



- **The course syllabus is provided for your preview. Please be sure to register PRIOR to completing any coursework. Registering for a course after coursework has been started violates accreditation standards and puts the University at risk; therefore, SPU reserves the right to not award credit if students are found to be in violation of this policy.**

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 hundreds of educators.

Course Goals and Objectives:

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

1. Identify how emergent readers learn
2. Place children at the appropriate level
3. Use the ALL framework to inform instruction
4. Teach children to think deeply about ideas and language
5. Coach students for reading, writing, and word study

The following published books are currently being used as text for the ArmchairEd course:

Paugh, P. C., MacPhee, D. A., & Gabriel, R. E. (2023b). *Learning to be literate: More than a single story*. Norton Professional Books, an imprint of W.W. Norton & Company.

Helmers, C., & Vincent, S. (2022). *Intentional from the start: Guiding emergent readers in small groups*. Hawker Browlow Education.

Learning to Be Literate: Intentional From the Start

Recent media stories about education have featured the “Science of Reading,” whose proponents typically present the systematic teaching of phonics as a one-size-fits-all method that guarantees reading success for all students. However, decoding of words is only one of many skills that are central to effective early literacy education. This course takes a concentrated look at the often-underestimated reading and writing work that occurs during the emergent reading stages of literacy development. There is no single framework or solution that will fit every child. Educators can help young learners think deeply about ideas and language at the same time as they learn to work out the sounds and symbol systems of language.

Credit Options:

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



Grading Rubric:

Letter Grade: 90%: A grade
80%: B grade
70%: C grade

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

Multiple Choice Test: 25% of overall grade

Essays: 75% of overall grade

Two Essays Required for: *Learning to be Literate*

Option 1: Reread the section on Deep Comprehension, pages 56 through page 59. Plan a lesson for a small group over at least two days where students have an opportunity to experience deep comprehension at the situation level (page 56.) In your essay describe the text(s) you used and the results of your teaching. Did your students experience any of those mentioned in the last paragraph of page 58?

Option 2: Reread Example 1: *Hair Salon Writing* and use it to plan a unit of “how-to” writing for your students. The plan will be the body of your essay, but summarize with a discussion of the learning you observed in your students and focus on the student(s) that exhibited confidence in student writing.

Option 3: Reread the Reflective Prompts for Educators on pages 132 through page 135 in the text. Focus your essay on one of the reflections and its personal importance to you.

Option 4: Read the open letter on page 113 in the text. Use your essay to present your own feelings about the readers’ rights, if you agree with the letter or not.

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

The essay must demonstrate knowledge of the course and text, and direct application to your own educational position.

Two Essays Required for: *Intentional From the Start*

Option 1: Read the story written in *Wingdings* font (Figure 3.1) on page 29 in the text. Use the questions in Figure 3.2 to frame an essay on the experience of reading *Wingdings*? What did you learn about your beginning readers? What did you experience while reading 3.1 that connects you to what your beginning readers are dealing with? With the *Wingdings* experience, read the *Key Characteristics of Level Pre-A Texts* on pages 30-33 in the text. Use what you’ve learned to create a Pre-A text and include the text with your essay.

Option 2: Plan a lesson for a Level B book after rereading pages 57-63. Include your text introduction with meaning and language. Summarize the essay with a description of the lesson, including the teaching point you made at the conclusion of the lesson.

Option 3: Throughout the text, you will see reminders to search correlating literacy center ideas that support student work. After you go online and look at the ideas, talk about your findings in your essay. Do they help you plan? Do they enrich your lessons? Will you use any of these ideas?



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.

- 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'

The essay must demonstrate knowledge of the course and text, and direct application to your own educational position.

Essay scoring rubric:

Two essays required for **Intentional from the Start**

Two essays required for **Learning to be Literate**

Each essay 20% of overall 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

Demonstration of applied knowledge

One combined essay required for *Intentional from the Start* and *Learning to be Literate*

Both of these texts offer specific suggestions for developing thoughtful, meaning-making readers. Focus your essay on a specific suggestion from each text that will improve your students' literacy learning.

Talk about your reasons for choosing the suggestion and the ways you believe it will improve your students' learning.

Copmbined Essay Scoring Rubric:

45% of overall 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

Demonstration of applied knowledge

- **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.**

