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## Independent Study Online Course Syllabus

**Course Number: ELA 912A**  
**Course Title: Developing Adolescent Readers and Writers**

Online       Distance Learning

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**Instructor:** Elaine Reimer-Paré  
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**Units: 3**  
**Grade Level: 5-12**

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### Course Description

In any classroom, reading and writing can become wonderful tools for young people to use as they grow in their understanding of themselves and the world. Some classrooms may be facing substance abuse, relationship conflicts, teenage mothers and fathers, depression, or other issues that make learning difficult. Other classrooms may be full of energetic, enthusiastic learners who seem to produce beyond the teacher's expectations.

This course is designed to give teachers of grades 5 - 12 practical techniques to help young people become willing and effective readers and writers. Teachers will learn creative ways of making literature come alive for students so that they recognize the value of reading and writing. Course requirements include reading the accompanying text, completing a series of reading and writing activities with students, and reading and responding to an adolescent novel.

This course is designed to meet the objectives identified in the Common Core State Standards in Language Arts as well as the five core propositions of the National Board for Professional Teaching Standards. Students will be asked to make connections between their work and these standards or the standards of their own states.

### 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

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](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.

## Required texts and course materials

The text for the course is *Seeking Diversity: Language Arts with Adolescents* by Linda Rief. Participants will receive a copy of the text in the mail several days after registration. The cost is included within the materials fee for the course.

## Student Learning Objectives (SLOs)

<b>Student Learning Outcomes in this course</b> Student will be able to:	<b>Standards Addressed *</b>	<b>CE program SLOs</b>
1. define and build a literary context in the classroom.	CCSS 2, 3, 7, & 9; NBPTS Props 1, 2, 3, & 4	CE 3
2. nurture the creativity and “voices” of their students.	CCSS 3, 7, & 9; NBPTS Props 1, 2, 3, & 4	CE 5
3. utilize a variety of literary forms in lesson planning.	CCSS 5-10; NBPTS Props 1 & 2	CE 3, 4
4. gain skills in evaluating and assessing the work of students.	NBPTS Props 2, 3, & 4	CE 4
5. integrate many subjects into the language arts classroom.	NBPTS Props 1-4	CE 2, 4
6. gain confidence and skill in the teaching of writing and reading.	NBPTS Props 1-5	CE 3
7. connect lessons to state or national standards.	NBPTS Prop 5	CE 6

(\* Please refer to the section on **Standards Addressed in This Course**)

### Standards Addressed in This Course:

#### National Standards:

This course is designed to reinforce and support the English Language Arts Standards of the Common Core State Standards Initiative (CCSS). The Anchor Standards for Reading (Grades 6-12) are listed here:

#### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical,

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connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

### **National Board for Professional Teaching Standards: Five Core Propositions**

In addition to the content standards referenced above, this course supports the following core propositions that characterize National Board Certified Teachers (NBCTs).

#### **Proposition I: Teachers are Committed to Students and Their Learning**

- NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
- They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- NBCTs understand how students develop and learn.
- They respect the cultural and family differences students bring to their classroom.
- They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.

#### **Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.**

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- NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history structure and real-world applications of the subject.
- They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
- They are able to use diverse instructional strategies to teach for understanding.

**Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.**

- NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- NBCTs know how to assess the progress of individual students as well as the class as a whole.
- They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

**Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.**

- NBCTs model what it means to be an educated person—they read, they question, they create and they are willing to try new things.
- They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
- They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

**Proposition 5: Teachers are Members of Learning Communities.**

- NBCTs collaborate with others to improve student learning.
- They are leaders and actively know how to seek and build partnerships with community groups and businesses.
- They work with other professionals on instructional policy, curriculum development and staff development.
- They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.

**Standard Resources**

<http://corestandards.org> - Common Core State Standards

[http://www.nbpts.org/the\\_standards/the\\_five\\_core\\_propositio](http://www.nbpts.org/the_standards/the_five_core_propositio) - National Teaching Standards, Five Core Propositions

[www.mcrel.org/standards-benchmarks](http://www.mcrel.org/standards-benchmarks)

<http://www.educationworld.com/standards/state/index.shtml> - Education World

<http://www.academicbenchmarks.com/search/>

**Topics, Assignments and Activities**

(Full assignment details and instructions are available on the course’s Moodle page. Please consult the instructions online before completing any assignment.)

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<b>Module 1</b> – Class Introductions	<b>Module 1</b> – Introduce yourself to others in the forum.
<b>Module 2</b> – Text Introduction	<b>Module 2</b> – Read the entire text <i>Seeking Diversity: Language Arts with Adolescents</i> by Linda Rief. Watch and listen to the Rief resources provided online.  Contribute to course forum.
<b>Module 3</b> – Classroom Context	<b>Module 3</b> – In one page, reflect on the literary context of your classroom (prompts online).
<b>Module 4</b> – Positive-Negative Graphs	<b>Module 4</b> – In one page, describe how you used positive-negative graphs or time lines. How did students respond to the activity?
<b>Module 5</b> – Unit Lesson Plan	<b>Module 5</b> -- Develop a unit that uses several literary genres (200 minutes of class time). Evaluate the success of the unit; write one page in response to the assessment questions provided.
<b>Module 6</b> -- Writing Log	<b>Module 6</b> -- Choose one of the novels from Rief's "Best-liked Books" list (256) or choose a novel that is popular among your students that you have never read. As you read the book, complete and submit four log entries following the assignment's guidelines.  Contribute to course forum.
<b>Module 7</b> —Visible Literacy	<b>Module 7</b> -- In order to understand yourself better as a reader and writer, read and think about the questions on pages 270-271 in the Reading-Writing Survey, Appendix I. In one to two pages, respond to the prompts provided.  Contribute to the course forum.
<b>Module 8</b> —Portfolios (Alternative Assignment for teachers not presently in the classroom)	<b>Module 8</b> —Read and respond to Appendix A in the text (prompts provided online).

### Grading Policies and Rubrics for Assignments

To successfully complete this course, participants must submit

1. a one page reflection on the literary context of his/her classroom.

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2. a one page analysis of the use of positive-negative graphs.
3. a lesson plan for teaching a multi-genre literary unit, plus an evaluation of that lesson.
4. a one page writing log in response to the reading of a novel.
5. a one to two page response to the reading-writing survey.
6. thoughtful contributions to all course forums.

Grades will be determined using the following percentages:

- Reflection on the literary context of your classroom: 15%
- Analysis of the use of positive-negative graph activity: 15%
- Lesson plan and evaluation: 40%.
- Writing log experience: 15%
- Response to the reading-writing survey: 15%

Total scores determine the final grade:

- 90 - 100% = A
- 80 - 89% = B
- 79% or below = no credit

All coursework must reflect a minimum "B" quality to receive credit. The discernment between an A and a B is at the discretion of the instructor, based on the quality of work submitted (see assignment rubric). Participants may request either a letter grade (A or B) or credit (CR). Students with coursework falling short of a "B" or Credit grade will be advised with further instructions. Every person with a score of 80% or above will receive three semester units of credit. All assignments and forum contributions must be completed in order to receive a grade.

## Scoring Rubric

Type of Assignment	90 – 100 points Exceptional	80 – 89 points Adequate	70 – 79 points Not Acceptable
Written responses	Student's written responses show an exceptional investment of time, energy and thoughtful reflection. The work submitted by the student is original and thorough. The student effectively organizes key insights and demonstrates evidence of interaction with the texts.	Student's written responses show an adequate investment of time, energy and thoughtful reflection. The work submitted by the student is complete, but lacks thoroughness and originality. The student sufficiently organizes insights and demonstrates evidence of interaction with the readings.	Student's written responses show little investment of time, energy and thoughtful reflection. The work submitted by the student does not show adequate thought or effort.
Lesson design	Lesson plans show an	Lesson plans show an	Lesson plans submitted

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	exceptional investment of time, energy and thoughtful reflection. Student consistently makes connections to local instructional goals/standards and implements research-based strategies and approaches.	adequate investment of time, energy and thoughtful reflection. Student makes some connections to local instructional goals/standards and research-based strategies and approaches.	by the student do not show adequate thought or effort, and may not address specific goals.
Lesson evaluations	Student includes the use of critical thinking and reflection in the evaluation of lessons implemented.	Student includes the use of reflection in the evaluation of lessons implemented, but may lack sufficient detailed analysis.	Student does not demonstrate critical thinking or reflection in the evaluation of lessons implemented.
Presentation	Student effectively organizes key insights into a thoughtful and well-written presentation.	Student includes several key insights in an adequately written response.	Student response lacks key insights and is carelessly written.

### 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

<b>Student Learning Outcomes Oral Communication:</b> Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
<b>Written Communication:</b> Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
<b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
<b>Reflection:</b> Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
<b>Critical Thinking:</b> Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
<b>Moral Reasoning:</b> Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
<b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
<b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
<b>Information Literacy:</b> Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.

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