

Literacy Coach Syllabus

Course Number and Title	PEDU 9830 Literacy Coach
Instructor:	Dr. Ardys Reverman
Contact Information:	Via course site email
Delivery Method:	Self-Paced Online Course
Number of Credits	1, 2 or 4 Graduate Level, Semester Credits (Some credit levels may be unavailable at times)

Course Description

As students read they draw from a variety of skills and strategies to comprehend text. One important element in building and strengthening comprehension is fluency. The fluency here is in reference to the 6 dimensions of fluency, not just rate. In this practical course we will learn about the six dimensions of fluency. How to monitor fluency in authentic and fun ways, and how to develop lessons that gear up the 6 dimensions of fluency.

Learning Outcomes and Objectives

You will have knowledge and thorough understanding of the following content:

- 1) Understanding the 6 dimensions of Fluency
 - a) What are the 6 dimensions of fluency? What does each of these sound like in fluent and dysfluent readers? How does print support fluency?
 - i) Rate
 - ii) Pausing
 - iii) Phrasing
 - iv) Stress
 - v) Intonation
 - vi) Integration

- 2) How do we monitor fluency in an authentic way?
 - a) Once we have developed a clear understanding of what each of the 6 dimensions of fluency is, we can begin to monitor readers. We will look at a ways to monitor reader's fluency. We will look across the data to assess trends. We will also look at how to provide students with descriptive feedback to ensure they are working toward their fluency goals. i) We will examine students oral reading to assess and monitor
 - ii) How to gather class data to notice fluency trends
 - iii) How to gather and monitor student fluency data
 - iv) How to share fluency data with students

- 3) How do we teach fluency to students?
 - a) Now that we have data on students and trends for our classroom we can make responsive instructional decisions. We will look at how we can teach fluency in small reading groups. We will also look at the modeling potential of two whole group structures that will aid readers with modeling and guided practice with fluency. We will also explore the different ways to use reader's theater as a very fun way to practice and show off our fluency. Finally we will look how book/text selection essential with fluency practice. i) Creating small group lessons geared to develop each of the dimensions of fluency
 - ii) Using read alouds to teach fluency
 - iii) Using Reader's Theater to develop fluency
 - iv) Using Shared Reading to develop fluency
 - v) Appropriate book selection to teach fluency

Required text(s)

Title: [*The stuff of thought : language as a window into human nature*](#)
 Author: Steven Pinker
 Publisher: New York , Viking 2007

Title: *How Lincoln Learned to Read: Twelve Great Americans and the Educations that made them*
 Author: Daniel Wolff
 Publisher: Bloomsbury USA 2009

Optional suggested Course Materials

Title: *Magic Trees of the Mind*
 Author: Marian Diamond
 Publisher: Penguin Books, 1998,

Title: *Botany of Desire: A Plants- eye view of the world*
 Author: Michael Pollen
 Publisher: New York: Random House 2001

Title: *Crazy Like Us: The Globalization of the American Psyche*
 Author: Ethan Watters
 Publisher: New York , Free Press 2010

Title: *Our Journey-Exploring Self Discovery*
 Author: Ardys Reverman
 Publisher: Friendly Universe Collections 2010

Assessment and Evaluation

Your final grade will be determined using the point schedule below:

Grade	Points	Grade	Points
A	950 to 1000	C+	775 to 799
A-	900 to 949	C	725 to 774
B+	875 to 899	C-	700 to 724
B	825 to 874	D	600 to 699
B-	800 to 824	F	0 to 599

Grading Policy

Grades are based on the point scale shown above and represent the following:

- A = Excellent performance.
- B = Above average performance.
- C = Satisfactory performance. Accomplishes only the minimum requirements.
- D = Below Satisfactory performance.
- F = Below minimal standard.

Credit Variations
You must complete all course videos, quizzes and assignments.
See Assignments on page 5, assignments are subject to revisions.

Complete the subject Course Examination, showing a competent understanding;
Indicate your criteria for determining satisfactory completion of student work (A/F)

- One (1) course introduction video online
- Module lecture videos (introduces each module)
- One (1) quiz per module
- Completed assignments and module quiz
- 10 questions per quiz (multiple choice, other)
- Credit Variations Assignments
- Final Assignment – if noted

To receive your certificate, you must score at least 75% on each quiz and submit the Final Survey.

CLASS METHODOLOGY AND ROUTINE

This is a self-paced course. There is an instructor available but not present online at any given time. You are responsible for moving through and completing this class. The course is not expected to take more than 50 hours of clock time and should be completed within the term registered or within 6 months of the start of the course.

If you have questions about the educational content, then contact Dr. Reverman through the online email system. Please allow at least 48 hours for a response.

For technical issues only, you are encouraged to use the Help ticketing system and Educadium customer support. The instructor will not assist you with technical issues. This course uses Educadium's EasyCampus learning management system. Student step guides and multimedia tutorials about EasyCampus are available through the course help system.

Please check with your university to make sure that you have the proper computer and Internet connectivity prior to starting this class. If required, please obtain additional e-learning support and training. If you require special accommodations, please inform your instructor immediately.

Each module includes a text file with instructions. Please read these instructions first and then complete the assignments as directed. You may go at your own pace, and there is no time limit for the modules.

At the end of the training modules, you'll have a short test. Upon successful completion all tests and the course survey and any assignments, each student will receive a certificate of completion and grade. All students must complete a course survey to receive course credit. You agree to follow your Student Conduct Code and maintain high ethical standards.

For Login or Course help contact Darren Boe Darren@ctcourses.net (503) 860-1934

ABOUT THE INSTRUCTOR

Ardys Reverman PhD is called Dr. Ardy by her peers and associates. Dr. Ardy has a Ph.D. in a very hot new field. Psycho-Neuro-Immunology (P.N.I.), and in the path of fellow PNI professionals such as Depok Chopra, is using her background as an author and speaker to influence audiences nation-wide. Before her work in P.N.I. she was an NLP specialist and before that a Learning Disability Specialist AND before that, a "mom" bothered by the varied learning styles

of each of her children. Not too long ago, Dr. Ardy introduced the "Synergy Pals" as a method of understanding whole-brain thinking. We make a good learning fit with each other when we nurture natural talents. She presents humor with a message. She believes that influence, the capacity to shift a person's perceptions, emotions, and actions, is the single most important skill we can master to increase the quality of our lives as well as the lives of all those we have the privilege to touch. Dr. Ardy believes life produces extraordinary rewards for those who give in extraordinary ways. She challenges us to make a joint commitment today, to participate together with a new level of intensity and passion, a level that goes far beyond anything we've ever done before. She challenges us to begin the process of taking our lives to the next level. How? Welcome this power simply by helping each other in the spirit of service, with love and laughter.

Lisa Rodriguez, PhD is an Educator, Author, and Educational Technology Coach. She has 27 years of bilingual teaching experience at the K-12 level, in addition to training school staff and presenting at educational technology conferences. She is an adjunct instructor for master's level courses in education, second language acquisition, and technology integration. You may contact the instructor by emailing Edtechlr@gmail.com or by calling (971) 221-5246, Monday through Friday, 10:00 a.m. - 4:00 p.m. PST. Phone messages will be answered within 24 hours.

ABOUT UNIVERSITY OF THE PACIFIC / UNIVERSITY COLLEGE

CT Courses and the University of the Pacific/ University College take pride in working together to make available the opportunity for educators like you, to earn graduate-level university semester credits/units. We understand that being an educator takes time, energy and a lot of dedication so we feel compelled to make this process affordable, practical and at the same time rewarding. All University of the Pacific/ University College courses offered through CT Courses are graduate-level semester, professional development courses, designed as professional growth for educators. The University of the Pacific is fully accredited by the Western Association of Schools and Colleges and all courses will appear on an Official Transcript from the Registrar's Office at University of the Pacific. Attending and participating in our CT Courses are a prerequisite to the course enrollment(s). Some school districts may require pre-approval prior to enrollment. It is your responsibility to know your district's policies."

Transcripts:

You can request official transcripts one of two ways. You can download the form and route it to the Registrar's Office with check as payment (go to <http://web.pacific.edu/x31133.xml> to get information about Requesting Transcripts).

Or you can request an official transcript over the Internet. Go to the website of the registrar's office:

<http://web.pacific.edu/x7062.xml> and choose the National Student Clearinghouse option which is under the heading Former Students. This is an instant way to request transcripts online. You must pay with a credit card and there is a \$2 charge for using this service. Transcripts cannot be requested by email, through fax, or over the phone.

And don't forget to write your PEDU numbers on there very clearly so that they know you are requesting a transcript for professional development classes and make sure to include ALL CLASSES you wish to appear so it is not sent before it is complete. When requesting online, please write your classes in the fields marked "Degree/Certificate Title." You can write more than one class on a line if you have more than 4 classes.

Also, on the second page under the heading Delivery Options, choose the Processing Option After Grades Are Posted . If you do not, your transcript could be sent without important information and you will have to re-order/ re-pay.

Turn Around Time Regarding Grades:

Summer is our busiest time so we advise all students to endeavor to complete their coursework/ assignments as early as possible. An unofficial transcript takes 4-6 weeks to be generated, however an official transcript can be ordered at any time once grade submitted. There are provisions for RUSH transcripts at the request for transcript site for ordering transcripts.

Phone Contact:

For Registered Students: Dr. Allan Lifson 1-800 479- 1995 or 949 646-9696. I have dedicated office hours T W TH 8am - 12noon Pacific Time.

Assignments

Assignments are subject to revisions.

1-Credit Assignment

Assignment 1

Use Lucy Calkins' approach to organize your own mini-lesson on a topic of your choice.

Check your course notes to remind yourself of the steps.

Upload your finished mini-lesson below.

2-Credit Assignments

Assignment 1

Use Lucy Calkins' approach to organize your own mini-lesson on a topic of your choice.

Check your course notes to remind yourself of the steps.

Upload your finished mini-lesson below.

Assignment 2

Create one video recording conducting a small group lesson that develops one of the six dimensions of fluency. These two videos should focus on developing different dimensions of fluency. For example, one video might develop 'pausing', and the second video might develop 'intonation'. Each video should be between 5 and 10 minutes long, and made public on YouTube. The videos should begin with the student indicating which of the six dimensions is being addressed in the small group lesson, and end with a reflection about their own teaching of the lesson and any details they wish to add. Students should submit the two links to the videos on YouTube, and understand that these videos may be shared in the future for demonstration purposes.

4-Credit Assignment

Complete both Assignments below and then upload the results as one document.

Assignment 1

Use Lucy Calkins' approach to organize your own mini-lesson on a topic of your choice.

Check your course notes to remind yourself of the steps.

Upload your finished mini-lesson below.

Assignment 2

Create two separate video recordings conducting a small group lesson that develops one of the six dimensions of fluency. These two videos should focus on developing different dimensions of fluency. For example, one video might develop 'pausing', and the second video might develop 'intonation'. Each video should be between 5 and 10 minutes long, and made public on YouTube. The videos should begin with the student indicating which of the six dimensions is being addressed in the small group lesson, and end with a reflection about their own teaching of the lesson and any details they wish to add. Students should submit the two links to the videos on YouTube, and understand that these videos may be shared in the future for demonstration purposes.