

ELA-916: Expanding Content Literacy

Independent Study Online Course Syllabus

Instructor: Bonnie E. Walker, EdD Email: bonnie.walker@fresno.edu Zoom Conferences: Available upon request	Number of Graduate Semester Units: 3 units Target Audience: PK - 12 th grade teachers Course Access: https://connect.fresno.edu
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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 is designed to help teachers, grades PK-12, gain an understanding of the nature of content area curriculum. The goals of content area curriculum are beyond simply reading. These goals require higher order thinking and literacy skills. Students are asked to explore key issues, understand specialized vocabulary, develop core concepts, as well as obtain, process, compare, explain, examine, predict, and build knowledge well before they cross the threshold of high school. If children cannot attach new information to prior knowledge, understand key concepts and vocabulary, or synthesize the information read to make meaning, then these literacy deficiencies will impede student progress and create barriers to understanding content areas (social studies, math, and science).

This course will equip primary, elementary, and middle-school teachers with the background knowledge and tools to lay a solid foundation for PK-12th grade students, developing in them the skills they need to be successful with informational 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 research writing that promotes content literacy in the classroom and provides instruction that braids literacy processes with the curriculum.

Note: Required books must be acquired separately.

Required Texts and Course Materials

Required Books:

- Frey, N. & Fisher, D. (2007). *Reading for Information in Elementary School: Content Literacy Strategies to Build Comprehension*. Pearson & Merrill Prentice Hall. ISBN-13:9780131707498 <https://www.amazon.com/Reading-Information-Elementary-School-Comprehension/dp/0131707493>.
- Fisher, D., Frey, N., and Hattie J. (2016) *Visible Learning for Literacy, Grades K-12: Implementing the Practices that Work Best to Accelerate Student Learning*. Corwin/A Sage Company. ISBN-13 978-1506332352. <https://www.amazon.com/Visible-Learning-Literacy-Grades-K-12/dp/1506332358>. A companion link and QR Code are provided for additional research: <https://resources.corwin.com/VL-Literacy/student-resources/chapter-2>

Alternative Book (Optional) – Recommended for educators teaching grades PK–12:

As part of this course, you are expected to use the two textbooks previously mentioned. However, if you teach middle or upper-grade levels and would prefer to use this more current resource, feel free to contact me. I'm happy to discuss this alternative option with you.

- Vacca, T; Vacca, J, & Mraz, M (2021). *Content Area Reading: Literacy and Learning Across the Curriculum*, 13th edition. Pearson. Purchasing and/or Renting Directly from Pearson. [Click Here](#) for Print or [Click Here](#) for eTextbook. ISBN-13: 9780135760963 (Print) or ISBN-13: 9780136912170 (eTextbook)
- **NOTE:** This book is highly recommended; it is a rigorous, yet extensive, and a much more updated resource. 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.

Additional Resource (Optional): *The Vocabulary Playbook: Learning Words That Matter, K-12* 1st Edition by Douglas Fisher & Nancy Frey. Add the 'higher-level book here as an optional for 7-12 teachers. I could even add that to the reading.

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

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 the 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 Student Learning Outcomes**

Topics, Assignments, and Activities

Module # & Title	Readings	NEW: Assignments & Activities	Pts
Welcome Module		Hello! My Name Is (Introduce Yourself Forum)	6
		Where Are You in The Educator's Life?	6
Module 1: Navigating Canvas and the Course	APA	1.1 APA Style References Formatting Activity	10
		1.2 Discussion Forum: Orientation Activity	6
Module 2: Building Visible Literacy Learning	VLL C1	2.1 Reflective Journal 3-2-1 Entry	15
		2.2 DF: Teacher Clarity	6
Module 3: The Why of Literacy in Every Subject	RFI C1 VLL C1	3.1 RJ 3-2-1 Entry	15
		3.2 DF Content Area Literacy & Textbooks in the Classroom	6
Module 4: Critical Literacy and Supporting Reading	RFI C2	4.1: RJ 3-2-1 Entry - Critical Literacy	15
		4.2 DF: Difficult Text Structures & Supporting Reading	6
Module 5: Preparing Students Before Reading	RFI C3-C5 VLL C2	5.1 RJ 3-2-1 Entry	15
		5.2 Target Activity: A Surface Strategy w/Peer Review	18
		5.3 DF: Beyond Surface Learning in Reading	6
Module 6: During Reading Strategies	RFI 6, 7, 8 VLL C3	6.1 RJ 3-2-1 Entry	15
		6.2 DF: Organizing Content Material	6
		6.3: Target Activity: A Deep Strategy w/Peer Review	18
Module 7: After Reading Strategies	VLL C4	7.1 RJ 3-2-1 Entry	15
		7.2 Target Activity: A Transfer Strategy w/Peer Review	18
		7.3 DF: A KWL Chart on Writing to Learn/Across the Curriculum	6
Module 8: The Reading & Writing Connection	RFI C9 WTL Article	8.1 RJ 3-2-1 Entry	15
		8.2 Target Activity: Writing to Learn Strategy w/Peer Review	18
Module 9: Feedback & Assessment & Technology	RFI C10 VLL C5	9.1 RJ 3-2-1 Entry	15
		9.2 DF: Low-Impact Strategy	6

Module # & Title	Readings	NEW: Assignments & Activities	Pts
	Web Search	9.3 Padlet: Web Search and Support on Using Technology to Enhance Literacy Instruction	18
Module 10: Planning Literacy Lessons	Review Textbooks and Readings	10.1 CP: Vocabulary Development Lesson Plan & Forum Discussion	30
		10.2 CP: Read Aloud/Shared Reading LP & Forum Discussion	30
		10.3 CP: Note-Taking Lesson Plan & Forum Discussion	30
		10.4 CP: "Your Choice" Lesson Plan & Forum Discussion	30
Module 11: Final Exam		Literacy in Action: A Reflective Capstone (AKA The EXAM)	50
Course Wrap-up – Grading and Evaluation		- Final Reflection Forum - Course Evaluation - Course Completion Checklist - Grade Request / Transcript Request	
		TOTAL POINTS	450

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	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.
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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.