

Independent Study Online Course Syllabus

Course Number: ELA 923

Course Title: Teaching Literary Elements

X Online ☐ Distance Learning

Instructor: Tara Warmerdam
Phone number: 559-904-0998
Email: tara.warmerdam@gmail.com

Units: 3
Grade Level: 6-12

Course Description

Literary elements are an integral part of the study of literature. This online, standards-based course is designed to introduce and explore new tools and strategies for teaching literary elements in the classroom. Particular attention is given to the study of character, setting, point of view and theme. Students will have the opportunity to design practical, hands-on activities and lessons that will engage students with a variety of texts. Emphasis is given to strategic reading and meaningful interaction with literature, as well as the application of literary elements in student writing. 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 required textbook (*Fresh Takes on Teaching Literary Elements*, by Michael W. Smith & Jeffrey D. Wilhelm, 2010) is an NCTE publication. 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. The ultimate goal is to help teachers create engaging, literature based activities that will promote critical thinking and analytical skills on the part of the students, achieving the standards that the teacher establishes. This course is ideal for English and Language Arts teachers of grades 6-12.

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.

Course Number and Title: ELA 923 Teaching Literary Elements
Instructor: Tara Warmerdam
Date of Revision 5/19/16

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

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.

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.

Course Materials

Smith, Michael W. and Jeffrey D. Wilhelm. *Fresh Takes on Teaching Literary Elements: How to Teach What Really Matters About Character, Setting, Point of View and Theme*. Urbana, Illinois: National Council of Teachers of English, 2010. ISBN: 978-0-545-0526-4

Please note that students are responsible for obtaining this text on their own as it is not included in the course fees.

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 Number and Title: ELA 923 Teaching Literary Elements

Instructor: Tara Warmerdam

Date of Revision 5/19/16

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

Course Requirements

Students will be required to complete the detailed assignments outlined in the schedule of topics and assignments. Students will be required to reflect and evaluate both the assigned reading and their own teaching experiences. Students will also design and implement lesson plans that reflect the teaching strategies and approaches discussed in the course texts. Reflecting and evaluating the hands-on strategies discussed is an integral part of the course curricula.

National Content / Common Core Standards

The course addresses the National Council of Teachers of English, standards #1-6, 8, 9, 11 and 12. The course also addresses the English Language Arts Standards for Reading Literature as outlined by the Common Core State Standards Initiative.

Learning Objectives / Outcomes

It is the goal of the instructor that students will have a greater understanding of the importance of teaching literary elements in the classroom as well as multiple strategies for teaching character, setting, point of view and theme through reading as well as writing. Please note the national standards set forth by the National Council of Teachers of English (as discussed previously) addressed by each objective.

Students of this course will be able to:

- Create a variety of lesson plans and activities that engage students with literary elements. (1, 2, 3, 6, 8, 12)
- Design activities and lesson plans that foster the development of literary analysis skills. (1, 2, 3, 4, 5, 6, 8, 12)
- Use a variety of strategies in addressing characters, setting, point of view and theme. (1, 2, 3, 4, 5, 6, 8, 9, 12)
- Design lesson plans that emphasize a variety of text connections and ultimately lead to understanding a variety of cultures, current issues, and societal concerns outside of students' own personal experiences. (1, 2, 3, 8, 9, 11, 12)
- Design literary analysis activities that foster the connection between reading and writing (1, 2, 3, 4, 5, 6, 9, 11, 12)
- Integrate specific teaching techniques from the course curriculum while teaching literary elements. (1, 2, 3, 4, 5, 6, 11, 12)

Schedule of Topics and Assignments

- Discussion Forum: Introduction
- Discussion Forum: Characters
- Lesson Plan: Characters
- Discussion Forum: Characterization
- Lesson Plan: Setting
- Discussion Forum: Context and Setting

Course Number and Title: ELA 923 Teaching Literary Elements

Instructor: Tara Warmerdam

Date of Revision 5/19/16

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

- Discussion Forum: Point of View
- Lesson Plan: Point of View
- Discussion Forum: Theme
- Lesson Plan: Theme
- Teaching and Reflection Assignment
- Literary Elements and the Standards
- Discussion Forum: Literary Elements and the Internet
- Discussion Forum: Final Reflection

Evidence of Learning

1. Student provided evidence of his/her understanding of the course's objectives and the course text through his/her reflective writing.
2. Student designed and implemented lesson plans that demonstrated his/her understanding of the course objectives and the principles of the text.
3. Student read a professional teaching text and demonstrated his/her critical thinking skills in responding and engaging with the text and its principles.
4. Student demonstrated an ability to respond critically and synthesize information successfully into practical lesson plans for the classroom.
5. Student demonstrated an understanding of his/her state and/or professional teaching standards, and how teaching strategies may be used in the future.
6. Student applied ideas from the texts to the classroom.
7. Student participates in a professional learning community and extends ideas outside of the course text.

Grading Policies and Rubrics

300 points total
 270-300 = A
 240-269 = B or Credit Grade
 Below 239 = No Credit

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.

Instructor/Student Contact

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

Beech, Linda. *Context Clues & Figurative Language: 35 Reading Passages for Comprehension*. New York: Scholastic, 2006.

Burke, Jim. *What's the Big Idea? Question-Driven Units to Motivate Reading, Writing and Thinking*. New York: Heinemann, 2010.

Gallagher, Kelly. *Deeper Reading: Motivational Mini-lessons for Middle and High School*. New York: Stenhouse, 2004.

McCarthy, Tara. *Spotlight on...Literary Elements*. New York: Scholastic, 2004.

McCarthy, Tara. *Teaching Literary Elements: Easy Strategies & Activities to help kids Explore and Enrich their Experiences with Literature (Grades 4-8)*. New York: Scholastic, 1999.

Napoli, Mary and Susan van Zile, *Teaching Literary Elements with Picture Books*. New York: Scholastic, 2009.

Rhoades, Immacula. *Teaching Literary Elements with Favorite Chapter Books*. New York: Scholastic, 2007.

Van Zile, Susan. *Awesome Hands-on Activities for Teaching Literary Elements*. New York: Scholastic, 2001.

Internet Resources

www.ncte.org (National Council of Teachers of English)

www.readwritethink.org (Read, Write, Think)

www.aesopfables.com (Aesop's Fables index and guide)

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://school.discovery.com/schrockguide/index.html> (Kathy Shrock's Guide for Teachers)

<http://www.LiteracyConnections.com/> (Literacy Connections)

<http://www.literacymatters.org> (Literacy Matters – developed for adolescent readers)

<http://www.rif.org> (Reading is Fundamental)

Course Number and Title: ELA 923 Teaching Literary Elements

Instructor: Tara Warmerdam

Date of Revision 5/19/16

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

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 <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.
Written Communication: 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.

Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: 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.
Critical Thinking: 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.
Moral Reasoning: 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.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
Information Literacy: 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.