

## ELA-915: Teaching Grammar in Context

### Independent Study Online Course Syllabus

**Instructor:** Elaine Reimer-Paré**Phone:** (514) 696-1631**Email:** [elaine.reimer-pare@fresno.edu](mailto:elaine.reimer-pare@fresno.edu)**Number of Graduate Semester Units:** 3 units**Target Audience:** 4<sup>th</sup> - 12<sup>th</sup> grade teachers**Course Access:** <https://connect.fresno.edu>

### Course Description

Teaching Grammar in Context is an online, standards-based course that helps teachers learn how to provide grammar and mechanics instruction within the context of student writing. By focusing on literature and writer's craft, teachers in all disciplines can reinforce the rules of language in a way that brings meaning and importance to written communication.

Students of this online course will respond critically to academic texts and will engage their students with innovative teaching strategies and lesson plans. The readings and assignments in this course are aligned with Common Core State Standards for English Language Arts. The course adheres to the teaching standards established by the National Council of Teachers of English and the five core propositions of the National Board for Professional Teaching Standards.

**Note:** Required book must be acquired separately.

### Required Texts and Course Materials

**Book:** Anderson, Jeff. *Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop*. Portland: Stenhouse Publishers, 2005. ISBN-13: 978-1571104120

<https://www.amazon.com/Mechanically-Inclined-Building-Grammar-Workshop/dp/1571104127>

**Canvas:** This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

**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.

## 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

### Common Core State Standards (CCSS) ([www.corestandards.org](http://www.corestandards.org))

The following **Common Core State Standards** for English Language Arts (Grades 6-12) are reinforced throughout this course:

#### College and Career Readiness Anchor Standards for Language

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

#### College and Career Readiness Anchor Standards for Writing

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

## 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)

<b>Student Learning Outcomes for This Course</b> By the end of this course the student will be able to:		<b>National Standards Addressed*</b>	<b>CE-SLO Addressed**</b>
C-SLO 1	Demonstrate an understanding of the “rules” of grammar and how they affect written communication	CCSS Language 1, 2; CCSS Writing 4, 5; NBPTS Props. 2, 3	CE 1, CE 2, CE 4, CE 6
C-SLO 2	Identify, analyze and address the patterns of error in their students’ writing	CCSS Language 1, 2; CCSS Writing 4, 5; NBPTS Props. 2, 3, 4	CE 4, CE 6
C-SLO 3	Implement visual and “hands-on” teaching strategies to reinforce key concepts of language usage	NBPTS Props. 1, 2, 3, 4	CE 2, CE 4, CE 6
C-SLO 4	Use mentor texts to model effective grammar and mechanics, as well as to stimulate student writing	CCSS Language 1, 2, 3, 4, 5; Writing 3, 4, 5, 9, 10; NBPTS Props. 1, 2, 3	CE 1, CE 2, CE 4, CE 6
C-SLO 5	Identify current issues concerning grammar instruction	NBPTS Props. 2, 4, 5	CE 1, CE 2, CE 6
C-SLO 6	Develop innovative lessons to help students recognize how using correct grammar and mechanics can create powerful written text	CCSS Language 1, 2, 3, 5; Writing 4, 5; NBPTS Prop. 3	CE 1, CE 2, CE 3, CE 4, CE 5, CE 6
	Identify the ways that grammar instruction in the classroom meets state and national standards for the teaching of English	NBPTS Props. 4, 5	CE 3, CE 5, CE 6

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

\*\* Please refer to the section on **Continuing Education Student Learning Outcomes**

## Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible
<b>Home Page</b>	<ul style="list-style-type: none"> <li>Welcome Video</li> <li>Course Syllabus</li> <li>Policies and Procedures</li> <li>Introduce Yourself Forum</li> </ul>	
<b>Module 1 – Teaching Grammar</b>	<ul style="list-style-type: none"> <li>Read Chapter One of this course's text and reflect on your own experience teaching grammar and mechanics.</li> </ul>	100
<b>Module 2 – Patterns of Error</b>	<ul style="list-style-type: none"> <li>Examine your students' writing. What are the 20 most common errors that you see your students make? Generate a list that reflects your observations.</li> </ul>	100
<b>Module 3 – Mentoring Through Text</b>	<ul style="list-style-type: none"> <li>Read Chapter Two of <i>Mechanically Inclined</i>.</li> <li>Collect and share your mentor texts. Briefly note the concepts you want your students to recognize and master in these texts.</li> </ul>	100
<b>Module 4 – Writing on the Walls</b>	<ul style="list-style-type: none"> <li>Read Chapters 3 and 4 of <i>Mechanically Inclined</i>.</li> <li>Choose three ideas that you find interesting and write a reflection on each.</li> </ul>	100
<b>Module 5 – Building Scaffolds</b>	<ul style="list-style-type: none"> <li>Read Part II of <i>Mechanically Inclined</i>.</li> <li>Choose five lessons that you find effective and engaging. Write a brief assessment of each lesson.</li> </ul>	100
<b>Module 6 – Making the Rules Come Alive</b>	<ul style="list-style-type: none"> <li>Develop and teach three lessons to help your students better understand the power that strong grammar and mechanics can bring to language.</li> </ul>	100
<b>Module 7 – Exploring Contexts of Grammar</b>	<ul style="list-style-type: none"> <li>Choose three articles from the May 2006 issue of <i>English Journal</i> and write a critical response to each. An electronic copy of the issue, "Contexts for Teaching Grammar," is provided.</li> </ul>	100
<b>Module 8 – Share Resources</b>	<ul style="list-style-type: none"> <li>Research and share three of the most helpful and creative sources/ideas that you discover. Please write a brief annotation for each in the forum.</li> </ul>	Pass
<b>Course Wrap-up – Grading and Evaluation</b>	<ul style="list-style-type: none"> <li>Final Reflection Forum</li> <li>Course Evaluation</li> <li>Course Completion Checklist</li> <li>Grade Request / Transcript Request</li> </ul>	
	<b>TOTAL POINTS</b>	<b>700 points</b>

## 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 discussion 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 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.

## **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). 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/departments/disability-access-education>.

## **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.

**Getting Help with Canvas:** If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: [helpdesk@fresno.edu](mailto:helpdesk@fresno.edu). Help is available Mon-Fri 8:00 am to 7:00 pm.

## 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>.

## University 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/departments/registrars-office/academic-catalogs>.

## Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	<b>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.
FPU-SLO 2	<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.
FPU-SLO 3	<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.
FPU-SLO 4	<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.
FPU-SLO 5	<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.
FPU-SLO 6	<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 worldview.
FPU-SLO 7	<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	<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.
FPU-SLO 9	<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.
FPU-SLO 10	<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.