



ArmchairEdClockHours
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Overview:

ArmchairEdClockHours.com currently provides continuing education to educators, using Educational Leadership magazine and premiere published books on cutting-edge educational themes and topics.

Course Goals and Objectives:

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

1. Utilizes principles for guided practice, text selection and reading comprehension
2. Integrate comprehension instruction across the curriculum and the school day
3. Utilize strategies for integrating comprehension and technology

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

Harvey, S., & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding*. Stenhouse Publishers.

More educators than ever are teaching comprehension. This course focuses on the foundation of meaning, providing educators with a solid introduction to reading comprehension instruction, including principles that guide practice, suggestions for text selection, and a review of recent research. It contains lessons to put these principles into practice for all areas of reading comprehension. It shows how to integrate comprehension instruction across the curriculum and the school day, with a focus on science and social studies. It includes digital reading, strategies for integrating comprehension and technology, and comprehension across the curriculum, close reading, close listening, text complexity, and critical thinking, demonstrating how students can build knowledge through thinking-intensive reading and learning.

Credit Options:

The course will be offered for 50 clock hours, based on the length and substance of the book, and related activities. **The 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: Reread the first paragraph of Chapter 3, page 25 in the text. Use your essay to describe your plans to make your classroom more content-rich than now. Begin your essay by describing your classroom now. The body of your essay will be a description of your plans for content enrichment. Wait a week or two and then evaluate; describe and summarize the classroom environment as a result of the enrichment.

Option 2: Record your questions for a day or two (or ask someone to come in and record them for you.) Then, compare the questions you asked your students to the sample questions in the Comprehension Continuum on page 28 in the text. In the essay describe what you found out about your questions. Are you surprised? If you discover that your questions are close to the right and side of the continuum, include the best in your essay, what you learned from the answers and give yourself a pat on the back. If your questions are on the left side of the continuum, talk about changes you would like to make. Try some different question types and report on the learning you (and your students) have demonstrated.

Option 3: Try one of the Tips for Thinking Aloud after rereading page 76 in the text. Prepare a lesson plan, teach, and report on the experience in your essay.

Option 4: This text is literally full of teaching strategies that you may not (or may!) have tried. Identify three strategies that are new to you. Describe the activities that you selected your reasons for choosing them and your desired outcomes. If possible, use at least one of them in your classroom and talk about the results in learning for your students.

Option 5: 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.

Plan a unit with assessment

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

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, 30% of grade

One essay, 15% of grade

Single spaced, 10 to 12 size font

Use of introduction and summary statement (even when a unit is developed)

Demonstration of grammar, spelling and writing skill

- 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.

