

ELA-927: Essential Strategies for Understanding in ELA

Independent Study Online Course Syllabus

Instructor: Sharon Owyang, M.S.
Phone: (559) 281-8507
Email: sharon.owyang@fresno.edu

Number of Graduate Semester Units: 3 units
Target Audience: K - 12th grade teachers
Course Access: <https://connect.fresno.edu>

Course Description

Essential Strategies for Understanding in ELA is written for teachers from all disciplines, K-12 grade, to examine seven thinking strategies to be added to your Educator-Strategy Toolbox for in-person, virtual, or hybrid classrooms. The meaning making strategies are: Conceptualizing, Note Making and Summarizing, Comparing, Reading for Understanding, Predicting and Hypothesizing, Visualizing and Graphic Representation, and Perspective Taking and Empathizing.

Today's collective knowledge base calls for learners who will be able to conceptually understand larger ideas and processes and transfer their learning to new situations. With this in mind, teachers can apply these strategies, with accompanying classroom tools, to help students to process content that engages in active meaning making.

This course aligns with the Common Core State Standards (CCSS) in English Language Arts, and the National Board for Professional Teaching Standards (NBPTS). It is with hope this course inspires you – a designer of instruction, to see the impact your work has on students' futures.

Note: Required book must be acquired separately.

Required Texts and Course Materials

Book: Jay McTighe and Harvey F. Silver, (2020). *Teaching for Deeper Learning, Tools to Engage Students in Meaning Making*. Alexandria, VA., Association for Supervision and Curriculum Development. ISBN-13: 978-1416628620. <https://www.amazon.com/Teaching-Deeper-Learning-Students-Meaning/dp/1416628622>

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. 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.

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

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 and parents 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.

College and Career Readiness Anchor Standards define what students should understand and be able to do by the end of each grade span.

Common Core Language Arts Standards addressed in this course include:

- Reading for Literature (RL): K-8, 9-10, and 11-12
- Reading for Information (RI): K-8, 9-10, and 11-12
- Writing (W): K-8, 9-10, and 11-12
- Speaking and Listening (SL): K-8, 9-10, and 11-12
- English Language Arts Standards (L): K-8, 9-10, and 11-12

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. The student will be able to identify and communicate in written format how the seven essential strategies can provide a central focus in the classroom to address the Common Core State Standards.	NBPTS 1, 2, 3, 4, 5	CE 1, 2
2. The student will be able to demonstrate through written summaries and reflections an understanding of the seven essential strategies that can affect student achievement.	NBPTS 1, 2, 3	CE 1,2,4,5
3. The student will be able to apply the seven essential strategies to the Common Core Language Arts Standards in the classroom for student achievement.	NBPTS 1, 2, 3	CE 1,2,4,5,6
4. The student will be able to propose how their students will be informed of and apply the essential strategies to the course content.	NBPTS 4	CE 1, 2
5. The student will be able to design and teach lessons that implement the essential strategies to address the CCSS	NBPTS 2	CE 1, 2, 4

6. The student will be able to provide a reflection on lessons designed to apply the essential strategies to address the CCSS.	NBPTS 3, 4	CE 1, 2, 3, 4, 5, 6
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* 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 Module Title	Module Assignments and Activities	Points Possible for Each Assignment
Welcome Module	- Welcome Video - Course Syllabus - Introduce Yourself Forum	
Module 1 – Orientation	One of the goals of the text, <i>Teaching For Deeper Learning, Tools to Engage Students in Meaning Making</i>, is to promote deep and lasting learning that enhances retention of information, leads to conceptual understanding, and equips students to be able transfer learning to new situations. The Meaning Making Journal is a planning resource to enter ideas and resources from the text, videos, and lesson ideas. Assignment 1.1 Self Introduction Assignment 1.2 Textbook Introduction and Chapter 1: Framing Learning Around Big Ideas Assignment 1.3 Video Reflection Assignment 1.4 Design a Strategy Journal	25 25 30 25
Module 2 – Conceptualizing	Conceptualizing helps students use facts, examples, observations, and experiences to construct an understanding of important concepts. Assignment 2.1 Conceptualizing- the what and why? Assignment 2.2 Video Reflection Assignment 2.3 Conceptualizing Journal	25 20 25
Module 3 – Note Making and Summarizing	Note Making focuses on capturing and organizing input received through listening, reading or viewing. Summarizing is more summative in nature and is typically used after a particular body of content has been presented. Both of these skills require the active processing of information. Assignment 3.1 Note Making and Summarizing – the what and why? Assignment 3.2 Video Reflection Assignment 3.3 Note Making and Summarizing Journal Assignment 3.4 Forum topics: Conceptualizing, Note Making and Summarizing	25 20 25 15

Module 4 – Comparing	Comparing is a foundational thinking skill leading to more complex processes such as argumentation, decision making, and problem solving. Teaching students how to Compare and Contrast leads to significant gains in achievement. Assignment 4.1 Comparing – the what and why? Assignment 4.2 Video Reflection Assignment 4.3 Comparing Journal	25 20 25
Module 5 – Reading for Understanding	Reading for Understanding will focus on a specific set of practical proven tools and strategies for helping all readers develop the skills that the most proficient readers use to make meaning when they read. Embedded are three distinct phases that lead to deep understanding. Assignment 5.1 Reading for Understanding-the what and why? Assignment 5.2 Video Reflection Assignment 5.3 Reading for Understanding Journal Assignment 5.4 Forum Topics: Comparing, Reading for Understanding	25 20 25 15
Module 6 – Predicting and Hypothesizing	Both Predicting and Hypothesizing can be applied productively at every grade level and in all subjects. Students benefit with increased attention, focus and curiosity at the start of instruction. More active engagement and deeper thinking is recognized during instruction. Assignment 6.1 Predicting and Hypothesizing -the what and why? Assignment 6.2 Video Reflection Assignment 6.3 Predicting and Hypothesizing Journal	25 10 25
Module 7 – Visualizing and Graphic Representation	Visualizing and Graphic Representation are powerful strategies that promote visual image processing which helps construct meaning of relevant content and skills with a better capacity to recall it later. Assignment 7.1 Visualizing and Graphic Representation - the what and why? Assignment 7.2 Video Reflection Assignment 7.3 Visualizing and Graphic Representation Journal	25 10 25
Module 8 – Perspective Taking and Empathizing	Perspective Taking requires us to be open-minded and carefully consider views that may be different from ours. Perspective is critical and analytical whereas empathy is more personal, emotional and intimate. Assignment 8.1 Perspective Taking and Empathizing- the what and why?	30
Module 9 - Putting It All Together	In Chapter 9 we conclude by Putting It All Together to decide which skills and tools to apply within individual lessons and units. We review a mapping process for integrating a range of skills and tools into your curriculum over the courses of a semester or school year. The Final Project is to design and teach two lessons	

	integrating one or more strategies into each lesson. Assignment 9.1 Putting it All Together-Developing Students' Capacity to Apply Skills and Tools Independently. Resource Video: Technology in Schools	20
	Assignment 9.2 Forum Topics: Predicting and Hypothesizing, Visualizing and Graphic Representation, and Perspective Taking and Empathizing	0 15
	Assignment 9.3 Final Lesson #1	50
	Assignment 9.4 Final Lesson #2	50
Course Wrap-up – Grading and Evaluation	• Final Reflection Forum • Course Evaluation • Course Completion Checklist • Grade Request / Transcript Request	
	TOTAL POINTS	700 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 request their final grade by accessing the form at ce.fresno.edu/grade-request. Once the instructor receives the request and posts their final grade, students will receive an email communication from the University. Please allow at least two weeks for the final grade to be posted before you order your transcripts online.

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.