Texas A & M University – Commerce
Department of Education Curriculum and Instruction

ELED 524: Language Arts Curriculum Grades 1-8
Online class, Fall 2016

Instructor: Dr. Susan Szabo, Full Professor

Office Hours: This is a virtual class, so my office hours are Monday-Sunday through virtual office. Please use virtual office via eCollege. For personal problems please email me directly. (I am online daily. However, allow 24 hours for response time). In addition, when someone posts a question in virtual office, and you know the answer, please feel free to answer it. We are all teachers and we are all learners in this class. In addition, my office email is (Susan.Szabo@tamuc.edu). If you want me to call you, email me your phone number and I will call in the evening.

Need Help because this is your First Online Class? During the first week of class, if you are new to online coursework and feel unsure of what to do, please email me IMMEDIATELY with your phone number and a time to call you. I will talk you through eCollege and where everything is located. There is also a nice tutorial on how to use eCollege that you can view.

COURSE INFORMATION

Textbooks: This course has no textbook but there is still LOTS of reading. The WebQuests have you examine the 10 Language Art Components, the 5 Reading Elements and the Reading TEKS, as well as the ELAR College and Career Readiness Standards. WebQuests can be found in eCollege in Doc Share. It is **NOT** recommended that you print all this information, as there are active links within the WebQuest. Save a tree!

　　Instead, it is recommended that you first create a Language Arts folder on your desktop. Then within this main folder, create weekly subfolders labeled with the name of the week. Then you can **open and 'save as'** all the documents found in Doc Sharing all the readings for the week. As you explore the websites, if you find something interesting on the websites, I would cut and paste into word document and then cut and paste the URL where it was found and the author (so you are not plagiarizing). These are your **NOTES**, so label them that way and "save as" and put them into the correct folder. As this course is organized in Weeks, **EVERY Monday** you should create a

subfolder for that week and down load everything so you can read and <u>do your work from your desktop</u> and not have to go back to eCollege every time.

Course Description: This course provides the learner a look at scientifically based reading research on the language arts components (listening, speaking, reading, writing, viewing, visual presentation, digital, internet, critical thinking, & reflection), as well as their matching TEKS and the Texas College and Career Readiness English/Language Arts Standards. The student will learn how to use these language arts components as tools to enhance the learning process in content areas and expository reading.

Teaching Standards: **The Teacher will understand and apply Language Arts knowledge and skills to plan, organize and implement instruction and assess learning.**

- Understands the ELAR content and performance standards that constitute the TEKS.
- Understand the vertical alignment of the TEKS.
- Understand and uses Reading terminology correctly.
- Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials
- Understand and promote students' use of language arts components skills.
- Uses a variety of formal and informal assessments and knowledge of TEKS to determine students' progress and needs and to help plan addresses needs of all students
- Communicates the value of using ELAR components in the learning process to students, parents, colleagues and community

Student Learning Goals and Objectives: Learning outcomes are achieved via the activities, readings, instruction, thinking and reflection that have occurred in this course.

Goal 1 – Students will gain knowledge of the language arts components, matching aligned TEKS and why and how to use them in daily lesson plans.

   Learning Outcome #1: The learner will explain the importance of all 10 language arts components, all 5 reading elements, and their relationship to the LA TEKS and the Texas College and Career Readiness English/Language Arts Standards.

   Learning Outcomes #2: The learner will be able to use their understanding of Language Arts to create more effective lesson plans using a variety of approaches and materials.

Goal 2 – The student will be able to understand the many factors (i.e. student/family, teacher, school & district policy) that impact learning and some interventions that can be used to lessen their impact on the student's ability to learn.

> **Learning Outcome #3**: The learner will learn about various assessments that teachers can use to assess children to use differentiated assignments and provide choice for students in their assignments. .

> **Learning Outcome #4**: The learner will demonstrate an understanding of a wide range of effective BDA strategies, and various teaching approaches.

> **Learning Outcome #5**: The learner will be able to create a list of factors that affect a student's learning process and give ideas on how to best minimize there effect of the children's learning.

Goal 3 – The student will be an active and engaged learner.

> **Learning Outcome #6**: The learner will be an active and engaged participant in the learning process and use the metacognitive process to enhance their learning of the Language Arts components and the roll they play in the classroom and learning environment.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course is all online. This course is developed around scientifically researcher based information. You will complete the Language Arts Webquests that will lead your learning. You will also be an active participant in online discussion as well as creating your own questions from the material to stimulate critical thinking of yourself and your classmates.

This course is made up of a series of assignments and assessments to assist you in achieving mastery of the learning outcomes. **Each week** you will work on various combinations of assignments, activities, and discussions to help with your understanding of course content. The assessment of this information will be done through discussion responses, and After Projects.

Assignments:

This course is made up of a series of assignments and assessments to assist you in achieving the course and module learning objectives. Each week you will work on various Tasks (assignments, activities, discussions, readings, research) that will enhance your understanding that the ELAR components are tools to be used to learn.

1) Language Arts Webquests

WebQuests have been developed with a variety of Tasks you must complete in order to guide your learning and guide your online discussions. These WebQuests are your weekly guide to help you be successful with the work due each week. These WebQuests can be found in Doc Sharing in the correct weekly folder that is labeled the

same as the Week buttons on the left of the screen in eCollege. In addition, other reading materials, if any, will also be in the folder. Each webquest should be down-loaded from eCollege to your desktop on Monday and you should begin work. All work should be done by Sunday; and the process continues.

2) Before/During Activity

While you are going through your webquest, you will be asked to do some type of before/during strategy that has been embedded within each webquest. I asked you to do these to enhance your learning and it models for you the use of the BDA format teachers should using in lesson planning for the K-8 classroom. In addition, the responses on your Before/During notes should help you complete the After activity successfully and it will allow you to do a better job on your online discussions..

3) Online Discussion Reponses

In order to encourage full class participation, YOU will be required to post <u>an original 3-2-1 response </u>by **Wednesday, the latest <u>Thursday night.</u>** I would like a summary/reflection on 3 ideas you learned and thought important and why you thought them important. Then list 2 ideas you will implement into your classroom and why you choose them to implement. And, finally do you have a question that was not answered or was created as your read the material. In addition, as you read and respond to 3 peers, see if you can answer them.

Starting on **<u>Thursday - Sunday</u>**, you are required to return to online discussion, read 3 peers' <u>3-2-1</u> postings and provide feedback (at least 3). Discussion feedback should be substantive. If it is apparent to the professor that students have not spent enough time or effort in writing the responses, you will not be given full credit. For example, "I agree, you are absolutely right" does not constitute a substantive response. Find something you connect with from your peer's response and tell them why you connected with it, or why you agreed with it, etc. Think of the 5 Ws.

Research has shown that the more you participate in online discussion the more you feel a part of the class. In addition, you learn more as you read the comments of your peers, as this allows you to adjust and reflect on your thinking. We also do this, as I believe talking about and/or writing about what you are learning strengthens the learning. This assignment takes the place of class discussion if this was a face-to-face class. You must respond to **at least 3 of your peers**. However, if you respond more to the "grand conversations" you will receive bonus points.

4) After Activity or Application Projects

Each Webquest has an application activity that must be done during the week. Once you open the webquest on Monday, look at the after activities so you have the end in mind as you are completing the webquest. Every assignment should be saved using your *first name, last name, and then number and name of the chosen activity.*

Assessments/Grading: Grades will be determined via a simple point system and grading rubric (for creative final). **You** are responsible for reviewing them prior to submitting an assignment - they tell you all you need to know in order to earn a passing grade in this course. Check out each WebQuest carefully. The gradebook in eCollege is used to keep track of your activities and points, thus it is your responsibility to keep

track of how you are doing. To see the comments and the questions missed on the quiz, CLICK on the grade and it will open a new screen.

Grades will be determined as follows:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60	F

Grades will be in the eCollege grade book. If you are not aware of how that works, you can call the helpdesk. If you want to see the comments and the questions missed on the quiz, CLICK on the grade and it will open a new screen. Or at least it is suppose to.
Due to the nature of the course, I am usually a week behind in my grading. I do send out emails to let you know when I get done so you can check gradebook and let me know if anything is missing.

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology in your web enhanced course.

The following technology is required to be successful in this course.
- *Internet connection – high speed recommended (not dial-up)*
- *Word Processor (Microsoft Office Word – 2003 or 2007)*
- *Access to University Library site*
- *Access to an Email*
- *Access to eCollege.*

ACCESS, NAVIGATION and Log in Information
This course will be utilizing eCollege to enhance the learning experience. eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamu-commerce.edu/login.aspx.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamucommerce.edu.

REPORT any problems immediately to helpdesk. It must <u>come from you</u> and not me. In addition, if your computer does not allow you to access eCollege, contact the helpdesk to find out how to install the needed "cookies."

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues, while taking your exams or at any other point, feel free to contact the support desk.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the *'Help'* button on the toolbar for information regarding working with eCollege

I am online daily. If you have questions either, email me or post them in the correct week under My Questions, as others may have the same question. Please allow a 24 hour response time.

When engaging in online discussions, please remember the <u>Core Rules of Netiquette</u> as follows:

Rule 1: Remember the Human
Rule 2: Adhere to the same standards of behavior online that you follow in real life
Rule 3: Know where you are in cyberspace
Rule 4: Respect other people's time and bandwidth
Rule 5: Make yourself look good online
Rule 6: Share expert knowledge
Rule 7: Help keep flame wars under control
Rule 8: Respect other people's privacy
Rule 9: Don't abuse your power
Rule 10: Be forgiving of other people's mistakes

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Policies and Expectations

Participation:
I consider class participation to be one of the most important, yet is considered an underrated elements of a student's education. There are numerous elements that go into class participation:

a. You need to have somewhat frequent (at least 4; 1 to me and 3 to peers), and preferably intelligent, contributions to class discussion.

b. On-line discussion helps you to engage in self-evaluation, critical thinking, and reflective learning.

c. You need to have polite and civil interactions with all members of the class ["All students enrolled at the University shall follow the tenets of common decency and

acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct)].

d. Failure to prepare and participate effectively will negatively impact the learning processes devised for the class and will impact not only your understanding but your grade for this course. "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment" (Student Guide Book, pp. 67-73).

Late work: Everything should be turned in a timely manner. **Develop a routine**, so you do not fall behind. However, we all have problems, as life gets in the way, thus email me why you did not or cannot do the weekly assignments. Once you have uploaded the late assignment, you must email me to let me know.

Scholarly Expectations*:* All works submitted for credit must be **original works** created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level. In addition, all assignments turned in should have gone through the editing process**. In addition, all work should go through the writing/editing process.**

4. **Plagiarism is a BIG DEAL. Plagiarism of writings and/or other materials in any form will result in a grade of "F" for the course and WILL result in your dismissal from the program. Please cite your references carefully and consistently!**

Plagiarism: Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course. Various versions of your work and final papers will be run through Turnitin software - this is not meant to "catch" you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.

University Policies and Procedures

1. ADA Statement - The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

2. Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.(See *Code of Student Conduct from Student Guide Handbook).*

3. HandGunTexas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer).   Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

University Services Offered to You Free

A. **Financial Aid Support:** You will be dropped on Monday, September 3rd if you have not paid the balance due on their accounts. If you need assistance to pay your balance, please contact the Loan Office (903-886-5051). There are also **forgivable loans, so check them out.**

B. **As a student, your email account is through MyLeo.** Please check the status of your accounts as this is the only way the university has on contacting you and informing you of important information. It is available to them 24/7 at https://leo.tamu-commerce.edu/login.aspx. Also, YOU must check this daily and delete or archive your emails so that none are lost in cyberspace.   It will not be returned and you may miss important information. **It is your responsibility to empty your email daily, so that nothing will bounce back.**

COURSE OUTLINE / CALENDAR	
Week 1	Learning about your Students
Week 2	Learning about Theories that guide reading
Week 3	Language Arts Components Overview
Week 4	Oral Language (listening and talking)
Week 5	Reading (Overveiw)
Week 6	Phonological Awareness, Alphabetical principal, phonemic awareness
Week 7	Fluency and Vocabulary and Comprehension
Week 8	Vocabulary, Comprehension
Week 9	Spring Break
Week 10	Writing, Writing practices and children's literature

Week 11	Viewing/ Visual Representation Thinking/Reflecting Digital/Internet
Week 12	Using assessment to inform instruction, homework, differentiation, choice projects
Week 13	Using what you have learned in your Lesson Plan Development
Week 14	Various Other Factors that Affect the Learning Process
Week 15	Objective Reflection and Course E valuation