



ArmchairEd Course Syllabus
Susan Kane-Ronning, Ph.D., Director
Post Office Box 20137
Bellingham, WA 98228-1137

Overview:

ArmchairEd.com currently provides continuing education to educators, using Educational Leadership magazine and premiere published books on cutting-edge educational themes and topics. The program has been operating since Fall, 2000, and has provided continuing education to thousands of educators.

Course Goals and Objectives:

As a result of these courses, the student will be able to:

1. Stay current on educational themes and topics pertinent to teaching and education
2. Identify current research in education
3. Apply this knowledge to the student's current educational position

The following published book is currently being used as a text for the ArmchairEd course:

When Readers Struggle: Teaching That Works, Fountas & Pinnell, 2017. Heinemann: 5 credits, 577 pages.

When Readers Struggle: Teaching That Works is a comprehensive resource on struggling readers. The course covers specific teaching ideas for helping children in kindergarten through Grade 3 who are having difficulty in reading and writing.

Educators want young students to think and behave like effective readers who not only solve words skillfully but comprehend deeply and read fluently. To achieve this goal, we need to place students in situations where they can succeed and then provide powerful teaching. The course offers numerous examples and descriptions of instruction that can help initially struggling readers become strategic readers. *When Readers Struggle: Teaching That Works* focuses on small-group intervention and individual interactions during reading and writing. It illustrates how to closely observe readers to make the best possible teaching decisions for them as well as how to support struggling readers in whole-class settings.

Credit Options:

The courses will be offered for five credits, based on the length and substance of the book. The five-credit course will include 50 multiple-choice questions and three required essays.

Grading Rubric:

Pass/Fail: Coursework must be passed with 70% criterion.

Letter Grade: 90%: A grade

80% B grade

70% C grade

Multiple Choice Test: 25% of overall grade



Three essays required:

Option 1: Review Chapter 4, focusing on the running records and the comments with the running records. Take running records on three of your students who are reading at about the same level. Describe what you see each child doing on the running records, both their strengths and the behaviors that indicate next teaching steps. Please include the running records with your essay.

Option 2: Choose at least five books that are favorites for read alouds in your classroom each year. Use the questions on p. 151, #4 (in the text) to focus your consideration to discuss the books. Choose one of the five books that will best expand language. Create a lesson for reading the book to your students, including the suggestions in #5 on p. 151.

Option 3: Reread the Fifteen Keys to Designing Effective Interventions listed on p. 498 of the text. Keep a copy of the Keys with you for a week as you work with your most challenged students. On that sheet, make observations of what you are doing as you teach that group. In your essay, reflect on your own teaching and describe ways in which you use these keys in your lessons. Do you see areas where you can improve? What can you do to make your lessons more effective?

Option 4: Create your own demonstration of the learning you take from this text. Identify your topic and describe it in an introductory paragraph. You may choose from the list below or develop your own.

- Action Research
- Extended learning, including research and developed activities Compare/contrast your current education practice to that of the text
- Create forms or systems for use in your classroom including assessment tools
- Plan an 'event', meeting or other pertinent program and report/reflect on it
- Select from the Suggestions for Professional Development at the end of each chapter and do some that interest you

You may combine any of these, or develop your own. You may e-mail info@armchaired.com if you desire specific permission for your topic. The essay must demonstrate knowledge of the course and text, and direct application to your own educational position.

Essay scoring rubric:

- Three essays required
- Two essays, four to five pages per essay, each 30% of grade
- One essay, two to three pages, 15% of grade
- Single spaced, 10 to 12 size font
- Use of introduction and summary statement (even when a curriculum or unit is developed)
- Demonstration of grammar, spelling, and writing skill
- Demonstration of applied knowledge

- **You must download the coursework before starting this course.**
- **Submit all coursework at the same time.**
- **All essays must be fully completed and the rubric followed to receive a grade. Essays not completed to required length will not be processed and revisions will be required.**