



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. 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 and utilize the fundamental reading processes
2. Explain and utilize the connection between reading and writing
3. Enhance motivation to increase reading.
4. Identify and utilize technology and its effects on learning to read and reading

The following published books are currently being used as texts for the ArmchairEdClockHours course:

The Reading Mind

Willingham, D. T. (2017). *The reading mind: A cognitive approach to understanding how the mind reads*. Jossey-Bass.

The Reading Mind explains the fascinating journey from seeing letters, then words, sentences, with the author highlighting each step along the way. This course covers every aspect of reading, starting with two fundamental processes: reading by sight and reading by sound. It also addresses reading comprehension at all levels, from reading for understanding at early levels to inferring deeper meaning from texts and novels in high school. The course considers the undeniable connection between reading and writing, as well as the important role of motivation as it relates to reading. It tackles the intersection of our rapidly changing technology and its effects on learning to read and reading.

Credit Options: The course will be offered for thirty clock hours. The thirty-clock hour course will include 30 multiple-choice questions and two required essays.

Grading Rubric:

Pass/Fail: Coursework must be passed with 70% criterion. All coursework must be completed.

Two Essays Required:

Option 1: Reread pages 66-68 in the text where the author describes prosody. Create a lesson plan in which you introduce and teach the importance of prosody in comprehension.



Option 2: Consider Discussion Question #4 on page 100 in the text. Use your essay to research ways to use a richer vocabulary in your classroom. Begin your essay with a description of your class, the age, the community, the backgrounds of your students. How would you go about enriching your teaching vocabulary? Do you feel such enrichment is benefits your instruction?

Option 3: If broad knowledge about the world is “especially important for successful reading” (page 135 in the text), you might like to explore ways to instill this type of knowledge in your students. Explore ways to impart such knowledge in your students. In your essay, talk about ways you’ve discovered to broaden your students’ knowledge about the world. What ways make the most sense to you? How will you include this broadening in your teaching?

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

Read and review one of the books from the Bibliography

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.**
- **You must order and pay for this course before starting.**
- **Submit all coursework together.**