### Flex Course Request

**College**: EHE  
**Course Bulletin Listing**: EDU T&L  
**Course Prefix**:  
**Course Number**: 727  
**Full Course Title**: Drama, Language Arts, Literature and Reading Education  
**Level**: Graduate  
**Credit Hours**: 3  
**Proposed Effective Year**: 12  
**Proposed Effective Term**: Spring Quarter  
**Previous term(s) of offering and enrollment**:  

### Flexibly Scheduled/Off-Campus/Workshop Course Information

**Course Description**: The purpose of the course is to thoroughly understand the ELA strands as well as key features of their progression and integration.  

**Offering Pattern**:  
- This year  
- Every other year  

**General Course Information Statement**:  

**Date Range(s)**: 4/3-6/5/2012  

**Offered in Distance Learning Format?**  
**Service Learning?**
Complete this section for off-campus courses

Off-campus ZIP code: 43210

Explain differences in distribution of contact time with on-campus offerings

Instructor: Susan Hayward
Rank: Adjunct

Explain differences in instructor rank/qualifications with on-campus offerings

Explain differences in teaching arrangements from on-campus offerings

Explain how student services will be provided to off-campus students (registration, office hours, academic advising, etc.)

General Information

Expected Section Size: 30

State the need and purpose of the course. Indicate how the course relates to the primary goals of the academic unit/school/college/university
This course is contracted through the office of Outreach and Engagement in the College of Education for the Columbus City School Teachers.

Describe any changes in library, equipment, or teaching aids needed

Expected Enrollment for Proposed Offering Term

Please complete and attach the form(s) on the following page before completing the package.

Scheduling Supplement Form

Course Contact Information

Faculty Name  Susan Hayward
Faculty Email  hayward.16@osu.edu
Contact Name  Sarah McNeill
Contact Dept  EDUTL
Contact Email  mcneill.27@osu.edu
Contact Phone  2-2476

Save  Validate
The Ohio State University
College of Education and Human Ecology
Understanding the Language Arts Common Core Standards
EDUTL 727.56
3 graduate credit hours
Spring Quarter, 2012
Tuesday: 5:30-8:30

Susan Hayward, Ph.D. e-mail: hayward.16@osu.edu office hours: by appointment

Course Description/Rationale: This is a hands-on course to introduce educators to the English Language Arts Common Core Standards. The purpose of the course is to thoroughly understand the ELA strands as well as key features of their progression and integration. One of the biggest changes that educators will see is the emphasis on the informational text component of the standards.

Objectives: As a result of taking this course, students should be able to:

- Understand the ELA strands as well as key features of their progression and integration.
- Describe how the anchor standards progress for each strand
- Explain the importance of text complexity to the reading standards
- Understand the definitions of the three writing genres
- Trace the development of argumentation through the grade spans
- Understand the impact of the Common Core State Standards on content, instruction, and assessment
- Understand the importance of the College and Career Readiness anchor standards in all four strands
- Understand implications for the literacy standards in history/social studies, science, and technical subjects (specific to 6-12)

Diversity Statement: All students will be treated equally and all persons will be able to share freely and openly without judgment. The diversity that students bring to this class will be viewed as a resource, strength, and benefit. It is my intent to present course materials, discussions, and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestion about how to improve the value of the diversity in this course is encouraged and appreciated.

Statement of Student Rights: Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations.
Topical Outline: This is a tentative schedule. You are required to read the material listed under each class discussion.

Week One: The Common Core Standards: Overview
➢ The research supporting key elements of the ELA Standards
➢ Discuss Appendix A of the ODE English Language Arts Common Core State Standards and Model Curriculum Development
➢ Presentation of the ODE website and sharing of all key ELA documents
➢ Discuss layout and organization of the new document

Week Two: Reading and Understanding the New Model
➢ Understanding the ELA framework:
  • explanation of grade levels and grade bands
  • general purpose of the standards
  • what is distinctly not covered in the documents
  • instructions for how to read the document
➢ Bring the following documents: ELA Common Core Standards and your grade level PDF document, Appendix B (you do not need to read these, you need to bring them)

Week Three: Reading Standards for Literature
➢ Comparative Analysis: content that is new to the grade level, content that is still included but may be modified or at a greater depth, content that is no longer a focus
➢ Visit: PARCC website and watch the video "Bringing Common Core to Life"
➢ Discuss: Bringing Common Core to Life Handout, be prepared to discuss the lesson provided in the handout

Week Four: Reading Standards for Literature
➢ Determine big ideas and review best practices on strategies
➢ Review exemplars in Appendix B

Week Five: Reading Standards for Informational Text
➢ Comparative Analysis: content that is new to the grade level, content that is still included but may be modified or at a greater depth, content that is no longer a focus

Week Six: Reading Standards for Informational Text
➢ Determine big ideas and review best practices on strategies
➢ Review exemplars in Appendix B
Week Seven: Reading Standards: Foundational Skills

➢ Comparative Analysis: content that is new to the grade level, content that is still included but may be modified or at a greater depth, content that is no longer a focus
➢ Determine big ideas and review best practices on strategies
➢ Review exemplars in Appendix B

Week Eight: Writing Standards

➢ Comparative Analysis: content that is new to the grade level, content that is still included but may be modified or at a greater depth, content that is no longer a focus

Week Nine: Writing/Speaking and Listening Standards

➢ Comparative Analysis: content that is new to the grade level, content that is still included but may be modified or at a greater depth, content that is no longer a focus
➢ Determine big ideas and review best practices on strategies
➢ Review exemplars in Appendix B

Week Ten: Language Standards

➢ Comparative Analysis: content that is new to the grade level, content that is still included but may be modified or at a greater depth, content that is no longer a focus
➢ Read Appendix C

Exam Week: Language Standards

➢ Determine big ideas and review best practices on strategies
➢ Review exemplars in Appendix B

Course Requirements:

Assignments:

A. Attendance and Participation (10%)

B. Reflective Journal (30%): A reflective journal should be maintained throughout the course on the weekly readings, topics, and class discussions. In addition, reflections on one’s current practices, changing paradigms, new understandings, and “wonderings” should be included in the journal as it relates to the course content. Journals are on the day of class. These may be submitted as a hard copy or via email. Each journal entry should be two pages in length, double spaced, and a 12 point font.
C. Unit of Study (40%): Choose one of the following:
   1. **Writing Unit**: Create a unit of study based on the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence. This is the cornerstone of the writing standards in K-12.
   2. **Reading Unit**: The ELA standards require specific readings/genres (classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare). Pick a new area of focus and create a unit of study around the topic/genre. Refer to the exemplars as a guide.
   3. **Vocabulary Unit**: The ELA standards expect that students will grow their vocabularies "through a mix of conversations, direct instruction, and reading". The ELA standards focus on students determining word meanings, appreciating the nuances of words, and steadily expanding their repertoire of words and phrases. Create a vocabulary unit based on this information and discuss how it will be embedded in reading, writing, speaking, and listening.

D. **Personal Narrative (20%)**: Because college and career readiness overwhelmingly focuses on complex texts outside of literature, the ELA standards ensure students are being prepared to read, write, and research across the curriculum. *How will you support the content teachers with informational text and strategies?*

****Additional details and examples on these assignments will be given in class.

ALL ASSIGNMENTS ARE DUE ON OR BEFORE THE EXAM DATE

**Grading Scale:**
**Satisfactory:**
- Completion of all course requirements and expectations
- A passing grade is 80% or more on class assignments
- You may miss no more than one class to pass this course

**Unsatisfactory:**
- Failure to fulfill all course requirements and expectations
- 80% or below in points for class assignments
- Two or more missed classes (professor has the right to approve missed classes for extenuating circumstances)

**Required Readings:**
ODE website, materials in section on ELA Common Core Standards
Flex Course Request Form

College: EDU  Course Bulletin Listing: EDUTL

Course Number: 767  Generic course or decimal subdivision:  Course Decimal: 60

Level: Graduate  Grade Option: S/U  Credit Hours: 3

Proposed Effective Year: 2012  Proposed Effective Term: Spring, 2012  Previous Terms of Offering: no

Flexibly Scheduled / Off-Campus / Workshop Course Information

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25 word limit:  

Course offered less than term length: N  Distribution of Class Time: 3.00 hours/ 10 weeks

Offering Pattern: N  Section Size: 30  Date Range: April 3-June 5, 2012

Off-Campus Offering: Y  Off-Campus ZIP code: 43210  Off-Campus Location: Ft. Hayes

Hours Out-of Class Preparation: 90  Total Class Meeting Hours: 30  Length of each Class: 3.00

Advertised Course Title: Understanding the ELA Common Core Standards

Faculty Name: Susan Hayward, Ph.D.  Faculty Rank: adjunct

Faculty Phone: 740-463-9150  Faculty E-mail: hayward.16

Secondary Instructor:  Desired Access:  

SI Phone:  SI E-mail:  

Academic Advising Opportunity: by appointment, before and after class

Approved by the Graduate Studies Committee Chair: Date: 1-17-2012

Approved by the School Director: Date: 1-18-2012