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

ELA-905: Make Meaning with Vocabulary Instruction

Independent Study Online Course Syllabus

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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 state standards. The course serves as a springboard to support the development of important life-long, independent learning skills and Career and College Readiness (CCR).

Note: Required book must be acquired separately.

Required Texts and Course Materials

Book: *How to Teach So Students Remember* (2nd ed.) by Marilee Sprenger (2018). ISBN-13: 978-14146625315 https://www.amazon.com/How-Teach-Students-Remember-2nd-ebook/dp/B079P8GC69

Note: Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase used, e-book, or new versions to save money. You can order the book directly from the publisher or from one of several discount aggregators (for example): https://amazon.com

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Moodle: Moodle is a web-based learning management system used to support flexible teaching and learning in both face-to-face and distance courses (e-learning). https://moodle.org // https://moodle.org/demo // https://docs.moodle.org

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

National Board for Professional Teaching Standards (NBPTS)
(http://www.nbpts.org/standards-five-core-propositions/)

First published in 1989 and updated in 2016, *What Teachers Should Know and Be Able to Do* articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.
- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

National Council of Teachers of English (NCTE) (http://www.ncte.org)

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.

Common Core State Standards (CCSS) (www.corestandards.org)

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.

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

Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 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-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 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-SLO 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-SLO 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 Student Learning Outcomes (C-SLO)

Student Learning Outcomes for This Course By the end of this course student will be able to:	National Standards Addressed*	CE-SLO Addressed**
1. Synthesize and create new knowledge about academic language and direct instruction	NCTE 8, 11, 12	CE 1; 4; 6
2. Critically read a variety of materials to build background knowledge	NCTE 1, 6, 7	CE 6
3. Discuss the role academic language plays in the development of background knowledge for all students, including second language learners	NCTE 1; 10	CE 1; 2; 5; 6
4. Explain and apply new brain research as it relates to memory, student engagement and direct vocabulary instruction	NCTE 3	CE 2, 4, 5
5. Reflect on prior learning experience to make connections to the acquisition of academic language	NCTE 3	CE 2; 3
6. Use a variety of resources, including technology and on-line resources to gather and synthesize ideas and information related to vocabulary	NCTE 8	CE 4; 6
7. Exhibit through writing an understanding of and respect for diverse learning	NCTE 9	CE 1; 5

Module Title	Module Assignments and Activities	Points Possible for Each Assignment
8. 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	CE 2; 4; 6

* Please refer to the section on **National Standards Addressed in This Course**
** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible for Each Assignment
Welcome Module	• Introduction video • Course Syllabus • Introduce Yourself Forum	
Module 1 – Reaching Out to Make Connections	• Read Marzano's, Building Background Knowledge (excerpt) • Read Sprenger's How To Teach, Chapter I • View Academic Vocabulary within Common Core • Read Developing Students Academic Vocabulary Assignment 1.1: Capturing the moment • Assignment 1.2: Relating to school success • Assignment 1.3: Recalling a learning moment	10 pts 10 pts 10 pts
Module 2 – Exploring How the Brain Works	• View Brain Power: From Neurons to Networks • View Information Processing Model • Review Vocabulary Tier I, II and III Classifications • View Teaching Explicit Academic Vocabulary • View CCSS and Academic Vocabulary- Where to Begin • View High School Reading- Academic Vocabulary • View Explicit Vocabulary Teaching Strategies • Assignment 2.1: Creating and retaining short, working and long-term memory • Assignment 2.2 Rewiring implications to encourage mental growth and change	10 pts 10 pts
Module 3 – Building Academic Vocabulary Using Direct Instruction	• 3 Ways the Brain Creates Memory • Review Narrowing the Language Gap • View Teaching Vocabulary in the Middle School • Assignment 3.1: Analyzing terminology criteria to identify important vocabulary words • Assignment 3.2: Self-selecting terms and applying direct vocabulary selection criteria	15 pts 15 pts
Module 4 – Exploring Sprenger's Learning Strategies- Reaching,	• Read Sprenger's How to Teach Chapters 2-3 • View Building Academic Vocabulary Strategies • View Explicit Vocabulary Instruction-1 • Read Teach Vocabulary by Building Background • Questions, Cues and Advance Organizers • View Activating Prior Knowledge	

Module Title	Module Assignments and Activities	Points Possible for Each Assignment
Reflecting, Recoding	• Assignment 4.1: Explaining the role emotions, relevance and relationships play in learning • Assignment 4.2: Recoding to connect • Assignment 4.3: Creating meaning by describing appropriate reaching, reflecting, and encoding strategies	10 pts 15 pts 15 pts
Module 5 – Exploring Sprenger's Learning Strategies- Reinforcing and Rehearsing	• Read Sprenger's How to Teach Chapters 4-5 • Review information on semantic pathways • View Short and Long-term Memory • View Tier Two Vocabulary Instruction, K-2 • Review 21 Digital Tools to Build Academic Vocabulary • View Direct Instruction of Vocabulary Observation • Assignment 5.1 Avoiding memory extinction causes and identifying ways to maintain memory extinction • Assignment 5.2: Selecting appropriate and multiple pathways to learning	10 pts 15 pts
Module 6 – Exploring Sprenger's Learning Strategies- Reviewing and Retrieving	• Read Sprenger's How to Teach Chapters 6-7 • View Assessment for Learning • Review Peer and Self-Assessments • View Reciprocal Teaching Methods • View Vocabulary Strategies to Boost Comprehension Assignment 6.1: Analyze the relationship between review and retrieval of information Assignment 6.2: Create examples of review strategies that encourage transfer, connection to written text, and long-term memory storage and retrieval Assignment 6.3: Discuss the relationship between retrieval and learning objectives	10 pts 15 pts 20 pts
Module 7 – Recoding and Reinforcing Approaches to Learning	• Read Sprenger's How to Chapters 8 • View Explicit Vocabulary Instruction- 2 • View Reinforcing Marzano's 6 Steps • View Close Reading- Vocabulary Focus (Grade 1) Assignment 7.1: Determining when novelty and choice strategies would be appropriate • Assignment 7.2: Using graphic organizers to compare and contrast Sprenger's and Marzano's approaches to develop academic language. • Assignment 7.3: Evaluating observed direct vocabulary instruction to determine effectiveness	10 pts 10 pts 20 pts
Module 8 - Retrieving Information to Assess Learning	• Assignment 8.1: Realizing what you have learned by create, teaching and evaluating effectiveness of a unit of vocabulary study based on state or Common Core Standards and direct instruction of academic vocabulary • Assignment 8.2: Mixing ingredients for success, share implemented successful vocabulary-building strategy.	75 pts 10 pts

Module Title	Module Assignments and Activities	Points Possible for Each Assignment
Course Wrap-up – Grading and Evaluation	• Final Reflection Forum • Course Evaluation • Course Completion Checklist • Grade Request / Transcript Request	
	TOTAL POINTS	**315 points**

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies
- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and 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.

Grading Rubrics
Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements
- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements
- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous posting forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Forums

Participation is an important expectation of this course and all online courses. Online forums promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. Forum postings are open to be viewed by all students in the course, so do not post sensitive or personal information about your students. 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 forum questions whenever possible. The faculty role in the forums is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Students with disabilities should contact the Academic Support Center to discuss academic and other needs as soon as they are diagnosed with a disability. Once

documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to https://www.fresno.edu/students/academic-support/services-students-disabilities.

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 per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - https://handbook.fresno.edu/graduate/academic-policies

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can 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. If you need technical support, please contact your Internet Service Provider.

Moodle: This course will be delivered totally online at https://ce-connect.fresno.edu. Moodle is a learning management system that provides students access to online resources, documents, assignments, knowledge checks, forums, etc. Moodle is easy to learn and has a friendly user interface. There are also some student tutorials on the Center for Online Learning website at Fresno Pacific University - https://col.fresno.edu/student.

Moodle Login and Passwords: Students will need to have internet access to log onto https://ce-connect.fresno.edu. The username and password 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 communication. If you need help with your username and password recovery, please contact the Continuing Education office at (800) 372-5505 or (559) 453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm (pacific) or email them at prof.dev@fresno.edu.

Getting Help with Moodle: If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone or the website. Help by phone (559) 453-3460 is available Mon-Fri 8:00 am to 5:00 pm (pacific) or by filling out a "Request Services" form at https://col.fresno.edu/contact/request-services. If asked, please identify that you are with the "School = Continuing Education".

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (https://ce.fresno.edu/my-account) and "Request Final Grade". Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at https://ce.fresno.edu/ce-policies-and-procedures.

niversity Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at https://www.fresno.edu/students/registrars-office/academic-catalogs.

Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	**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.
FPU-SLO 2	**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.
FPU-SLO 3	**Content Knowledge:** Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	**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.
FPU-SLO 5	**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.
FPU-SLO 6	**Moral Reasoning:** Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian worldview.
FPU-SLO 7	**Service**: Students will *demonstrate* service and reconciliation as a way of leadership.
FPU-SLO 8	**Cultural and Global Perspective:** Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.
FPU-SLO 9	**Quantitative Reasoning**: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.
FPU-SLO 10	**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.