
Independent Study Online Course Syllabus

Course Number: ELA 926

Course Title: Building ELA Core Ready Learners / Walking The CCSS Staircases

☒ Online ☐ Distance Learning

Instructor: Bonnie E. Walker; MSED, NBCT Phone number: 717-756-0931 Email: bew3@fpu.edu	Units: 3 Grade Level: K-12
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Target Grade Level: K-12; In-service teachers, administrative leaders, literacy coaches, ELL specialists, special educators, media specialists, reading teachers, content area teachers.

Course Description

The Common Core State Standards have been written. The question now is not ‘Why are we using the CCSS?’ but rather ‘How do I use them, or any state standards, to improve student performance and increase student engagement?’ We need a plan for implementing them into the classrooms and continuing to work with them – A workable and feasible plan that goes beyond simply unpacking the standards or trying to make the old standards work with the CCSS while at the same time alleviating some of the sense of being overwhelmed. The exploratory course will open the doors to lead the standards into the classroom, introduce new teachers to the CCSS, and make us always “Core Ready”.

To begin, an introductory module will cover the importance of embracing the Common Core Standards and using the teaching and learning strategies. The remaining modules adhere to an easy-to-follow framework purposefully designed in a staircase fashion: The Four Doors to the Core, preparing the classroom and community, Mastering reading, writing, speaking, listening, and assessment all taken right from the CCSS language. Supplementary readings, combined with the text, will give you a virtual toolkit to address key common core related challenges. Additionally, you’ll have the opportunity to put into practice what you have learned from the course utilizing actual CCSS activities that your own students may encounter. Course goals, objectives, assignments, and rubrics follow fundamental components of the CCSS. Explicitly teaching the strategies gleaned from the text and course will better equip your students to tackle the challenges of their futures and prepare them for college and careers and support you in teaching with the common core standards in mind.

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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). 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.

Instructor/Student Contact

Instructor-student contact is at the very heart of all successful college courses. Just as in the face-to-face class the instructor is present at each class meeting and interacts via lectures, activities and discussions; the online student will also receive the benefit of the instructor’s ‘presence’ in the online environment.

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 all discussion questions/posts. The role of the faculty member in the discussion forum will be that of an observer and facilitator because ultimately the purpose of the discussion forum is for course learners to engage with each other and glean additional insights apart and beyond that of the instructor's.

Course Materials

Print Resources (*purchased separately*)

- Required Textbook: Allyn, Pam. (2012) *Be Core Ready: Powerful, Effective Steps to Implementing and Achieving the Common Core State Standards*. Upper Saddle River, NJ: Pearson Education, Inc. | ISBN-10: 0132907461, ISBN-13: 978-0132907460 (\$32.00)

Additional/Optional Resources

- Pam Allyn's Core Ready Lesson Sets (Grades K-2, Grades 3-5, and/or Grades 6-8))
 - Allyn, Pam. *The Journey to Meaning: Comprehension and Critique*. Boston: Pearson, 2014. Print.
 - Allyn, Pam. *The Power to Persuade: Opinion and Argument*. Boston: Pearson, 2014. Print.
 - Allyn, Pam. *The Shape of Story: Yesterday and Today*. Boston: Pearson, 2014. Print.
 - Allyn, Pam. *The Road to Knowledge: Information and Research*. Boston: Pearson, 2014. Print.

Course Requirements

This course is an exploratory course to the CCSS. It is not a course on curriculum mapping, but rather a course on providing practice and useful information and tools to help you acclimate and implement the Common Core State Standards into your Reading/Literacy classes. Assignments are heavily reliant on the CCSS and are graded with the CCSS in mind. In addition, the course project is a PowerPoint Presentation that culminates all that you have learned from the module assignments. Assignments include:

- Reading assigned reading text and resources; viewing various multi-media resources
- Peer Coach/Colleague and/or Online discussions
- Reflective journals and/or summaries related to the topics of discussion
- "Walk in Your Students' Shoes" assignments
- Practical applications collaborated with fellow teachers (from your school or district)
- One Lesson Set (including samples of students' work, a written evaluation of strengths and weaknesses, and a persuasive discussion on how the CCSS were implemented)

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- Course Project: An “I’m Core Ready” and “You Can Be Too” PowerPoint Presentation
- Common Core State Standards**

This course uses the seven key points identified by the Common Core State Standards to assist the educator to get a feel for the CCSS and identify with what we will be putting our students through: They are as follows:

- demonstrate independence
- build strong content knowledge
- respond to the varying demands of audience, task, purpose, and discipline,
- comprehend as well as critique
- value evidence
- use technology and digital media strategically and capably
- come to understand other perspectives and cultures.

This course also addresses the NBPTS core propositions.

Proposition 1: Teachers are Committed to Students and Their Learning

- Teachers 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. They understand how students develop and learn and respect the cultural and family differences students bring to their classroom. They are concerned with their students’ self-concept, and their motivation, and the effects of learning on peer relationships as well as being concerned with the development of character and civic responsibility.

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

- Teachers 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.

- Teachers 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. They 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.

- Teachers 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.

- Teachers 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 know how to work collaboratively with parents to engage them productively in the work of the school.

Learning Objectives / Outcomes

Upon completion of the course, the student will be able to:	NBPTS
a. Establish and document a baseline of information about teaching	1, 2
b. Articulate his/her cognitive and affective learning throughout the course and project in relation to the NBPTS and CCSS goals and objectives	2, 4
c. Communicate and demonstrate his/her abilities, professional knowledge, professional growth, and professional goals through the specified assignments and project of the course	4, 5
d. Apply his/her learning to the classroom and students' academic achievement	1, 3
e. Use the reflective journals to clearly and concisely describe behaviors, demonstrated skills, and instructional practices used to introduce or reinforce learning.	5
f. Use the course artifact reflection component to clearly and concisely describe demonstrated skills, behaviors, and instructional practices used to reinforce or introduce learning.	1, 2, 3
g. Clearly and concisely identify strengths, challenges, and overall impact on student performance outcomes	1, 3
h. Integrate facets of newly acquired knowledge in teaching and learning, and clearly align these with the CCSS and the NBPTS professional standards/core propositions.	4, 5
i. Demonstrate readiness for professional practice, licensing, and/or career advancement	1, 4
j. Be an agent of change in his/her school, district, and state.	5

Schedule of Topics and Assignments

This course is set up in 12 modules that are aimed at providing teachers with effective steps to implementing and achieving the Common Core State Standards. Each module must be completed first before moving onto the next module. An overview of topics is as follows:

Module 1: Introduction

Orientation
The Bill of Rights

Module 2: The Case to be Core Ready

What Do Professors Want
Why Are the Literacy Skills Important

Module 3: The Four Doors to the CCSS

Entering the doors -- Meaning, Story,
Knowledge, and Persuasion

Module 4: Paradigm Shifts

Preparing the Classroom & Community
Collaborating

Module 5: Mastering Text Complexity

The Staircase and The Many Ways to
Climb it

Module 6: Mastering Argument and Evidence

Researching, Presenting, Persuading, and
Critiquing

Module 7: Mastering Technology and New Media

Reading All Literacies
Focusing and identifying key precepts
about new media

Module 8: Mastering the Art of Close Reading

Investigating the Literary World with Core
Ready Lenses

Module 9: Differentiating Instruction for All Students

Empowering ELL and Special Needs
Students

Module 10: Making Assessment Creditable

Summative or Formative:
Performance-Based Assessments:

Module 11: Course Project: Lesson Set & PPP

I'm Core Ready Presentation
Being An Agent of Change in your
School, with your Families, and in
your Community

Module 12: Course Wrap-Up

Evidence of Learning

- Course instructor observed evidence of understanding of course objectives as demonstrated through students' online discussion posts.
- Course instructor observed evidence of understanding of course objectives as demonstrated through students' reflective writing assignments.
- Course instructor observed evidence of understanding of course objectives as demonstrated through students' presentation of data collection and artifact submission and evaluation.

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- Student developed a project consistent with the scholarship normally expected of a graduate level student. Their project was written in a format consistent with the NBPTS/NBCT writing format and style.
- Student exhibited technological integration via Internet web searches and the portfolio presentation.
- Student included the use of critical thinking, research, and reflective skills and made connections to the NBPTS and/or InTASC standards, their state content and/or Common Core State Standards (CCSS) as evident through the portfolio development and preparation.

Grading Policies and Rubrics

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.

Students who take the course for credit/no credit must earn an 80% or above to earn credit. Students who enroll in the course for a letter grade must achieve a grade of “A” or “B”. Coursework that earns below a “B” or below an 80% will not receive credit.

The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (Assignment rubrics are available upon registration of course). Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.

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.