

ELA-916: Expanding Content Literacy

Independent Study Online Course Syllabus

Instructor: Bonnie E. Walker, EdD, NBCT
Email: bonnie.walker@fresno.edu
Zoom Conferences: Available upon request

Number of Graduate Semester Units: 3 units
Target Audience: PK - 8th grade teachers
Course Access: <https://connect.fresno.edu>

Course Description

Remember The Three R's— Reading, 'Riting' and 'Rithmetic'? The enduring paradigm for generations of school children. These basic skills -- these building blocks, if you would -- are timeless, treasured skills. This course focuses on the 'Reading and wRiting' – the Literacy component to the three R's.

What is literacy exactly? Once upon a time, the definition was the ability to read and to write. But, today, it is so much more ... it's being able to make sense of what you read and being able to engage in advanced reading (such as those found in content-area reading), writing, speaking, and listening. Notice, 'listening' is last, not because of importance, but to make a point: Students listen plenty in school, but are the other three communication skills equally significant?

This course will equip teachers with the background knowledge and tools to lay a solid foundation for PK-8th grade students, developing in them the skills they need to be successful with informational/content-area text. By investigating and utilizing research-based and classroom proven strategies, course-learners will have the opportunity to design activities and lessons that include creating the framework for reading, keying into vocabulary, setting the framework for writing, developing comprehension, and researching writing that promotes content literacy in the classroom and providing instruction that braids literacy processes with the curriculum.

Note: Required book must be acquired separately.

Required Texts and Course Materials

Textbook (Required): Frey, N. & Fisher, D. (2007). *Reading for Information in Elementary School: Content Literacy Strategies to Build Comprehension*. Upper Saddle River, NJ: Pearson & Merrill Prentice Hill. ISBN-13:9780131707498 <https://www.amazon.com/Reading-Information-Elementary-School-Comprehension/dp/0131707493>

Alternative Textbook (Optional): A rigorous, yet extensive and more updated resource that I would highly recommend. However, it is more costly than the 2007 Frey and Fisher textbook and it

can only be purchased as an e-textbook or a paperback rental. Be sure to have the correct ISBN and do NOT use any links that lead you to MyLab. Fresno Pacific University does NOT use Pearson's MyLab and you will not be able to use an access code.

Vacca, T; Vacca, J, & Mraz, M (2020). *Content Area Reading: Literacy and Learning Across the Curriculum*, 13th edition. Pearson (January 30, 2020) © 2021

- Purchasing and/or Renting Directly from Pearson [Click here](#) or use ISBN-13: 9780135760963
- eText directly from Pearson w/subscription; [click here](#) or use ISBN-13: 9780136912170

Additional Resource (Optional): Hoyt, L. (2002) *Make It Real: Strategies for Success with Informational Texts*. Portsmouth, NH: Heinemann. (ISBN -13 978-0-325-00537-9 <https://www.amazon.com/Make-Real-Strategies-Success-Informational/dp/0325005370> *Optional: This is an 'old-school' resource but excellent nonetheless complete with black master reproducibles.

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.

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.

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

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**
C-SLO 1	Define content literacy and discover how reading and writing instruction can be integrated into the content area arena	NBPTS 2, 4	CE 1, 2
C-SLO 2	Acknowledge and articulate the benefits and challenges of teaching literacy skills in the content areas	NBPTS 3	CE 1, 2, 4
C-SLO 3	Develop a working knowledge of different types of text structures and how to teach students to recognize them	NBPTS 3	CE 1,2,4,6
C-SLO 4	Facilitate students' understanding of expository text materials and content specific vocabulary	NBPTS 3	CE 1,2,4,6
C-SLO 5	Identify the reciprocal relationship between reading and writing for readers and gain knowledge of specific strategies for teaching reading and writing	NBPTS 2, 4	CE1, 2, 4, 5

C-SLO 6	Differentiate reading assignments for students of diverse literacy abilities in the content areas	NBPTS 1	CE 5
C-SLO 7	Locate web-based tools, strategies, and lessons that foster literacy skills in all content areas and incorporate the instructional technology into the preparation and teaching of lessons to enhance literacy development	NBPTS 4, 5	CE 4, 6
C-SLO 8	Use the reflective journals to clearly and concisely describe behaviors, demonstrated skills, and instructional practices used to introduce or reinforce learning	NBPTS 4	CE 1, 2, 3
C-SLO 9	Integrate facets of newly acquired knowledge in teaching and learning, and clearly align these with professional standards/core propositions	NBPTS 4, 5	CE 5, 6
C-SLO 10	Develop your identity as a literacy educator, including learning about professional resources, organizations, and technology websites that support that identity	NBPTS 4, 5	CE 3

* 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 Activities	Module Assignments	Points Possible
Welcome Module	<ul style="list-style-type: none"> Welcome Video Course Syllabus Introduce Yourself Forum <p><u>Reading Assignment:</u> Peruse the various resources provided</p>	<p><u>Practice Activities</u></p> <p>0.1 Submit Orientation Assignment</p> <p>0.2 APA Style References Formatting Activity</p> <p>0.3 Class Introductions</p>	5
TOPIC 1: Organizing Texts, Students, and Your Classroom Instruction			
1A. Content Area Literacy	<p><u>Reading Assignments</u></p> <ul style="list-style-type: none"> Frey and Fisher: Chapter 1: <i>Reading for Information</i> 	1.1: Forum Discussion – What is Content Area Literacy?	6
		1.2: 2QTP Journal Entry – Use of Textbooks in the Classroom	5

Module Title	Module Activities	Module Assignments	Points Possible
	<u>Ancillary Resources</u> <ul style="list-style-type: none"> • <i>What is Content Literacy?</i> (Literacy Matters) • <i>Content Area & Disciplinary Literacy: Strategies & Frameworks</i> (PDF File) • <i>Teaching Content Area Literacy and Disciplinary Literacy</i> (SEDL, Spring 2015) Accessed from http://www.sedl.org/insights. (PDF File) 	1.3 Organize Your Thoughts	10
1B: Text Structure & Readability	<u>Reading Assignments</u> <ul style="list-style-type: none"> • Frey and Fisher: Chapter 1: <i>Reading for Information</i> 	1.4: Forum Discussion - Difficult Text Structures & Supporting Reading	6
	<u>Ancillary Resources</u> <ul style="list-style-type: none"> • <i>Making Sense in Social Studies Graphic Organizers</i> (PDF) 	1.5: 2QTP Journal Entry - Critical Literacy Assignment	5
1C Classroom Structures that Support Reading for Information	<u>Reading Assignments:</u> <ul style="list-style-type: none"> • Frey and Fisher: Chapter 2: <i>Conversations for Learning</i> • Up-to-date article? 	1.6: Forum Discussion - Grouping Arrangements	6
		1.7: 2QTP Journal Entry - The Reflective Practitioner	5
TOPIC 2: Strategies for Success			
2A Before Reading Activities	<u>Reading Assignments:</u> <ul style="list-style-type: none"> • Frey and Fisher <ul style="list-style-type: none"> ○ Chapter 3: Attention Getters ○ Chapter 4: Word for Word ○ Chapter 5: Read-Alouds and Shared Readings <u>Ancillary Resources</u> <ul style="list-style-type: none"> • <i>Classroom Strategies</i> (Reading Rockets.org) • <i>A-Z List of Strategies</i> (ReadingQuest.org) 	2.1: Forum Discussion - Before Reading Activities & Metacognition]	6
		2.2: Create-a-Lesson Plan - Vocabulary Development Lesson Plan	30
2B. During Reading Strategies	<u>Reading Assignments:</u> <ul style="list-style-type: none"> • Frey and Fisher <ul style="list-style-type: none"> ○ Chapter 6: <i>Questions, Questions, Everywhere</i> ○ Chapter 7: <i>Picture This</i> ○ Chapter 8: <i>Getting it Down</i> 	2.3: Forum Discussion - Organizing Content Material	6
		2.4: Journal Entry - During Reading Activities That Promote Metacognition	5
TOPIC 3: The Reading & Writing Connection			
3A. After Reading Strategies	<u>Ancillary Resources:</u> <ul style="list-style-type: none"> ○ A KWL Organization Chart 	3.1: Journal Entry - Tapping Your Prior Knowledge – A KWL Chart	5

Module Title	Module Activities	Module Assignments	Points Possible
3B. Writing as a Tool for Active Learning	<u>Reading Assignment:</u> <ul style="list-style-type: none"> Frey and Fisher: <ul style="list-style-type: none"> Chapter 9: <i>The Power in the Pen</i> 	3.2: Forum Discussion - Writing to Learn	6
	<u>Ancillary Resources</u> <ul style="list-style-type: none"> <i>What is Writing to Learn?</i> (https://wac.colostate.edu) 	3.3: Create-a-Lesson Plan - Writing to Learn & Forum Discussion	30
TOPIC 4: Technology & Assessment Strategies			
4A. Assessment: Reading Information	<u>Reading Assignment:</u> <ul style="list-style-type: none"> Frey & Fisher: Chapter 10: <i>Assessing and Testing Reading for Information</i> 	4.1 Make-A-Plan - An Assessment Infused into Curriculum	30
4B. Content Area Literacy & Technology	<u>Reading Assignment:</u> <ul style="list-style-type: none"> Frey & Fisher: Review C1-10 <u>Ancillary Resources</u> <ul style="list-style-type: none"> Web Search: "Using Technology to Enhance Literacy Instruction" 	4.2 Forum Discussion - Web Search and Support on "Using Technology to Enhance Literacy Instruction."	6
TOPIC 5: Course Project – Synthesizing the Modules			
5. Course Project	<u>Reading Assignment:</u> <ul style="list-style-type: none"> The Course Project Instructions 	5.1 CP: Vocabulary Development Lesson Plan & Forum Discussion	30
		5.2 CP: Read Aloud/Shared Reading LP & Forum Discussion	30
		5.3 CP: Note-Taking Lesson Plan & Forum Discussion	30
		5.4 CP: "Your Choice" Lesson Plan & Forum Discussion	30
TOPIC 6: The Capstone – The Power of Reflection			
6. The Final Project		6.1 CP: Create a Lesson Plan Presentation & Forum Discussion	30
Course Wrap-up – Grading and Evaluation	<ul style="list-style-type: none"> Final Reflection Forum Course Evaluation Course Completion Checklist Grade Request / Transcript Request 		
TOTAL POINTS			322 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 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. 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 log on 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	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.
FPU-SLO 2	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.
FPU-SLO 3	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.
FPU-SLO 4	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.
FPU-SLO 5	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.
FPU-SLO 6	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 worldview.
FPU-SLO 7	Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	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.
FPU-SLO 9	Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	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.

