



CollegeCoursesOnline

Professional Growth with a Personal Touch



Time to Read

Syllabus



Dr. Anne F. Goiran-Bevelhimer

TIME TO READ

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Graduate Credit:	3.0 sem. hrs. graduate credits / 4.5 CEU
Graduate Prefix:	See accrediting university for prefix and number.
Course Schedule:	Asynchronous.

6-week minimum enrollment to one year maximum, from your date of registration.

COURSE DESCRIPTION:

Time to Read offers you time to read and share with others about great books. Choose from picture books, children's literature, young adult, and adult fiction and non-fiction. Book talks, literature circles, getting parents involved, marketing reading and how to inspire the reluctant reader to read independently will be addressed. Create a personalized annotated reading log. Discuss your reading with students and colleagues. Design classroom applications to encourage independent reading. Develop a plan for continuing the habit of making time to read. **Meets Common Core State Standards.**

This course supports the implementation of **Common Core State Standards (CCSS)** for English Language Arts: *Reading Standards for Literature K-12, 1-10.*

Teachers taking this course will focus on their grade level or content area expectations of the CCSS and their State Standards, as it is appropriate

STUDENT LEARNING OUTCOMES:

Upon completion of the course, the student will be able to:

1. Identify a range of texts from a broad range of high-quality literary and informational texts. Choose from fiction, nonfiction, adult, young adult, children's literature and picture books.

2. Illustrate connections between literary texts and meeting standards in reading.
3. Produce an annotated reading log.
4. Create interest in reading through curriculum and instructional applications: book talks, book discussions, time to read independently and making recommendations.
5. Discuss reading with colleagues and students, focusing on key ideas, craft and structure, knowledge and ideas and text complexity.
6. Summarize the value of making time to read for personal and professional purposes.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Time to Read by Anne Goiran-Bevelhimer, Ed.D.

This text will be sent upon registration.

COURSE REQUIREMENTS:

This course is delivered asynchronously; you may start anytime and will work one-on-one with the instructor. You are expected to invest 90 hours of study to this course. You can submit all work and complete the course anytime between 6 weeks to one year from date of registration.

Use the text, outside readings, activities and writing assignments to complete the following course requirements. You will spend most of your time reading high-quality literary and informational texts, and creating an annotated reading log. Create a classroom application project to encourage reading such as book talks, book clubs, making time for independent reading, read-alouds and making book recommendations. Explore key ideas, craft and structure, knowledge and ideas, and text complexity. Discuss personal reading with a colleague or a group. Write a reflection paper of what you learned about making time for reading, the texts you chose to read and make a plan for continuing the habit of taking time to read throughout the year.

1. **ANNOTATED READING LOG:** Aim for a minimum of 50 entries*.

Choose texts (print or digital) from a wide variety of high quality literary trade materials and informational sources. Choose reading from fiction, nonfiction, adult, young adult, children's literature and picture books. Read and create an annotated reading log that suits your personal and professional purposes. Include title, author, date of publication, and a short summary focusing on the essential content. Add any notes that are helpful to you. If you choose informational sources**, please be sure to cite your source.

This assignment is worth 70 points in your grade.

*Text complexity matters. Reading rates vary. You may have fewer or more entries depending on what you read, but read and document for a total of 70 hours. This is the heart of the course. Make it work for you.

**** PLEASE, NO PROFESSIONAL BOOKS or EXCERPTS FROM CURRICULUM PROGRAMS.**

2. **CLASSROOM APPLICATION PROJECT:**

Demonstrate the value of taking time to read for enjoyment and information through a curriculum application project. Projects might include ways of encouraging student's independent reading by allocating time for independent during the day, exploring ways to

inspire and motivate the reluctant reader or use book talks, literature circles, and read-alouds. Read to be able to recommend texts to meet student's interests. Engage and encourage parent's participation. **This activity represents 10 points in your grade.**

3. DISCUSSION PAPER:

Choose a colleague or a group of people (adults or students) to discuss some of the books you read. This could be an informal chat over lunch or in a more formal book club. Focus on key ideas, craft and structure, integration of knowledge and ideas and text complexity.

Write a summary of your discussion in a 1-2 paper. Highlight the advantage of sharing and how it helps you to think about what you read more deeply, differently and more critically. **This activity represents 10 points in your grade.**

4. REFLECTION PAPER:

Evaluate making time to read high quality literary and informational texts for personal and professional purposes. Review what you read, the annotated reading log, the curriculum application and discussion. Hopefully, you feel energized and excited by taking time to read and will continue the habit. What did you learn that is valuable to you? What is your commitment to maintaining the habit of reading high quality literary and informational texts?

Write a 3-4 page summary of your experience and projected plans. This is your final paper. **This activity represents 10 points in your grade.**

GRADE DISTRIBUTION AND SCALE:

Grade Distribution:

1. Annotated Reading Log	70 pts.
2. Classroom Application Project	10 pts.
4. Discussion Paper	10 pts.
5. Summary Paper	10 pts.

Grade Scale:

A	91-100%	91-100 pts.
B	81-90%	81-90 pts.
C	71-80%	71-80 pts.
D	61-70%	61-70 pts.
F	Less than 60 %	Less than 60 pts.

