

**Course Title:** Using Vocabulary in Teaching Compare and Contrast

**Instructors:** Donna Walker Tileston

**Length:** 10 hours

**Dates:** Rolling admissions

**Prerequisites:** Bachelor Degree

**Number of credits:** 1 CEU

### **Course Description:**

Research has shown conclusively that the most important factor in success on high stakes tests is the ability of the students to define and use the vocabulary contained in standards and benchmarks.

What this means is that educators need a working knowledge of how to identify and use the language of state standards to prepare their students with the critical skills needed for high success on state exams. Once the essential vocabulary has been identified, educators then need to know which instructional strategies will be the most effective in teaching the vocabulary and processes that underpin success on high stakes tests. That's what this course is designed to do.

### **Five weekly topics students will focus on within this course:**

- Step-by-Step Process for Teaching Vocabulary
- Teaching Vocabulary in the Classroom
- Finding the Process Skills in the Standards
- Teaching Compare and/or Contrast
- Teaching Non-Linguistic Organizers

### **Objectives:**

1. Knowledge –at the end of this course the student will be able to understand:
  - a. How key vocabulary items are embedded in state standards and benchmarks
2. skills –after this course a student will be able to
  - a. Ability of the students to define and use the vocabulary
  - b. Understand how the brain stores and retrieves vocabulary
3. Dispositions – they will appreciate out of this:
  - a. The implications of research on vocabulary learning for English Language Learners

### **Instructor Overview**

Knowledge Delivery Systems maintains a online platform that automatically grades their pre and post assessments, monitors their participation in the lecture, and awards them credit when they complete the program. KDS also employs a team of educators to monitor the progress and quality of work students provide.

**Methods of instruction:****Percentage of Course Credit**

Methods of instruction will include:

- |                                    |                |
|------------------------------------|----------------|
| • 5 individual sections (10 hours) |                |
| • 5 pre assessments                | 10 %           |
| • 5 graded post assessments        | 20%            |
| • 5 Video Lectures                 | 70%            |
| • Polling questions                | part of videos |
| • 5, 60-100 pages Study guides     |                |
| • Handouts                         | part of videos |

**Texts (included in program)**

- 100 page study guide provided in the program

**Assessments:**

5 Pre-assessments (5 questions each)

5 Post-assessments (8 questions each)

**Due dates of major assignments, projects, and examinations:** Online self running programs can be started and completed at the participants own leisure within 2 months from the day they begin the course.

**Grading criteria/system and evaluation activities:**

A course administrator will be reviewing students' answers and providing feedback. Students will be evaluated on their creativity and ability to incorporate techniques from the lecture into examples and lesson plans.

➤ Pass/No Pass

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