

1.0 Graduate Credit - ONLINE

ED 589: Classroom Strategies for Reading, Writing, Speaking and Listening, Grades 6-12

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Course Credit: 1.0 graduate credits

Dates & Times: Online: This 15-hour online, asynchronous course, divided into 10 modules. The student must spend a minimum of 1.5 to 2 hours per week over 10 weeks to complete this course.

COURSE DESCRIPTION:

Participants will practice and become familiar with implementation tools and strategies that facilitate structured reading, writing, speaking, and listening in intermediary and secondary settings. Participants will understand how to teach citation skills, comparing, contrasting, analyzing, synthesizing and evaluating of textual evidence as it works into larger written products in multiple classroom settings. Participants will also acquire and practice with the strategies that teach students how to apply higher order thinking skills in order to cull ideas and build on those of others. 21st century digital technologies that facilitate speaking and listening will be included for additional practice and implementation.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

- Acquire and apply research-based strategies to teaching reading, writing, listening and speaking activities to further the skills needed to be college and career ready.
- Employ and scaffold the critical literacies within reading, writing, speaking and listening across multiple subject areas.
- Give examples how to import reading, writing, listening and speaking skills into differentiated lesson plans, and embed them in planning for job-embedded application.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required Text:

- Fisher, D., Frey, N., Brozo, W. and Ivey, G. (2015). *50 Instructional Routines to Develop Content Literacy*. Upper Saddle River, NJ: Pearson

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- Immordino-Yang, M.H. & Singh, V. (2013). Hippocampal contributions to the processing of social emotions. *Human Brain Mapping*, 34(4), 945-955. doi: 10.1002/hbm.21485 (First published online: 2011)
- Mills, K. A. (2009). Floating on a Sea of Talk: Reading Comprehension through Speaking and Listening. *Reading Teacher*, 63(4), 325-329.
- Niles, W. (2014). Guided Discussion Groups: Engaging All Students Through Jigsaw and Dilemma Discussion Discussion Group Strategies. In AABRI International Conference. San Antonio, TX.
- Pearson, P. D. (2014). On close reading/deep reading. In J. Cassidy & S. Grote-Garcia (Eds.), *What's hot and what's not*. *Reading Today*, 32(2), pp. 8–12. Newark, DE: International Reading Association.

Recommended Text:

- Reutzel, R. (2015). *The Habits of Close Reading: Renewing our focus on the essential skills of comprehension*. Curriculum Associates.
- Tomlinson, C. A. (2014). *The Differentiated Classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Trehearne, M.P. (Ed.). (2006). *Comprehensive literacy resource for grades 3–6 teachers*. Vernon Hills: ETA/Cuisenaire.
- Urquhart, I. (2002). Beyond the literal: Deferential or inferential reading? *English in Education*, 36(2), 18–30. doi:10.1111/j.1754-8845.2002.tb00758.x

COURSE REQUIREMENTS:

Students will have 10 weeks to complete each course, after which time they will be un-enrolled. If you need an extension, please email the instructor. Complete one module at a time. This is a 15-hour course. Each module will take approximately 1.5 to 2 hours to complete, give or take with some less and some more, to constitute 15 full instructional hours. The system will auto-check the course components when the requirements have been met. Requirements include reading lectures, viewing video, and responding to discussion prompts or scenario prompts. Keep in mind that:

- Some course elements are optional such as grade-band video and resources, in which case you can toggle over the check box and self-check to keep a record of your progress.
- Certificates of Completion will be made available in the final module once all assignments are submitted, participation and hours requirements met.

In order to receive a Passing grade, the participant must complete the following course requirements:

- All discussion forums and/or scenario responses must include 1 original post to the question prompt and one to another student in the cohort.
- All video viewed. When there are several video divided by grade-band, select the appropriate and view.
- All books read in full, scrolling from beginning to end.
- All practice lessons and/or activities complete.
- All assignments complete (lessons or unit plans)

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- Certificates will not be printable until all of the above conditions have been met, with a passing grade issued by the instructor.

GRADE DISTRIBUTION AND SCALE:

Grade Distribution:

Discussion Forums, Scenario Responses	30%
Lessons and/or activities	20%
Lesson and/or unit Plans	50%

Grade Scale:

Grading will be Pass/Fail: A minimum score of 80% will be required to pass.