COURSE TITLE:

Course Code	: ENG 107
Prerequisite	: n/a
Type of Course	:
Units	: 3.0
Schedule	:
Room	:

COURSE DESCRIPTION

The course aims to develop students critical thinking analysis through developing experiental focus by means of examining issues and ideas and to use an argument to support or defend one's a stand or position in real situation.

OLOPSC PHILOSOPHY	We believe that every learner has talents and potentials to be developed, dignity and worth to be valued, rights to be respected and responsibilities to be assumed; education is a shared responsibility of the learner, home, school and community; the school provides the environment for equipping individuals with learning skills, technology and life skills for a successful and purposeful life in the 21st century; an educational program which promotes global awareness, financial literacy, world-class entrepreneurship, and functional knowledge in economics, business, civics, health and environment will support global and local development.
OLOPSC VISION	We envision OLOPS College as a premier caring educational institution that contributes to the development of a progressive and peaceful society by empowering its graduates to be responsible stewards of God's gifts, of good character, academically excellent, highly competitive, and globally prepared for the 21st century.
OLOPSC MISSION	OLOPS College is committed to providing relevant, quality and holistic education by: nurturing God-loving individuals with Marian virtues and spirituality; instilling love of country, pride in our identity and cultural heritage. Creating an academic environment that stimulates love for learning and provides opportunities for the application of learning in real life; fostering awareness, behavioral changes and engagement in practices towards sustainable development; developing leadership with a heart for service; and equipping learners with 21st century skills.
EDUCATIONAL OBJECTIVES	A graduate shall be able to: 1. internalize the philosophy, vision, mission of the institution; 2. promote academic excellence and global competitiveness; 3. lead as a responsible steward of God's gifts; 4. contribute to the socio-economic development of the society as highly skilled, competent, and globally competitive professionals and entrepreneurs.

GRADUATE OUTCOMES

Graduate Attributes	A graduate of Our Lady of Perpetual Succor College is envisioned as a person of good character, of academic excellence, highly competitive and a responsible steward of God's gifts
Program Objectives	The program is designed to: 1. endow students with knowledge, training and education to be holistically and globally competent Computer Science professionals who are of good moral character, academically excellent, highly competitive and responsible stewards of God's gifts;

Prepared by:	Reviewed by:	Approved by:
JOSEPH R. BOYLES, LPT LECTURER	**MARCIA NINA C. SALVADOR, LPT, M.Ed.** Program Director	**ALEJANDRO D. MAGNAYE, DBM-HM** Dean

Developmental Reading I Course Syllabus

Katrin Zwirglmaier

Developmental Reading I Course Syllabus:

Handbook of Research on Socio-Cultural and Linguistic Perspectives on Language and Literacy Development Salmon, Angela K.,Clavijo-Olarte, Amparo,2022-10-07 The teacher s role is to create opportunities that intrinsically motivate children to externalize their thoughts Human beings have multiple means of expression this is powerful when children have the opportunity to have a real voice The realities of children s experiences in their local communities are powerful resources for the language curriculum and help to create an understanding of the value the languages and cultures of children and teachers bring from a multicultural perspective Thus teachers can help children develop their cultural and linguistic identities to promote multiculturalism multilingualism and translingualism so they can thrive in a complex and changing world The Handbook of Research on Socio Cultural and Linguistic Perspectives on Language and Literacy Development approaches language and literacy development from a socio cultural and linguistic perspective This book offers global perspectives on language and literacy from international experts working with both children and educators It offers readers a diversity of voices and experiences of professionals in the field that can inform their teaching and research Covering topics such as critical literacy emotional engagement and multilingual resources this major reference work is an indispensable resource for administrators and educators of both K 12 and higher education pre service teachers teacher educators biblio therapists librarians researchers and academicians   **Journal of Developmental Reading** ,1964   Resources in Education ,1999-04   *Navigating Teacher Education in Complex and Uncertain Times* Carmen I. Mercado,2019-04-04 Carmen I Mercado draws on four decades of seminal research and theory on how American children who come from homes where languages other than English are spoken learn to read and to write in school to reveal aspects of locally responsive planning and adaptations that should be central to any teacher education program that hopes to serve its unique local population base responsibly Mercado uses a range of theoretical lenses particularly those surrounding critical theory the approach designed to deconstruct power relationships in society to capture and explain the complexities of the teaching learning process making visible institutional social and political influences clear She explores an extensive collection of tools and resources for teaching to explore how educators can inform their thinking and shape their own practices to broaden access to people and resources and to influence classroom instruction as school populations becomes increasingly diverse on a global scale through immigration Mercado also shows how self study has been a key aspect of her program s evolution suggesting that teacher education should be informed by teacher educators own investigations into their own programs and processes that each teacher educator ought to be an active reinventor of her own program based on reflection on current data Mercado sensitively draws together the technical and emotional dimensions of learning to teach acknowledging that critical theory can bring up deep often uncomfortable feelings of anger guilt resentment and other responses to unfair conditions However since schools are designed as places of opportunity facing these responses is essential at a time with the

feelings of antagonism that characterize the present day world and its conflictual social groups Mercado offers the opportunity to address these facets of educational process in compelling informed ways **Proceedings of AC 2017** Group of authors,2017-08-10 International Academic Conference in Prague 2017 *Research in Education* ,1974 **Civic Engagement Pedagogy in the Community College: Theory and Practice** Emily Schnee,Alison Better,Martha Clark Cummings,2015-11-19 This book will help post secondary educators to discover the joys and challenges of implementing theoretically grounded civic engagement projects on their campuses The essays on civic engagement and public scholarship are written by an interdisciplinary group of community college faculty who have designed and implemented civic engagement projects in their classrooms The projects they describe stand at the intersection of research theory and pedagogy They challenge dominant constructions of civic engagement as students bring their community culture and history into the classroom The authors consider the particular complexities and constraints of doing civically engaged teaching and scholarship at the community college level and situate their projects within current theoretical debates about civic engagement public scholarship and public higher education *Syllabus in English for Secondary Schools* New York (State). Bureau of Curriculum Development,1962 **Literacy Teaching and Learning in Rural Communities** Lisa Schade Eckert,Janet Alsup,2014-12-17 This definitive look at teaching English in rural secondary schools contests current definitions and discussions of rural education examines their ideological and cultural foundations and presents an alternative perspective that conceptualizes rural communities as diverse unique and conducive to pedagogical and personal growth in teaching and learning Authentic narratives document individual teachers moments of struggle and success in learning to understand value and incorporate rural literacies and sensibilities into their curricula The teachers stories and the scholarly analysis of issues raised through them illuminate the unique challenges and rewards of teaching English in a rural school and offer helpful insights and knowledge for navigating the pedagogical landscape **Online Teaching in the Digital Age** Pat Swenson,Nancy A. Taylor,2012-01-18 Online Teaching in the Digital Age provides educators with the essential knowledge needed to successfully develop and teach an online course Throughout this practical hands on guide the authors offer 15 years of personal online teaching experience in language accessible to both the novice and advanced online educator Developed through theory and practice the text shows educators how to take the materials used in a traditional classroom and transfer them to a new virtual environment Additionally it gives educators the confidence and skills needed to run real time synchronous and time arranged asynchronous online discussions Most reassuring of all this book shows that few traditional course elements need to change in order to start teaching online *Handbook of Research on Active Learning and Student Engagement in Higher Education* Keengwe, Jared,2022-06-10 Active learning occurs when a learning task can be related in a non arbitrary manner to what the learner already knows and when there is a personal recognition of the links between concepts The most important element of active learning is not so much in how information is presented but how new

information is integrated into an existing knowledge base In order to successfully implement active learning into higher education its effect on student engagement must be studied and considered The Handbook of Research on Active Learning and Student Engagement in Higher Education focuses on assessing the effectiveness of active learning and constructivist teaching to promote student engagement and provides a wide range of strategies and frameworks to help educators and other practitioners examine the benefits challenges and opportunities for using active learning approaches to maximize student learning Covering topics such as online learning environments and engagement approaches this major reference work is ideal for academicians practitioners researchers librarians industry professionals educators and students **The Art of Teaching Art** Deborah A. Rockman,2000-11-09 Often the finest artists do not make the best teachers Many frustrated college students of art know this all too well as they suffer through unstructured classes with inexperienced teachers or graduate student instructors In these situations it is easy to blame the teachers But the problem is largely institutional most students graduating with MFAs from art schools receive little if any instruction in teaching art If you find yourself in this predicament as teacher or student this book is for you The first book to provide a comprehensive guide for teaching college level art The Art of Teaching Art is the culmination of respected artist and instructor Deborah Rockman s two decades of teaching experience Believing that drawing is the backbone of all of the visual arts she begins with a complete explanation of drawing concepts that apply to any subject matter e g composition sighting processes scaling techniques and methods for linear and tonal development She then illustrates these concepts with step by step methods that easily translate to classroom exercises Next she applies the drawing principles to every artist s most important and challenging subject the human figure After an extended section on understanding and teaching perspective that explores illusionistic form and space the focus of the book shifts to the studio classroom itself and the essential elements that go into making an effective learning environment and curriculum From preparing materials lists and syllabi to setting up still lifes handling difficult classroom situations critiquing and grading student artworks and shooting slides of student artworks she leaves no stone unturned Handbook of Research on Professional Development for Quality Teaching and Learning Petty, Teresa,Good, Amy,Putman, S. Michael,2016-06-16 As educational standards continue to transform it has become essential for educators and pre service teachers to receive the support and training necessary to effectively instruct their students and meet societal expectations However there is not a clear consensus on what constitutes teacher effectiveness and quality within the education realm The Handbook of Research on Professional Development for Quality Teaching and Learning provides theoretical perspectives and empirical research on educator preparation and methods for enhancing the teaching process Focusing on teacher effectiveness and support provided to current and pre service educators this publication is a comprehensive reference source for practitioners researchers policy makers graduate students and university faculty **The American Secondary School** Leslie Owen Taylor,1960 **Powerful Learning Communities** Oscar T. Lenning,Denise M. Hill,Kevin P. Saunders,Andria

Stokes,Alisha Solan,2023-07-03 Learning communities have been demonstrated to dramatically improve student outcomes by engaging students in their learning This book constitutes a comprehensive guide for readers who want a broad strategic view of learning communities enabling them to identify which type of LC best meets the learning needs of their students and the context and mission of their institution It also provides the tools for planning designing and implementing what the authors define as powerful LCs and for understanding the assessment implications of their decisions The potential power of LCs is realized through effective facilitation appropriate team building activities linkages planning and active collaboration that promotes learning of the group and the individual group members all of which topics are covered in this volume This book is organized around the three themes of setting the stage designing an LC and building or enhancing a powerful LC and covers three types of learning communities student professional faculty staff and institutional LCs concerned with student learning providing a range of tools and forms to facilitate planning The authors also address designing and maintaining hybrid and virtual LCs This book is intended as a practical resource for anyone at any level in higher education who wants to champion develop or redesign student or professional LCs or even explore broader initiatives to develop their institution into a learning organization Administrators in academic and student affairs will find guidance for setting appropriate policies and allocating resources The book may also serve as a textbook for graduate courses in institutional leadership and policy studies curriculum and instruction student affairs or assessment evaluation **New Media Literacies and Participatory Popular Culture Across Borders** Bronwyn Williams,Amy A. Zenger,2012 How do students online literacy practices intersect with online popular culture In this book scholars from a range of countries including Australia Lebanon Nepal Qatar South Africa Turkey and the United States illustrate and analyze how literacy practices that are mediated through and influenced by popular culture create both opportunities and tensions for secondary and university students The authors examine issues of theory identity and pedagogy as they address participatory popular culture sites such as fan forums video blogs social networking sites anime memes and comics and graphic novels Uniquely bringing together scholarship about online literacy practices and the growing body of work on participatory popular culture New Media Literacies and Participatory Popular Culture across Bordersmakes distinctive contributions to an emerging field of study pushing forward scholarship about literacy and identity in cross cultural situations and advancing important conversations about issues of global flows and local responses to popular culture **Ad Veritatem** ,2004 **Transiciones** Todd Ruecker,2015-02-15 Transiciones is a thorough ethnography of seven Latino students in transition between high school and community college or university Data gathered over two years of interviews with the students their high school English teachers and their writing teachers and administrators at postsecondary institutions reveal a rich picture of the conflicted experience of these students as they attempted to balance the demands of schooling with a variety of personal responsibilities Todd Ruecker explores the disconnect between students writing experiences in high school and higher education and examines the integral role that

writing plays in college Considering the almost universal requirement that students take a writing class in their critical first year of college he contends that it is essential for composition researchers and teachers to gain a fuller understanding of the role they play in supporting and hindering Latina and Latino students transition to college Arguing for situating writing programs in larger discussions of high school college alignment student engagement and retention Transiciones raises the profile of what writing programs can do while calling composition teachers administrators and scholars to engage in more collaboration across the institution across institutions and across disciplines to make the transition from high school to college writing more successful for this important group of students   **Academic and Student Affairs in Collaboration** Mitchell A. Levy,Bernard A. Polnariev,2016-06-10 Academic and Student Affairs in Collaboration provides a comprehensive and evidenced based understanding of the partnerships necessary to achieve an institutional culture devoted to student success Chapter authors explore how to design implement and assess collaborative efforts between student and academic affairs in support of increased student success This book provides best practices for fostering and enhancing campus dialogue career development pathways academic support services and other important initiatives to increase retention and learning outcomes improve motivation and goal attainment and enhance institutional accountability This book is a must read for scholars faculty leaders and practitioners in Student Affairs and Higher Education interested in achieving student success at their universities and colleges   *The Framework for Success in Postsecondary Writing* Nicholas N. Behm,Sherry Rankins-Robertson,2017-03-03 Illustrates the widespread applications of the Framework for Success in Postsecondary Writing especially the eight habits of mind in helping students to be successful not only in postsecondary writing courses but also in four arenas of life academic professional civic and personal

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