



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. Evaluate and revise a unit to include Cambourne's Conditions for Learning
2. Evaluate and implement authentic reading
3. Evaluate and self-reflect on yourself as a reader, as it relates to your teaching.

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

The Book Whisperer: Awakening the Inner Reader in Every Child (Miller, 2009) John Wiley and Sons: San Francisco, CA.

This course takes an in-depth look at powerful yet unconventional instructional reading approaches. The author discards book reports, comprehension worksheets, and other aspects of conventional instruction. The author gives students individual choice in what they read combined with an independent reading program. Building a classroom library of high-interest books, and modeling appropriate and authentic reading behaviors are essentials of developing motivated readers. Using this approach, students read more, achieve high scores on standardized tests, and internalize a love for reading. This course helps teachers to support students of all levels on their path to reading success. It also includes a comprehensive list of books students love most, enabling students to discover the rewards of reading and literature. For grades 3 and up.

Credit Options:

- ❖ The course will be offered for 30 clock hours, based on the length and substance of the book, and related activities. **The course will include 30 multiple-choice questions two required essays.**

Grading Rubric:

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

Two Essays Required:

Choose two essays from the following essay choices:



Essay 1: Review Cambourne's Conditions for Learning on pages 34-36 in the text. Describe a unit that you teach regularly and then consider it in terms of the Conditions. Are they all in place and part of your unit? How so? If not, which of the Conditions are not present and how might you include them when you teach the unit next time?

Essay 2: Reread pages 106-113 in the text and think about yourself as a reader. Use the Self-Reflection Activity on p. 111 to frame your essay.

Essay 3: What do you think about The Book Whisperer? Do you agree with her assertion that much more authentic reading is needed in America's classrooms? Are you ready to "let go" and give authentic reading a try? If so, describe how you will do it. If not, talk about your reasons for maintaining reading instruction as you presently practice it.

Essay 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

You may combine any of these or develop your own. You may e-mail info@armchairedclockhours.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:

Two essays required

One essay 2-3 pages

One essay 3-5 pages

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

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.