



**ELED 524: Language Arts Curriculum, Grades 1-8
Online D2L Course, Spring 2020**

Special Note for Spring 2020: The first day of this online class is January 30, 2020

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

INSTRUCTOR INFORMATION

Instructor: Dr. Kim Pinkerton

Office Location: CHEC 151 (Shared Office Space)

Office Hours: As this is an online class, my office hours will be by appointment only (M-F). We can arrange a virtual meeting, phone call, or face-to-face meeting. Simply email me to arrange a meeting. Email is also a great way to contact me with your questions if you do not think they warrant a live conversation.

Office Phone: 972-599-3125 (Shared Phone)

University Email Address: kim.pinkerton@tamuc.edu

Preferred Form of Communication: email

Communication Response Time: Emails will be answered within 24 hours; all emails sent after 5:00pm on Fridays will be answered on Monday.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required:

You will not be required to buy a textbook for this course. You will, instead, be assigned one or more scholarly articles to read, supplied with videos, websites, and presentations to view, and asked to find an additional scholarly article to read for each module. It is expected that you will spend approximately 6-9 hours each week reading/viewing the materials and completing assigned tasks.

Recommended:

Reutzel, D. R., & Cooter, R. B. (2019). *Teaching children to read: The teacher makes the difference* (8th ed.). NY, NY: Pearson.

Other Resources:

TEKS for Language Arts and Reading:

K-5 ELAR: <http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html> & 6-8 ELAR: <http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110b.html>

Note: Please refer to the 2017 TEKS. Both the 2017 and old TEKS are listed. For K-8 ELAR, the TEKS adopted in 2017 will be implemented during the 2019-2020 school year.

The syllabus/schedule are subject to change.

English Language Arts and Reading Information from the Texas Education Agency:
http://www.tea.state.tx.us/index4.aspx?id=4434&menu_id=720

English Language Proficiency Standards:
<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>

Dyslexia Handbook:
<http://www.region10.org/r10website/assets/File/DHBwithtabs10214.pdf>

Course Description

From Course Catalog: A consideration of techniques of teaching the communication skills and the role of linguistics in the language arts program.

A Little More Specific: 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 with both narrative and expository reading.

Student Learning Outcomes

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

Learning Outcome #2: Identify, read, and review trade books and technology that can be used to enhance ELAR instruction.

Learning Outcomes #3: Apply their understanding of ELAR to lesson plans and activities, using a variety of approaches, materials, and strategies.

Learning Outcome #4: Utilize assessments to conduct an ELAR self-assessment and classroom evaluation and to differentiate assignments and provide choice for students.

Learning Outcome #5: Synthesize course information related to ELAR into a multimedia projects, sharing discoveries about what worked/what didn't in your literacy explorations, artifacts from your explorations, future plans for literacy in your classroom that will propel students forward, and a list of children's and young adult texts/resources to accompany the plan.

Assignments

| | | |
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| Module Reflections (3 X 100 points each) | 300 points | SLO 1, 3, & 4: #1: Write to explain the importance of all 10 language arts components, all 5+ reading elements, and the relationship to the ELAR TEKS and Texas College and Career Readiness English/Language Arts Standards. #3: Apply their understanding of ELAR to lesson |
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| | | <p>plans and activities, using a variety of approaches, materials, and strategies.</p> <p>#4: Utilize assessments to conduct an ELAR self-assessment and classroom evaluation and to differentiate assignments and provide choice for students.</p> |
| Discussion Posts (3 posts & 3 responses X 25 points each) | 150 points | <p>SLO 1 & 3:</p> <p>#1: Write to explain the importance of all 10 language arts components, all 5+ reading elements, and the relationship to the ELAR TEKS and Texas College and Career Readiness English/Language Arts Standards.</p> <p>#3: Apply their understanding of ELAR to lesson plans and activities, using a variety of approaches, materials, and strategies.</p> |
| End of Module Projects (3 X 100 points each) | 300 points | <p>SLOs 2 & 3:</p> <p>#2: Identify, read, and review trade books and technology that can be used to enhance ELAR instruction.</p> <p>#3: Apply their understanding of ELAR to lesson plans and activities, using a variety of approaches, materials, and strategies.</p> |
| Quizzes (3 X 25 points each) | 75 points | <p>SLO 3:</p> <p>#3: Apply their understanding of ELAR to lesson plans and activities, using a variety of approaches, materials, and strategies.</p> |
| Final End of Course Reflection | 25 points | <p>SLO 1 & 3:</p> <p>#1: Write to explain the importance of all 10 language arts components, all 5+ reading elements, and the relationship to the ELAR TEKS and Texas College and Career Readiness English/Language Arts Standards.</p> <p>#3: Apply their understanding of ELAR to lesson plans and activities, using a variety of approaches, materials, and strategies.</p> |
| Propelling Students Forward with Literacy Project | 150 points | <p>SLOs 2, 3, 4, & 5:</p> <p>#2: Identify, read, and review trade books and technology that can be used to enhance ELAR instruction.</p> <p>#3: Apply their understanding of ELAR to lesson plans and activities, using a variety of approaches, materials, and strategies.</p> <p>#4: Utilize assessments to conduct an ELAR self-assessment and classroom evaluation and to differentiate assignments and provide choice for</p> |

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| | | <p>students.</p> <p>#5: Synthesize course information related to ELAR into a multimedia projects, sharing discoveries about what worked/what didn't in your literacy explorations, artifacts from your explorations, future plans for literacy in your classroom that will propel students forward, and a list of children's and young adult texts/resources to accompany the plan.</p> |
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GRADING:

Final grades are based on the following scale:

900-1000 points = A

800-899 points = B

700-799 points = C

600-699 points = D

<500 points=F

Specific assignment requirements will be provided in D2L; No worksheets, No Flashcards, Pinterest, Teachers Pay Teachers, etc. when completing projects in this class.

COURSE AND UNIVERSITY PROCEDURES/POLICIES
Course Specific Procedures/Policies

Attendance

To be successful in this course, you must check email and announcements regularly (multiple times each week). You must read all postings, notes, discussions, assignments, etc. Your timely and regular interaction with the online environment counts as your attendance in this course. While there are no points given for attendance (attendance is expected, not rewarded with points), your grade may suffer if you do not engage with the course each week until completion of a unit.

Grading

All work should reflect an understanding of content and be presented in a professional manner. Papers should be typed and carefully edited. All work will be completed and turned in on time. Late work is not accepted. **Extra credit is not an option.**

Communication

Email (kim.pinkerton@tamuc.edu) is preferred for outside of class contact. Students are encouraged to inform the instructor of concerns or questions they may have pertaining to the course.

Instructional Methods

We have moved to using Bright Spaces rather than eCollege. Go to myleo and sign in. In the Welcome bar at the top of the page, you will click on the word "APPS" which will take you to the apps page. Scroll down to find the DL2 Bright Spaces app (last one). There you should find your courses. If not, use the course selector tool at the top of the page to find the correct courses. If you are lost, please contact me immediately.

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This course is designed around a series of modules to be completed in an online environment. Each module will include periodical/online readings, lecture resources, videos, discussion threads, reflections, projects, and quizzes. The following coursework items align with the preceding course objectives.

Student Responsibilities or Tips for Success in the Course

General instructions for Modules

This course occurs in a digital learning environment designed in module format. Each module runs 3-4 weeks during which time you will be expected to read assigned material, review lecture materials, participate in discussions, complete projects, and take assessments. Each module opens and closes on a certain date, and once a module closes, it **will not** be opened again. Therefore, you need to demonstrate a level of time management that allows you to meet deadlines as posted.

Read/View the module materials first. This is an online course that presents written information as an alternate mode of lecture and textbook reading. Do not take this lightly; as a student in an online course, you are expected to read/reflect for meaning.

Participate in the reflection and discussion components of the course. Sometimes you will submit a product for a grade, and sometimes you will not. This is similar to what is required in a face-to-face course. Full and professional participation in these activities is required, whether or not it has point value. Late work **will not** be accepted.

Discussions will be graded based on a rubric. The initial post must be made within the first two weeks of the opening day of the model, while responding to your classmates' postings can be made toward the ending date of the module, after you have had the chance to process all of the material. Late posts **will not** be accepted.

Reflections and Module Projects will require consideration and application of ideas presented in the module materials and the discussions. Completion of all written tasks and projects should exhibit professionalism in appearance and content at an **acceptable level of scholarship**. Tasks/projects are to be completed and turned in according to the schedule presented here and online. Late work **will not** be accepted. The campus library and/or computer labs are available for use in the event personal technology fails or supplies or assistance is needed.

Quizzes are built into this course. You will be required to reflect on practice and methods learned and apply that learning through module quizzes. Late quizzes **will not** be accepted.

Minimal Technical Skills Needed

The following technology & skills are required to be successful in this course:

- Internet connection – (high speed recommended) and ability to navigate the Internet successfully; backup Internet (TAMUC, local library, Starbucks, etc.) in case yours becomes inaccessible
- Word, PowerPoint, and other word processing and presentation software program proficiency

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- Access to TAMUC library site and ability to search database systems for academic resources
- Access to email and ability to communicate professionally
- Access to myLeo and ability to utilize D2L online courses

University Specific Procedures Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

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- Room 162

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Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas 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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L

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products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

| Browser | Supported Browser Version(s) | Maintenance Browser Version(s) |
|-------------------------------|-------------------------------------|---------------------------------------|
| Microsoft® Edge | Latest | N/A |
| Microsoft® Internet Explorer® | N/A | 11 |
| Mozilla® Firefox® | Latest, ESR | N/A |
| Google® Chrome™ | Latest | N/A |
| Apple® Safari® | Latest | N/A |

Tablet and Mobile Support

| Device | Operating System | Browser | Supported Browser Version(s) |
|---------------|-------------------------|-------------------|--|
| Android™ | Android 4.4+ | Chrome | Latest |
| Apple | iOS® | Safari, Chrome | The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the |

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| Device | Operating System | Browser | Supported Browser Version(s) |
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| | | | iOS browser. |
| Windows | Windows 10 | Edge, Chrome, Firefox | Latest of all browsers, and Firefox ESR. |

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.
JavaScript is enabled.
Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do

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not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 click on the **Live Chat** or click on the words “[click here](#)” to submit issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

| Calendar of Class Events (Proposed; Subject to Change) | | |
|---|--|--|
| Work Weeks | Module | Assignments |
| 1/30/2020- 2/23/2020 | Module #1: Theories of ELAR, Standards, & Emergent Literacy | <ul style="list-style-type: none"> • Reflection: How do you view and use literacy in your classroom right now? Three module activities will be assigned to help you answer this question. • Discussion Thread: What did you read, what did you find out, and how does this connect to what you are doing in your classroom? • End of Module Project: Choose One from Three Options Provided • Quiz |
| 2/24/2020- 3/29/2020 | Module #2: Reading & Writing for Meaning | <ul style="list-style-type: none"> • Reflection: How have you fostered reading and writing for meaning in your classroom? Three module activities will be assigned to help you answer this question. • Discussion Thread: What did you read, what did you find out, and how does this connect to what you are doing in your classroom? |

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| | | <ul style="list-style-type: none"> • End of Module Project: Choose One from Three Options Provided • Quiz |
| 3/30/2020-4/19/2020 | Module #3: Interconnected & Integrated Literacy | <ul style="list-style-type: none"> • Reflection: How have you fostered interconnected and integrated literacy in your classroom? Three module activities will be assigned to help you answer this question. • Discussion Thread: What did you read, what did you find out, and how does this connect to what you are doing in your classroom? • End of Module Project: Choose One from Three Options Provided • Quiz |
| 4/20/2020-5/8/2020 | Module #4: Propelling Students Forward with Literacy Project | <ul style="list-style-type: none"> • Final Course Reflection: A synthesis of what you have learned and how this course will impact your thinking about teaching and learning in K-8 settings • Propelling Students Forward with Literacy Project: This will be a multimedia projects where you share discoveries about what worked/what didn't in your literacy explorations, artifacts from your explorations, future plans for literacy in your classroom that will propel students forward, and a list of children's and young adult texts/resources to accompany the plan. |

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