



Teaching Vocabulary

Brandman University: EDLU 9995 – 3 Semester Hours

Thank you for registering for this course. Included are the following important documents:

1. Course Syllabus
2. Course Materials
3. Assignment Plan – Assignments to turn in & Grading Rubric
4. Course Hourly Breakdown
5. Participant Evaluation Form

Assignment Deadline: This course is a rolling course throughout the year, which means it does not have a specific deadline. However, you must submit all completed assignments by 6 months after the registration date with Credits for Teachers. Please allow 4 weeks from the date assignments are submitted for the grade to be added to your transcript.

Registering with Brandman University: Please register with the university prior to starting your coursework. Students must register for the course through Brandman prior to the end of the semester in which they are enrolled with Credits for Teachers. To register, visit their [website here](#). If you are registering with Brandman for the first time, create an account. If you are a returning student, enter your login information.

Upon Completion of the Course:

1. Please submit all completed assignments in PDF format in one email to grades@creditsforteachers.com.
2. Complete a Course Evaluation (2 minutes) by clicking the link below - Course Evaluation Form

Teaching Vocabulary - Syllabus

EDLU 9995

3 credits

Course Description: This course provides students with a variety of strategies to help teach academic vocabulary. Introducing the use of a TIP (Term, Information, Picture) chart in the classroom, this course emphasizes the importance of making vocabulary constantly present in the classroom as well as being associated with not only a definition but also a picture. Many other strategies are also offered to help learners truly understand the academic vocabulary presented to them in the classroom.

Learning Objectives:

- Students will learn a variety of strategies to teach academic vocabulary in order to improve understanding of the vocabulary.
- Students will create a TIP Chart in their classroom within their content area to help with learning and understanding vocabulary.
- Students will be able to apply new strategies to more effectively teach vocabulary in their content to improve understanding of the vocabulary.
- Students will develop skills to reflect on & improve their own teaching practices.

Course Materials:

- Readings:
 - (Required) "5 – Vocabulary Development: Implementing a Strategic Plan" from the book *Learning in the Fast Lane: 8 Ways to Put All Students on the Road to Academic Success* by Suzy Pepper Rollins.
 - (Additional) "Vocab Rehab: An Introduction" & "Vocab Rehab: The 10-Minute Strategies" from the book *Vocab Rehab: How do I teach vocabulary effectively with limited time?* by Marilee Sprenger.
- Videos:
 - Vocab Rehab: Interact with Vocab
 - Vocabulary Paint Chips
 - LSI on Learning: Vocabulary Word Sort
 - Vocabulary Question Cube: Common Core Aligned
- Content Implementation: (You will choose one of the following options.)
 - OPTION 1: Implementation Plan & Implementation Plan Template
 - OPTION 2: Hour Log Template & Hour Log Example

*NOTE: The example is meant to act as a reference for what different entries could look like in the hour log assignment. Although this example relates to the *Growth Mindset* course, the outline and example entries can still be used as a model for what to include in the hour log assignment.
- Course Evaluation Form

Assignments:

1. Read the packet entitled “5 – Vocabulary Development: Implementing a Strategic Plan” from the book *Learning in the Fast Lane: 8 Ways to Put All Students on the Road to Academic Success* by Suzy Pepper Rollins.
2. In at least 2 pages, respond to challenges educators face when teaching vocabulary mentioned in the reading as well as the use of a TIP chart to teach vocabulary. Answer the following sets of questions in your response:
 - a. What challenges do you face when you teach vocabulary? Are they similar to those mentioned in the reading and/or do you have any others?
 - b. Do you think using a TIP chart in your classroom would be helpful to student learning and would address your challenges? Why or why not? Would you be willing to try using the method of a TIP chart in your classroom? Why or why not? If yes, how would you use it in your classroom? Would you modify any part(s) to make it fit better in your classroom and/or with your teaching style? Explain.
3. Watch the following videos to see some strategies in action:
 - Vocab Rehab: Interact with Vocab
 - Vocabulary Paint Chips
 - LSI on Learning: Vocabulary Word Sort
 - Vocabulary Question Cube: Common Core Aligned
4. After watching the videos, in at least 1 page, describe your reactions to the strategies presented in the videos. How do these strategies compare with how you currently teach vocabulary? What is one strategy from any of the 4 videos you would be willing to try and why?
5. Content Implementation: **You only have to complete one of the following options.**

OPTION 1: This section typically applies to in class (or within the school day) implementation of strategies. For teachers that are in their summer break or do not have contact with students due to COVID-19, please refer to the Implementation plan for how to adjust this section accordingly. The Implementation Plan takes the place of the Hour Log, so you only have to do one or the other. Links to the Implementation Plan assignment and template can be found above in “Course Materials.”

Make sure to include the following in your 4 week plan. Incorporate a TIP chart as well as a minimum of 3 other strategies of your choice from the reading and/or videos (a total of 4 strategies) within the unit. Feel free to modify any of the strategies to make them work in your classroom.

OPTION 2: Complete an hour log that logs the hours when you implement strategies from the course. Choose some upcoming lessons to begin implementing the vocabulary strategies in your classroom with your students. Make sure to incorporate a TIP chart as well as a minimum of 3 other strategies of your choice from the reading and/or videos (a total of 4 strategies) within the next unit or next several lessons of your current unit. Be prepared to explain in the final reflection below what you did for each strategy and how each one went in the lesson(s). Feel free to modify any of the strategies to make them work in your classroom.

Spend a minimum of 60 hours (about 2 weeks) implementing the strategies from the course and log the 60 hours. Possible options to use for logging hours include but are not limited to:

- Planning lessons
- Teaching lessons
- Reflections on practice
- Research of course topics (This could include the additional reading(s) listed above in the “Course Materials.”)
- Planning with colleagues

For each day, briefly explain what you accomplished, the lesson you taught, the strategies from the course utilized, and their effectiveness on students’ learning. Make sure to include dates, the total hours spent each day or for each entry, and the total hours spent overall. Links to an Hour Log template and example can be found above in “Course Materials.”

*NOTE: You will expand and elaborate on the strategies used and how it all went in your Final Reflection assignment. The hour log is meant to serve as a brief description of recorded evidence that 60 hours of course content implementation were completed.

Additionally, use this log as an opportunity to reflect on the successes of implementing various strategies and what modifications can be made to improve the success of these strategies in subsequent lessons.

6. Final Reflection: **You only have to complete one of the following options.**

OPTION 1: If you completed the course during the summer or during COVID-19 closures and completed the Implementation Plan, follow the guidelines below.

- a. Write a minimum two-page paper explaining how you plan to implement the strategies from the course. Make sure to answer the following questions in your reflection.
 - i. What strategies do you plan to implement, and what will they look like and/or sound like in your classroom? What will you be doing as the teacher? What will students be doing?

- ii. What impact do you hope to see from using these strategies on your teaching and on student learning?
- iii. How is this way of teaching the unit different from how you taught the unit in the past?
- iv. What do you plan to do to support the effectiveness of the methods and strategies?
- v. What modifications do you plan to make on any of the strategies and why? (If you are not planning on making any modifications, feel free to skip this question.)
- vi. What challenges do you foresee arising from using any of these strategies?

OPTION 2: If you completed the course during the school year and completed the Hour Log assignment, follow the guidelines below.

- a. After consistently implementing a TIP chart as well as a minimum of 3 other vocabulary strategies of your choice from the course in your lessons for 2 weeks (60 hours), reflect on the effectiveness of using these strategies on your teaching and student learning.
- b. Write a minimum two-page paper explaining the impact of using the vocabulary strategies on your teaching and on student learning. Make sure to answer the following questions in your reflection.
 - i. What strategies did you implement, and what did they look like and/or sound like in your classroom? What were you doing as the teacher? What were students doing?
 - ii. Were the methods and strategies successful and did you notice a difference compared to when you taught that topic in the past?
 - iii. What did you do to support the effectiveness of the methods and strategies used? Did you modify any of the strategies to help meet your needs or the needs of your students? If so, describe the modifications and explain the reasoning behind them.
 - iv. What was challenging or didn't work as well as you would have hoped?
 - v. How would you modify any part of what you implemented to make it more effective in the future?

Teaching Vocabulary - Assignment Plan, Evaluation & Grading

Reading Reflection (Written Response Rubric)	X/15 pts
Video Reflection (Written Response Rubric)	X/15 pts
*Hour Log Assignment OR Implementation Plan	-----
Final Reflection on Vocabulary (Final Reflection Rubric)	X/40 pts
Final Grade	X/70 pts

(*The assignment is required but is not graded)

Final Grade Scale

63-70 - A

56-62 - B

49-55 - C

42-48 - D

41 & Below - F

Written Response Rubric (Used for Reading Reflection & Video Reflection):

Grade	Description
A (14-15)	Student answers all questions thoroughly with detail. The responses are well thought out and in depth and show understanding of the new strategies in the course for teaching vocabulary. The examples given are detailed to the point that it is very clear what the activity will look like in the classroom.
B (12-13)	Student answers all questions. Examples of new strategies are explained. More detail could have been given in one or more of the responses.
C (11)	Some questions are complete while others are not. Student may have left out examples or just failed to answer all parts of the question. A correct description of one or more of the vocabulary strategies is used but full understanding is missing.
D (9-10)	Student has attempted to answer all questions but answers are incomplete. Not all parts of the questions are addressed and some or all questions are missing examples. Some or all of the strategies mentioned do not reflect vocabulary strategies.
F (0-8)	Answers are incomplete with a one or two sentence answer. There is no elaboration and there are no examples included. Strategies are missing or do not reflect vocabulary strategies.

Final Reflection Rubric:

Grade	Description
A (36-40)	Student has developed and implemented within multiple lessons a TIP chart that includes terms, information about those terms, and pictures for each of the terms. Student has also developed activities to incorporate 3 or more other strategies from the course and has implemented those strategies within multiple lessons. Student has explained in detail how each strategy, including the TIP chart, was incorporated into the lessons. If anything was modified, an explanation of how and why strategies were modified is included. Lastly, student has answered all of the reflection questions.
B (32-35)	Student has developed and implemented within multiple lessons a TIP chart that includes terms, information about those terms, and pictures for each of the terms. Student has also developed activities to incorporate 2 other strategies from the course and has implemented those strategies within multiple lessons. Student has explained how each strategy, including the TIP chart, was incorporated into the lessons. If anything was modified, an explanation of how and why strategies were modified is included. Lastly, student has answered all of the reflection questions.
C (28-31)	<p>Student has developed and implemented within multiple lessons a TIP chart that includes terms, information about those terms, and pictures for each of the terms. Student has also developed activities to incorporate 1 other strategies from the course and has implemented those strategies within a lesson or two. Student has explained how each strategy, including the TIP chart, was incorporated into the lessons. If anything was modified, an explanation of how and why strategies were modified is included. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.</p> <p style="text-align: center;">OR</p> <p>Student has completed the requirements listed to receive a "B". However, the explanation of the strategies is incomplete and it is unclear how the strategies were implemented. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.</p>
D (24-27)	Student has developed and implemented within multiple lessons a TIP chart, but did not include all the parts of the chart. Student has also developed an activity to incorporate 1 other strategy from the reading and has implemented that strategy within a lesson. Student has somewhat explained how each strategy, including the TIP chart, was incorporated into the lessons. However, the explanation is incomplete, and it is unclear how the strategies were implemented. If anything was modified, an explanation of how and why strategies were modified is incomplete. Student has answered some of the reflection questions, but some questions are not addressed.
F (0-23)	Student has developed and implemented a total of 1 strategy from the reading into a lesson. If a TIP chart was developed and implemented, it did not include all of the parts. There is some explanation about how the strategy was incorporated but very little. If anything was modified, there is no explanation of how or why things were modified. Student has answered some of the reflection questions but responses are very incomplete, or none of the questions have been answered.

Teaching Vocabulary - Suggested Hourly Breakdown

Course Readings, Videos & Additional Materials	5
Planning strategies into lessons	10
Practicing (or planning) strategies/techniques in the classroom	*20
Reflecting on lessons and effectiveness of strategies	5
Brainstorming, researching and writing all assignments	5
Total Hours	45

*Note: When utilizing the Hour Log option, the 20 course hours listed equates to 60 hours of course content implementation.

Upon Completion of the Course:

1. Please submit all assignments in PDF format to grades@creditsforteachers.com.
2. Complete a Course Evaluation (2 minutes) by using the link below - Course Evaluation Form

Bibliography

ASCD, director. *Vocab Rehab: Interact with Vocab. YouTube*, YouTube, 10 Sept. 2014, www.youtube.com/watch?v=gLh3UtSBMq4.

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Rollins, Suzy Pepper. *Learning in the Fast Lane: 8 Ways to Put All Students on the Road to Academic Success*. ASCD, 2014.

Sprenger, Marilee. *Vocab Rehab: How Do I Teach Vocabulary Effectively with Limited Time?* ASCD, 2014.

Credits for Teachers Policies

Graduate-level professional development credits are not part of a degree program. These courses can be used for professional development, salary advancement, and recertification. Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. This credit may be applied toward a degree program at the discretion of the accepting institution. Courses are rolling throughout the year, which means it does not have a specific deadline to submit completed assignments. You must submit coursework by 6 months after the registration date with Credits for Teachers. Students have up to 30 days after the purchase of a course to request a refund.

Thank You!

