



EDCI 524 –01W, Language Arts Curriculum Grades 1-8 CRN 28138
COURSE SYLLABUS: Online Course, Spring 2024

INSTRUCTOR INFORMATION

Instructor: Dr. Kamshia Childs

Office Location: Virtual; Physical Office Ed South- Room 220

Office Hours: Virtual Office Hours--Thursdays 3:30-4:00pm

University Email Address: Kamshia.Childs@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

No physical textbooks required. This course has been designed using Open Educational Resources (OER) and/or materials that are available through the [Waters Library](#). All materials are embedded within the course or are accessible via the internet or accessible through the Waters Library resource portal. These resources can also be located by looking at the content list in D2L and then finding the course reading list. Students are encouraged to bookmark, download, or save materials provided via the internet for use with assignments in this class.

On-Line Resources:

TEKS for Language Arts and Reading available on-line at

<http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>

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

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Science of Teaching Reading Standards:

<https://tea.texas.gov/sites/default/files/ch235e.pdf>

English Language Proficiency Standards available on-line at

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

Dyslexia Handbook

[http://www.decodingdyslexiatx.org/wp-](http://www.decodingdyslexiatx.org/wp-content/uploads/2014/05/TEA_DyslexiaHandbook_2014-DRAFT-5-12-14.pdf)

[content/uploads/2014/05/TEA_DyslexiaHandbook_2014-DRAFT-5-12-14.pdf](http://www.decodingdyslexiatx.org/wp-content/uploads/2014/05/TEA_DyslexiaHandbook_2014-DRAFT-5-12-14.pdf)

All students should be familiar with the Texas Teacher Standards in Chapter 149 which can be found at <https://tea.texas.gov/sites/default/files/ch149aa.pdf>

Course Description

This course provides the learner a look at scientifically based reading research on the 10 language arts components (listening, speaking, reading, writing, viewing, visual presentation, digital, internet, critical thinking, & reflection), as well as the 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 text 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 use 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 Outcomes and Goals

Learning outcomes are achieved via the activities, readings, instruction, thinking and reflection that have occurred in this course. Upon completion of this course, the students should be able to:

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

- **Learning Outcome #1:** The learner will be able to explain the importance of all 10 language arts components, all 5 reading elements, and tell how the skills are built and talk about the relationship to the ELAR 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, materials, and strategies.

Goal 2 – The student will be able to understand the many factors (i.e. student/family, teacher, school, district policy, & legislation/laws) 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 before-during-after (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 the effect on the K-12 children's learning.

Goal 3 – The student will be an active and engaged learner while completing a master's degree.

- **Learning Outcome #6:** The learner will be an active and engaged participant in the learning process during this course and use the metacognitive process to enhance her/his learning of the Language Arts components and the role they play in the classroom and learning environment, while s/he is working on her/his master's or doctorate degree.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Knowledge and familiarity with Microsoft Word and D2L Brightspace.

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Instructional Methods

This course is entirely online. This course is developed around scientifically research-based information. The course includes: modeling of instruction, videos, and as appropriate, recorded lecture type instruction. The online component also consists of guided modules that are designed to build background knowledge in order to facilitate comprehension of the text content. Students' questions and reflections upon their study are encouraged. Students are expected to read the course resources carefully and study the required resources.

Student Responsibilities, Tips for Success in the Course

1. **Read the required resources** and any other assigned material and complete assigned modules in D2L Brightspace. You are expected to complete all modules and assignments in this course.
2. **It is your responsibility to make contact with your instructor if at any time you need support or assistance with accessing course content.**

Assignments

This course is made up of a series of assignments and assessments to assist you in achieving the learning objectives. Each module will have you working on various tasks that will enhance your understanding of the ELAR components and how they are used as tools to enhance the learning process. Each module will contain:

- Required Readings (presentations, articles, etc.),
- a Quiz,
- a Discussion
- an After Project.

All of you are in different places in your understanding of the language arts components and the reading elements—as some of you are reading/ELAR teachers and some of you are content area teachers that teach physical education, music, social studies and so on. Thus, each module will have lots of material and readings so everyone can learn something new. Below you will find more details about the modules.

1) Module Readings – This is your Free Textbook

Readings have been developed with a variety of tasks you must complete to guide your learning. These readings are your guide to help you be successful with the work due within each module. While you are going through your readings, you will be asked to do some type of before/during strategy that has

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been embedded within the readings. I ask you to do these to enhance your learning and it models for you the use of the BDA format teachers should be using in lesson planning for the 1-8 ELAR classroom. In addition, the responses on your Before/During strategy should help you complete the After Project successfully.

2) Module Quizzes

Each module has a quiz over the information from the readings. Use of your Before and During strategy notes/activities will help you successfully complete the quizzes.

3) Module Discussions

Each module has a discussion. You will respond thoughtfully to the discussion prompt and engage in conversation via the discussion thread with at least two of your peers.

4) Module After Projects

Each module has an After Project or application activity using the information from the readings.

GRADING

Final grades in this course will be based on the following scale:

A=90%-100%

B=80%-89%

C=70%-79%

D=60%-69%

F=59%-or Below

Assessments

There are quizzes and reflective activities at the end of each unit. The final exam covers content and pedagogy from the entire semester, and students will be expected to articulate their thoughts and demonstrate their learning in writing through a creative prompt.

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo D2L Online Learning Management System (LMS). Below are technical requirements:

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool (Setting Up and Using Zoom)

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

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

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

Technical Support

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If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

The instructor firmly believes students need feedback as soon possible after an assignment is turned in. The instructor will make sure to begin grading all quizzes and assignments and giving feedback as soon as possible after the due date. Any items turned in early will not be graded until after the due date. For the projects (presentations, demonstrations) the instructor will need two weeks to complete the evaluations. Please email your professor at any time if there are questions or concerns about grading.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

ATTENDANCE is monitored by your viewing and completion of content in D2L (This can be monitored by your professor—we can see your login and completion activity). **Participants are expected to participate actively and constructively. Your attendance and participation will impact your grade, particularly if you are on the borderline of a grade.** Contact the instructor (via email) if you anticipate any issues that will interfere with your participation in the online course and give the reason explaining the situation. This is a common courtesy that is expected by all teachers. It is also part of forming that “community of learners” that we need in our online environment. We are trying to encourage professional development and life-long learning skills. Remember: **Group discussions cannot be made up after the late deadline has passed**; therefore, reinforcing the idea that participation and communication is important.

Syllabus Change Policy

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.

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

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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)
<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:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

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

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

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 critical 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.**

Plagiarism is a BIG DEAL. Plagiarism of writings and/or other materials in any form could 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! **If you feel like you need to plagiarize due to lack of time to complete and**

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assignment, please speak with me first to discuss options/concerns, rather than take a chance at getting in trouble for plagiarism.

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

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.

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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.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit:

www.tamuc.edu/counsel

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COURSE OUTLINE / CALENDAR

The order of course outline will vary according to semester and by professor. A more detailed outline (with Chapter readings and Assignment due dates) be provided on bi-weekly course agendas.

Course is active from: 1/29/2024 through 5/10/2024

Module 1: Understanding Literacy Theories, Stages of Reading Development and Components of Literacy Instruction *Due: February 17, 2024*

Module 2: Phonological Awareness and Phonics *Due: March 2, 2024*

Module 3: Fluency and Comprehension *Due: March 23, 2024*

Module 4: Comprehension *Due: April 13, 2024*

Module 5: Writing and Putting it All Together- The ELAR Classroom Experience
Due: April 27, 2024

Final Exam due on May 7, 2024 (More info about this assignment TBA)

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