ELED 524.01W
LANGUAGE ARTS CURRICULUM GRADES 1-8
SPRING 2022

Instructor: Tami Morton, Ph.D. Assistant Professor
Office Location: Sowers Building Education South #216
Class Location: Online
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COURSE INFORMATION

Textbook Required:
Gunning, Thomas G. (2015) *Creating Literacy Instruction for All Students (9th ed)*. Boston: Pearson.. CourseSmart electronic edition: http://www.coursesmart.com/creating-literacy-instruction-for-all-students/thomas-g-gunning/dp/9780132927062

Optional:
American Psychological Association (2020). *Publication Manual of the American Psychological Association (7th Edition)*. ISBN: 13: 9781433805615

Course Description : A consideration of techniques for teaching total communication skills; and the role of linguistics in the language arts program.

Student Learning Outcomes:
A. To communicate better, and to assist children in their language arts development using scientifically based reading research proven methods.
B. Explain the nature of supporting English Language Arts learning in a total literacy classroom
C. Demonstrate a range of effective strategies, processes, and techniques for supporting children's communication development (thinking, reading, writing, speaking, listening, viewing, and performing)
D. Enumerate specific abilities that must be developed in readers to comprehend printed text
E. Evaluate a range of children's trade books and other media to enhance literacy experiences
F. Contrast phonetic, semantic, and syntactic cueing systems, and how readers use them
G. Design authentic learning environments, accounting for differences between isolated activities and the total learning experience
H. Engage in evaluation and assessment, particularly the use of portfolios and observational accounts of children's reading events.
I. Evaluate yourself as a reader, writer, speaker, listener, speller, viewer, and producer of oral, print and non-print communication

J. Appreciate the home/school connection and children's "funds of knowledge" about literacy
K. Defend the concept of inquiry-based classrooms

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

1. **Module Reading Assignments and Discussions:** (64 points): Each module you will be asked to read and respond to assigned texts and/or articles. There are two types of reading assignments, described below. **Aligns with Student Learning Outcomes: A, B, F, H, I, J, K**

Talking Points (40 points)
During each module you will be asked to share "talking points" you've collected from your reading of the assigned texts. They can be in the form of salient points, questions, points of disagreement, applications to teaching, or anything else you think is important. You will submit your talking points as well as share them with your group on the discussion board.

Reaction Papers (24 points)
Where indicated, you will be asked to submit a response/reaction paper. More guidelines will be provided. The paper should be single spaced, 300-500 words in length.
Papers will be scored on a 6-point rubric focusing on the criteria for comprehensiveness and inquiry/response as follows:

- *Comprehensiveness*: The full range of significant ideas represented in the assigned readings are addressed in responses (3 points).
- *Inquiry/Response*: the concepts presented in the book or article are elaborated by reactions, questions, and connections (3 points).

2. **ELAR Curriculum Project** (100 points):
   During the entire summer session, you will develop content for your own personal English Language Arts curriculum that you would use for your own classroom. One grade level must be selected (Grades 1-8), and all corresponding components must be appropriate for that grade level.

   Each module will include a Performance Project that will be included in the final project.

   - **Module 1: Introduction** (10 points) In Module 1, In your introduction, you will identify your students and your teaching style. Establish what your final project will be based on. **Aligns with Student Learning Outcomes: A, I**
   - **Module 2: Lesson Plans and Activities (25 points)** Create three lesson plans for your selected grade level. The lesson plans must provide instruction in the following three areas: phonics and//or word analysis, writing, and vocabulary. Students may select their own lesson plan format. **Aligns with Student Learning Outcomes: B, C, G**
   - **Module 3: Reading Strategy Poster (25 points):** Create a digital poster of reading comprehension **strategies** for your selected grade level. **Aligns with Student Learning Outcomes: B, C, D**

- **Module 4: Annotated Bibliography (25 points)**: Provide an annotated bibliography of 20 children's and/or adolescent books appropriate for your selected grade level. **Aligns with Student Learning Outcomes: E, G**
- **Module 5: Culminating Paper (15 points)**. Paper written to describe all of the elements that you would like included in Ideal ELAR classroom that were not mentioned in the module assignments.
4. **Final Course Reflection** (20 points) At the end of the course, students will provide a reflection on what they have learned about themselves as learners of English Language Arts instruction, and conclude by stating how it will influence their teaching in the future. **Aligns with Student Learning Outcomes: B, C, E, G, H**

Grading Scale: A = 180-200, B = 160-179, C = 140-159, D = 120-139, F = below 119.

TECHNOLOGY REQUIREMENTS

The following technology is required for success in this course.
   - Internet access/connection – high speed recommended (not dial-up)
   - Headset/Microphone/Webcam (especially for ClassLive synchronous sessions)
   - Word Processor (i.e. MS Word or Word Perfect) save all files in Rich Text Format .rft

Additionally, the following hardware and software are necessary to use eCollege:
Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.x, 7.x, or 8.x).
Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.x) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to https://leo.tamuc.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@tamuc.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:
Communicate with me as needed. Use Tami.Morton@tamuc.edu. I typically respond within the next business day.
eCollege Student Technical Support (*QM 6.6, 7.1*)

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.

Chat Support: Click on *'Live Support'* on the tool bar within your course to chat with an eCollege Representative.

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.e. How to submit to dropbox, How to post to discussions etc…)

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Attendance

Attendance online is expected; regular, consistent participation is important. We do important things every week of class – don't miss it. Excessive absences (less than 6 hours a week logged in to eCollege, or 5 days without logging into eCollege) may prompt an administrative withdrawal.

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

We suggest these web resources to students for reference regarding what constitutes plagiarism and how to avoid it: http://www.plagiarism.org/   or http://www.unc.edu/depts/wcweb/handouts/plagiarism.html or http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Disciplinary action for these offenses may include any combination of the following:

1. Point deduction on an assignment.
2. Failure for an assignment.
3. A grade of zero for an assignment.
4. Failure for the course.
5. Referral to the Academic Integrity Committee or department head for further action.
6. Referral to the Dean of the College of Education and Human Services as appropriate.
7. Referral to the University Discipline Committee.
8. Communication of student's behavior to the Teacher Certification Office and/or Dean of the College of Education as constituting a reason to bar student from entering into or continuing in a teacher certification program. Procedures, A 13.04, 13.12, 13.31, and 13.32

Drop a Course http://www.tamuc.edu/home/registrar/dropadd.asp

Students who wish to drop a course are responsible for initiating this action. Students may drop a class with a full refund (if remaining enrolled) until the census day of the particular term. Census

date is the 12th University class day of Fall or Spring, 4th university class day of summer or 2nd university class day of a mini term. After census date, eligible students may use their MyLeo to process drops online. The student must obtain approval from the department/instructor to drop after census date.

Administrative Withdrawal http://www.tamuc.edu/home/registrar/dropadd.asp
It is the prerogative of the faculty to drop students from courses in which they have accrued excessive absences as defined in the course syllabus. In such cases, faculty recommend through the department head to the appropriate college dean that a student be dropped from a class. The faculty member will document absences and will make a reasonable effort to communicate with the student prior to recommending the drop. If approved, the college dean will forward the recommendation to the Registrar's Office.

University Specific Procedures:
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
StudentDisabilityServices@tamuc.edu
Student Disability Resources & Services
http://www.tamuc.edu/CampusLife/CampusServices/studentDisabilityResourcesAndServices/

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 Guidebook*).
Anti-Discrimination Statement A&M-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.

<div align="center">COURSE SCHEDULE</div>

MODULE 1 (January 31-February 16): Understanding Literacy Theories and Assessment

MODULE 2 (February 17-March 6): Phonics and Vocabulary Instruction

MODULE 3 (March 7-April 3) (*Spring Break March 14-18*): Comprehension Counts: Reading and Writing

MODULE 4 (April 4-April 24): Appreciating Children's Literature

MODULE 5 (April 25-May 13): Create your Ideal ELAR Curriculum Project