabulary instructional strategies and to make connections between new knowledge and Common Core Standards, (CCSS), NCTE and state standards. ELA Common Core State Standards are embedded in reference material and assignments.  The course serves as a springboard to support the development of important life-long, independent learning skills and Career and College Readiness (CCR).

### 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

- **Textbooks and Other Reading Material:**
  *How to Teach So Students Remember* by Marilee Sprenger (Students purchase separately)

  *Building Background Knowledge* by Robert Marzano (excerpts)
  *A Framework for Understanding Poverty* by Ruby Payne (excerpts)
  *Narrowing the Language Gap* by Kevin Feldman and Kate Kinsella

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- **Moodle Site** - Students will be required to work in the Moodle environment. For those students who do not have access to a Moodle site on a school or district server, free options are provided.
- **Online Resources** - Relevant online resources that support course content and encourage further investigation.
- **Other material**: Instructions for completing this course, resource materials, readings, information about Fresno Pacific University, the School of Professional Studies, and the instructor, plus specifics on course policies and procedures.

## 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). 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.

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**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

To successfully complete this course, participants must:

- Complete reading assignments
- Review videos and other on-line resources
- Review, reflect and provide responses using a variety of written formats.
- Analyze relationships between approaches to learning and instructional practices.
- Participate in on-line forums
- Evaluate effectiveness of current and suggested practices
- Apply research to demonstrate development of new knowledge and transfer of skills.
- Create activities and assignments based on research and best practices
- Create activities and rubric assessment tool based on research and best practices

> See the "Schedule of Topics and Assignments" for more details on assignments.

## National Council of Teachers of English (NCTE)

The National Council of Teachers of English (NCTE) define what teachers, as students, should know and be able to do in English language arts. It is the belief that all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society. These standards encourage the development of curriculum and instruction that make productive use of innovation and creativity which are essential to teaching and learning. More information about the national standards is available at http://www.ncte.org/.

NCTE Standards that apply to this course are:

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.

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.

7.  Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

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.

9.  Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

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).

## Learning Objectives / Outcomes

By the end of the course, students will learn and be able to:

- Synthesize and create new knowledge about academic language and direct instruction (NCTE 8, 11, 12)

- Critically read a variety of materials to build background knowledge (NCTE 1, 6, 7)

- Discuss the role academic language plays in the development of background knowledge for all students, including second language learners (NCTE 1; 10)

- Explain and apply new brain research as it relates to memory, student engagement and direct vocabulary instruction  (NCTE 3 )

- Reflect on prior learning experience to make connections to the acquisition of academic language (NCTE 3)

- Use a variety of resources, including technology and on-line resources to gather and synthesize ideas and information related to vocabulary (NCTE 8

- Exhibit through writing an understanding of and respect for diverse learning (NCTE 9)

- Demonstrate an understanding of the importance direct instruction plays in academic success and practice a range of strategies that support development of academic language (NCTE  3,4;5).

## National Common Core State Standards (CCSS)

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers 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.

This course references and integrates the English Language Arts Common Core Standards to:

- Create an understanding and acquire knowledge about the standards and how they apply to teaching and learning in the 21st Century

- Apply and assess a wide range of strategies aligned with the standards to comprehend, interpret, and evaluate information to create new meaning.

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- Conduct research and generate ideas related to the new Common Core Standards (CCSS) and to the College and Career Readiness Anchor Standards (CCR).

**Common Core Language Arts (K-5) and Literacy Standards (6-12) addressed in course assignments include:**

Reading for Literature: RL 1, RL2, RL 3, RL 4, RL 7, RL 10
Reading for Information: RI 1, RI 2, RI 3, RI 4
Writing: W 1, W 2, W 3, W 7
Speaking and Listening:  SL 1, SL 2, SL 3, SL 4, SL 5, SL 6
Language Standards: L 1. L 3, L 4, L 5, L 6

**ELA Common Core Standards** are available at http://www.corestandards.org/ .

## Schedule of Topics and Assignments

Module 1: Reaching Out to Make Connections
Goals and Objectives:
- Define background knowledge as it relates to teaching and learning
- Determine the relationship between background knowledge and academic language

Activities and Assignments:
- Read Marzano's *Building Background Knowledge* (excerpt)
- Read Sprenger's *How To Teach So Students Remember*, Chapter I
- Relating to school success
- Recalling a learning moment

Module 2:  Exploring How the Brain Works
Goals and Objectives:
- Determine the role short, working and long term memory play in learning
- Explore implications of the latest brain research on teaching and learning
- Apply learning techniques to organization of information and own learning

Activities and Assignments:
- View *The Mystery of Memory* (PowerPoint)
- View Merzenich's *Rewiring the Brain* (video)
- Read *Brain Function*
- View *Mnemonic Wizards* (video)
- Read Sprenger's *How to Improve Your Memory Peg System*
- Creating and retaining short, working and long-term memory
- Applying Sprenger's pegging and packaging technique to remember

Module 3: Reflecting on Approaches to Vocabulary Instruction
Goals and Objectives:
  • Critically read a variety of materials to build background knowledge
  • Analyze direct and indirect approaches to vocabulary instruction
  • Reflect on the use of current vocabulary instructional practices, state standards or Common
    Core Standards
  • Relate prior learning experience to the acquisition of academic language

Activities and Assignments:
  • View Marzano's *Indirect Vocabulary Instruction* (power point)
  • View Marzano's *Using Direct Instruction to Build Academic Vocabulary and Background*
  • Read Payne's *Nine Powerful Practices*
  • Read Feldman's and Kinsella's *Narrowing the Language Gap*
  • Comparing and contrasting approaches to vocabulary instruction
  • Reflecting on current practices involving vocabulary instruction, state standards or
    Common Core Standards
  • Analyzing new understandings about academic language and direct instruction

Module 4: Building Academic Vocabulary Using Direct Instruction
Goals and Objectives:
  • Explain the relationship of academic vocabulary to student success students of poverty
    and English Language learners
  • Summarize important concepts in selection of terms for teaching and learning
  • Apply vocabulary selection criteria to identification of important terms

Activities and Assignments:
  • Read *Downey's 50 Ways to Close the Achievement Gap*
  • Review Feldman and Kinsella's *Narrowing the Language Gap*
  • View *Teaching Vocabulary in the Middle School* (video)
  • Explain the significance careful selection of terminology plays in student success
  • Summarize criteria used to identify important vocabulary words
  • Self-select terms and text and apply direct vocabulary selection strategies

Module 5: Exploring Sprenger's Learning Strategies-Reaching, Reflecting, Recoding
Goals and Objectives:
  • Explain the significant role student involvement plays in learning
  • Analyze the use of reflection as a learning tool
  • Apply recoding strategies to teaching of academic language

Activities and Assignments:
  • Read Sprenger's *How to Teach So Student Remember*, Intro, Chapters 2-3
  • Review Sprenger's *How to Teach So Student Remember*, Chapter 1
  • Explain the role emotions, relationships and relevance play in learning
    questioning play in building long term memory

• Create meaning by describing appropriate reaching, reflecting, and encoding strategies

Module 6:  Exploring Sprenger's Learning Strategies-Reinforcing and Rehearsing
Goals and Objectives:
    • Determine reinforcement methods used to reduce loss of learning
    • Justify identification and use of specific pathways to build memory
    • Create a thinking assignment that encourages storage of information in long-term memory.

Activities and Assignments:
    • Read Sprenger's *How to Teach So Student Remember*, Chapters 4-5
    • Review information on semantic pathways
    • View Short and Long-term Memory (video)
    • Read Bafile's articles (3) *Brain-Friendly Teaching: The Series*
    • Explain causes of extinction
    • Explore "imprinting" and why it is important to use a variety of rehearsal strategies
    • Create a homework assignment that encourages students to think
    • Develop a reference tool to assist in matching of learning activities with memory
       pathways

Module 7: Exploring Sprenger's Learning Strategies- Reviewing and Retrieving
Goals and Objectives:
    • Analyze strategies that support long-term retention of information.
    • Identify strategies that encourage transfer, connection and retrieval of new information.
    • Create and justify quality student self-assessment practices.

Activities and Assignments:
    • Read Sprenger's *How to Teach So Student Remember*, Chapters 6-7
    • Analyze the relationship between review and retrieval of information
    • Create examples of review strategies that encourage transfer, connection to written text, and
       long-term memory storage and retrieval
    • Discuss the relationship retrieval has to learning objectives and how failure to retrieve can
      be avoided.

Module 8:  Recoding and Reinforcing Approaches to Learning
Goals and Objectives:
    • Determine appropriateness of strategies in building of background knowledge and academic
       language.
    • Analyze different approaches to development of academic language.
    • Use a variety of materials to gather information.

Activities and Assignments:
    • Read Sprenger's *How to Teach So Student Remember*, Chapters 8
    • View Marzano's 6-Step Approach to Vocabulary Development (PowerPoint)
    • View *Word Sketches* (video)
    • View *Bloom's Taxonomy:  Reinforcing Vocabulary* (Video)

- Determine when novelty and choice strategies would be appropriate
- Compare and contrast Sprenger's and Marzano's approaches to develop academic language.

Module 9:  Rehearsing and Reviewing What You Know
Goals and Objectives:
- Create tool to measure quality of vocabulary instruction and support materials
- Apply evaluation tool to determine effectiveness of observed direct vocabulary instruction.
- Evaluate effectiveness of selected written materials.
- Use a variety of resources, including technology and on-line resources to gather and synthesize ideas and information related to vocabulary.

Activities and Assignments:
- Develop a scoring rubric to measure the quality of vocabulary instruction
- Evaluate effectiveness of observed vocabulary lesson
- Evaluate effectiveness of textbook or workbook vocabulary material.

Module 10: Retrieving Information to Assess Learning
Goals and Objectives:
- Review principles of information retrieval and development of long term memory.
- Exhibit through writing an understanding of and respect for diversity in learning
- Apply a range of strategies to demonstrate an understanding of the importance direct instruction plays in the acquisition of academic language
- Create direct vocabulary unit based on state or Common Core Standards and research by Marzano, Sprenger, Payne, and others
- Evaluate effectiveness of strategies designed to support retention and retrieval of information.

Activities and Assignments:
- View Dowdy's *Teaching With the Brain in Mind* (power point)
- Create and evaluate effectiveness of student-developed unit of study based on state or Common Core Standards and direct instruction of academic vocabulary
- Identify and share a developed successful teaching and learning strategy

Module 11: Reflecting On Learning
Goals and Objectives:
- Determine relationship between state vocabulary-related content, NCTE standards, Common Core standards and development of academic language
- Draw analogies between early research about thinking and the latest research about how the brain learns
- Reflect on own learning as it relates to this course, background knowledge, and student success

Activities and Assignments:
- • Analyze research on thinking and learning- 1900s to 2010- and use the information to make connections to research on students of poverty, second language learners, and new brain studies
- • Draw comparisons between state content or Common Core Standards, NCTE standards and new learning on development of academic language, background knowledge, self-learning, and critical thinking skills

Module 12: Final Retrieval (Required for Course Credit)
Goals and Objectives:
- • Participate in sharing of learning as a knowledgeable, reflective, creative, and critical members of a professional community

Activities and Assignments:
- • Showcase and justify selection of best work sample

## Evidence of Learning

Course instructors will observe evidence of students' understanding of course objectives as demonstrated through:

- • Reflective writing assignments and responses to prompts, some of which require specific answers.
- • Responses that require thinking as a process to deepen student understanding of important concepts, extend learning, transfer information, and develop self-learning skills.
- • Responses that demonstrate understanding of the relationship between development of academic vocabulary, learning and memory
- • Self-selected strategies and applied learning demonstrate the ability to use research to evaluate effective practices.
- • Responses demonstrate the ability to apply direct vocabulary instructional strategies using an integrated approach to learning.
- • Projects requires development and application of rubric to plan and evaluate lessons and activities.
- • Consistent use of applied research.

## Grading Policies and Rubrics

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| Total points possible | 370 |
| Total points required to earn an A | 333 |
| Total points required to earn a B or Credit Grade | 296 |
| No Credit Grade Below | 296 points |

- • The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (See *Make Meaning with Direct Vocabulary Instruction* Scoring

Rubric).
- 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 letter or credit 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.

### Major Assignments
- Reflection                    10 points
- Analysis of practices          10 points
- Evaluation of practices        15 points
- Final Project                  65 points
- Final Reflection               10 points

Students will participate in discussion forums as they progress through the course. Forums are considered assignments and participation in each forum will be graded as an assignment.

### Rubric for Evaluating Assignments
Course assignments are graded with the use of a Scoring Rubric. (See *Make Meaning with Direct Vocabulary Instruction* Scoring Rubric). The Scoring rubric describes quality of work expected for **each assignment**. All course assignments are graded with the use of the Scoring Rubric.

### Instructor/Student Contact

A number of contacts are built into the course:
1. Initial on-line contact will be made by the instructor within two weeks of registering for the course.
2. A rubric will be included and will be used to score assignments.
3. Coaching/communication with student is available throughout the course by phone or email as needed.
4. Each assignment is to be submitted by student to the instructor at the completion of the assignment to check for understanding. Instructor will contact students to provide individual
   feedback on completed assignments. Support will be provided as needed.
5. If a student does not meet the course requirements when final assignments are submitted, the student will be notified by phone and/or email. Suggestions for improvement will be provided and the instructor will provide assistance to encourage satisfactory completion.

### Online Courses:

Students will communicate with the instructor and classmates on a regular basis during the course through the use of asynchronous discussion forums. A Virtual Office is available for course questions and students are provided with instructor contact information in the event students need to make phone or email contact. In addition, students are encouraged to email the instructor at any time.

**References/Resources**

Below are references and additional suggested resources to expand the course content, including web sites for accessing the National Standards for the Teaching Profession, and State content standards.

Allen, Janet. (1999). Words, Words, Words: Teaching Vocabulary in Grades 4-12. Portland, Maine: Stenhouse Publishers.

Averil Coxhead (2000). A new academic word list. TESOL Quarterly, 34, 213-238. Available at www.vuw.ac.nz/lals/div1/awl.  Accessed November 2, 2009.

Anita Archer, Vocabulary Instruction, 2nd grade. (Video). Available at http://www.scoe.org/pub/htdocs/archer-videos.html.  Accessed  November 1, 2009.

Bafile, Cara. Brain-Friendly Teaching, The Series. (2009). Education World.  Available at http://www.educationworld.com/a_curr/profdev/profdev156b.shtml.  Accessed November 1, 2009.

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Brain-Friendly Teaching: Putting Brain-Friendly Strategies to Work. Available at world.com/a_curr/profdev/profdev156c.shtml .  Accessed October 30, 2009.

Building Academic Vocabulary (video) Available at http://www.marzanoresearch.com/documents.

Caine, R. and Caine, J. (1991). Making Connections: Teaching and the Human Brain. Alexandria:  ASCD.

Closing the Performance Gap. (video) National Institute for Direct Instruction.  Available at http://www.nifdi.org.  Accessed September 15, 2009.

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Dialogue on Learning: Brain Function. Available at http://www.dialogueonlearning.tc3.edu/model/environment/brainfunction-grp.htm#prioritizing. Accessed October 4, 2009.

Direct Vocabulary Instruction. (video) Available at http://www.channels.com/episodes-. Accessed September 15, 2009.

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Dowdy, Paul B. Teaching with the Brain in Mind (Powerpoint)
Downey, Carolyn J. English, Fenwick W. Steffy, Betty E. Poston, Jr. William K. (2009) 50 Ways to Close the Achievement Gap. Thousand Oaks: Corwin Press.

Edwards, Lin. The Role of Sleep in Learning New Words. September 11, 2009. Available at http://www.physorg.com/news171875597.html. Accessed October 2, 2009.

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5-Step Vocabulary Instruction Scheme. (video). Available at http://video.google.com/videoplay?docid=8444815773290753104#docid=9108417659459250168. Accessed October 23, 2009.

Knowles, J. G., & Cole, A. L., with Presswood, C. S. (1994). Through Preservice Teachers' Eyes: Exploring Field Experiences Through Narrative and Inquiry. New York: Merrill/Macmillan.

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Marzano, Robert J. Building Academic Vocabulary (2004) Alexandria:ASCD.

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McCloskey, Mary Lou. (2002). Seven Instructional Principles for Teaching Young Learners of English. TESOL Symposium San Diego, 2002.

Michael Merzenich on re-wiring the brain (video). Available at http://www.ted.com/talks/michael_merzenich_on_the_elastic_brain.html. Accessed August 30, 2009.

Middle School Vocabulary.(video). Virginia Department of Education. Available at http://www.doe.virginia.gov/VDOE/Instruction/Reading.html/. Accessed October 13, 2009.

Mnemonic wizards: incredible feats of memory. Available a http://www.youtube.com/watch?v=6vsYCSmBcM0&feature=related. Accessed October 1, 2009.

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Psychology- Short and Long Term Memory (video) Available at http://www.youtube.com/watch?v=TausqSK9p9k&feature=related . Accessed October 23, 2009.

Scaffolding Instruction. (video) Available at http://www.wonderhowto.com/how-to/video/how-to-teach-vocabulary-words-to-children-167873. Accessed September 20, 2009.

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Stahl, Robert J. Using "Think-Time" and "Wait-Time" Skillfully in the Classroom
http://atozteacherstuff.com/pages/1884.shtml

The Effects of Poverty on Teaching and Learning: Brain-Based Research, Learning and Poverty.
Available at http://www.teach-nology.com/tutorials/teaching/poverty. Accessed November 8,
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Word Sketches. (video). Available at Virginai.gov.
http://www.doe.virginia.gov/instruction/middle_school/english/vocabulary/index.shtml#.
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http://video.google.com/videoplay?docid=84448157773290753104. Accessed October 3, 2009.

Wolfe, Pat and Ron. (November 1998). How the Brain Works. Available at
http://www.marzanoresearch.com/documents/free_resources/classroom_tools/vocabulary/BuildingAcademicVocabulary. Accessed October 1, 2009.

## 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.


## FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

| Student Learning Outcomes Oral Communication: Students will *exhibit* clear, engaging, and |
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| 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. |

## CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

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| 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. |

Course Number and Title: ELA 905 Make Meaning with Direct Vocabulary
Instructor: Mabel Franks, Ed.D.
Date of Revision 11/18/14

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