

# Sul Ross State University

## EDSR 4307 Teaching Language Arts in the Elementary Classroom

Summer

### Course Syllabus

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#### Course Description

This course is a study of the language arts curriculum in the elementary grades, including spelling, composition, grammar, and handwriting. Activities focus on development of integrated lesson plans, instructional materials, visual aids, and assessment of student progress. This course addresses standards that include oral language, development of written communication, writing conventions, research and inquiry skills as well as viewing and representing.

#### Marketable Skills

1. Students will understand human growth and development and have the ability to recognize the influence of diverse social-cultural factors in that development.
2. Students will demonstrate use of multiple methods and strategies to achieve a goal.
3. Candidates will acquire organizational skills to effectively manage time and meet deadlines.
4. Students will demonstrate the effective use of technology in educational practices.

#### STR Standards and Competencies

- **Domain I:** Comp. 1(001.A, 001.B, 001.D, 001.F, 001.G, 001.H., 001.I, 001.J, 001.K., 001.L, 001.M, 001.N, 001.P, 001.R, 001.S); Comp. 2(002.A, 002.B, 002.C, 002.D, 002.F, 002.H, 002.I, 002.J, 002.K)
- **Domain II:** Comp. 3(003.A, 003.B, 003.E, 003.G, 003.H, 003.I, 003.J, 003.K), Comp. 6 (006.H, 006.I, 006.J, 006.K, 006.L, 006.M) Comp. 7(007.A, 007.B, 007.C, 007.D, 007.E, 007.F, 007.G, 007.H, 007.I, 007.J)
- **Domain III:** Comp. 9 (009.A, 009.B, 009.C, 009.D, 009.E, 009.F, 009.G, 009.H, 009.I, 009.J, 009.K, 009.L, 009.M), Comp. 10 (010.A, 010.B, 010.C, 010.D, 010.E, 010.F, 010.G, 010.H, 010.I, 010.J, 010.K, 010.L), Comp. 11 (011.A, 011.B, 011.C, 011.D, 011.E, 011.F, 011.G, 011.H), Comp. 12 (012.A, 012.B, 012.C, 012.D, 012.E, 012.F, 012.G, 012.H, 012.I, 012.J)
- **Domain IV:** Comp. 13 (013.A, 013.B, 013.C, 013.D, 013.E, 013.F, 013.G)

#### Textbook and Materials:

Tompkins, Gail E. Language arts: Patterns of practice (9th edition). Boston: Pearson.

Lloyd, N. (2022). *Hummingbird*. Scholastic Inc.

### **Course Format:**

- This is a synchronously taught virtual 5-week course with a mix of TEAMS/Zoom/Bb Collaborate course sessions and online learning activities. Online learning is a very different kind of experience from the traditional face-to-face course. **Although online courses are convenient, you will shoulder a greater responsibility for your own learning than you might in a face-to-face course.** Online learning will encompass weekly video class meetings following the class schedule provided in this syllabus. Candidates should plan to attend all synchronous video class meetings.
- A variety of approaches will be included in the online course delivery that includes online discussions, small collaborative group work, professor and student presentations, lecture, data assessment, and observation. A typical 15-week semester requires an average of 6-8 hours per week of outside preparation. A condensed 5-week course may require up to 20 hours of outside class preparation. **Assignments will not be accepted after the due date.**
- Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and try to stay ahead of the reading requirement. This will help you avoid potential missed assignments because there are always unforeseen events that arise.
- This course is writing intensive to prepare candidates to administer, analyze, plan and communicate assessment outcomes and planning to educational stakeholders. It is advised that candidates use Smarthinking or other online resource for written assignment review.
- Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission. **Every submission you make is considered a final draft and your very best work!**

**Attendance.** Attending scheduled synchronous class meetings is a course requirement. Missing two synchronous course meetings (or a sequence of course meetings and assignments) can result in you being dropped from the course. There is no distinction between excused and unexcused absences.

**Class Demeanor.** Candidates are expected to always maintain professional and courteous behavior. This includes being respectful to other both your peers and the instructor, arriving on time, being attentive, and following ethical behavior as outlined in the [TEA Educator Code of Ethics](#).

**TITLE 19 EDUCATION**

**PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION**

**CHAPTER 228 REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS**

**RULE §228.30 Educator Preparation Curriculum**

(a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

(b) The curriculum for each educator preparation program shall rely on scientifically based research to ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:

- (1) the specified requirements for reading instruction adopted by the SBEC for each certificate;
- (2) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);
- (3) child development;
- (4) motivation;
- (5) learning theories;
- (6) TEKS organization, structure, and skills;
- (7) TEKS in the content areas;
- (8) state assessment of candidates ;
- (9) curriculum development and lesson planning;
- (10) classroom assessment for instruction/diagnosing learning needs;
- (11) classroom management/developing a positive learning environment;
- (12) special populations;
- (13) parent conferences/communication skills;
- (14) instructional technology;
- (15) pedagogy/instructional strategies;
- (16) differentiated instruction; and
- (17) certification test preparation.

**§235.15. Science of Teaching Reading Standards, Early Childhood: Prekindergarten-Grade 3.**

a) Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading (STR) standards. The STR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the *Texas Prekindergarten Guidelines* and Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). The standards address early reading content knowledge in Prekindergarten-Grade 5, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all learners and address vertical alignment.

(b) Reading Development. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Texas Essential Knowledge and Skills (TEKS) and *Texas Prekindergarten Guidelines* pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade level skills within the following components of reading:

- (1) oral language development;
- (2) print awareness;
- (3) phonological and phonemic awareness;
- (4) phonics;
- (5) fluency;
- (6) vocabulary development;
- (7) comprehension of literary text;
- (8) comprehension of informational text; and
- (9) beginning strategies and reading comprehension skills.

(c) Reading Pedagogy. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:

- (1) implementing both formal and informal methods of measuring student progress in early reading development.
- (2) designing and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and
- (3) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English language learners.

## Course Assignments

**Literacy Autobiography Media Product (100 Points):** Candidates will design a literacy autobiography of their life. You will post a video to Blackboard to introduce yourself as told through your personal literacy journey. Consider and share the path that has led you to this point. How does your journey prepare you as a literacy educator? Identify factors that contributed to your reading and writing success, or factors that made reading and writing difficult for you. Candidates may use screencastify, screencastomatic, iMovie, MovieMaker, PowerPoint, or any other video production program to complete this activity. **You will also produce a written script of your presentation to demonstrate the relationship between speaking and writing.**

**4 Discussion Boards (50 Points Each):** Candidates will participate in discussion board reflections and peer reviews. Discussion post assignments require candidates to share a 300-word reflection that is grounded in literature from module readings, discussion, and chapter activities. Each discussion board initial post is required to include a minimum of 1 in-text citation and address the topic prompt. As well, a 200-250 word peer review is required by the specified due date. Peer reviews are not credited for agreeing with or admonishing your classmate for a job well done. Peer reviews are meant to provide valuable and critical information to the original writer. You can ask questions, point out varying interpretations, even offer corrective arguments related to content. The purpose of the review is to EXTEND the thinking that the original writer posted, so if your review does not do that...you will not be credited. **Initial posts will be due by Friday evening and peer reviews are due by Sunday evening.**

**Chapter Discussion Questions (25 points each):** Students will complete a set of questions for each chapter of content. The questions will be submitted for grading on Wednesday of each week, and they will be used for discussion on Thursday.

**Book Study and Presentation (100 Points):** Students will be arranged in groups to develop a reading schedule for the book study. Groups will be required to meet weekly to discuss the reading. Each individual group member will create a journal to document their own personal reading and response. Each student will also create a project that represents their understanding of the story. Examples of past projects will be shared in class.

**Exam 1 (50 Points)**

**Exam 2 (50 Points)**

### **Grading Policy:**

1. No late assignment will be accepted after its due date without prior instructor consent.
2. All citations should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
3. All assignments are due by 10:00 pm. If you wait until that time to submit, it is likely that the link will expire, and you will not be able to complete your submission.
4. There are no optional assignments or “extra credit” in this course. All assignments must be completed in order to pass this class.
5. Do not ask for preferential treatment regarding course grading policies or deadlines. Each student in this class has a unique set of circumstances and while it is not uncommon for you to face challenges throughout the session or semester, it is expected that you will meet the course expectations as stated. My expectation is that everyone adheres to the same policies. No student should expect treatment that would not be offered to the entire class, so please do not ask for exceptions.

### **Understanding Grades:**

**Course grades are not meant to be elusive. It is important to understand what constitutes a grade. Some students think that merely meeting an assignment expectation warrants the highest level of performance, but that is not the case. Review the below descriptions of each letter grade and contemplate what goal you are going to set for yourself during this grading period. Work toward that goal realistically.**

**A** – A work exhibits excellent work that demonstrates not only a clear understanding of the material (content) but also a superior ability to utilize that material in the assignment submitted. Not only is all criteria met, the student’s work goes beyond the task and contains *additional, unexpected or outstanding features*.

**B** – B work represents solid work that demonstrates a good understanding of the material under study and utilizes material well in assignments submitted. The student meets the assignment criteria, with few errors or omissions.

**C** – C work demonstrates a technical, or basic, understanding of the material under study and utilizes that material adequately in the assignment submitted. The work meets the minimum assignment criteria.

**D** – D Work fails to demonstrate a basic, or technical, understanding of the material under study and fails to use relevant material in the assignment submitted. Work may not address one or more criteria or may not accomplish what was asked.

**F** – F Work is incomplete, inappropriate, and/or shows little or no comprehension of the class material in the assignment submitted.

***SRSU Distance Education Statement.*** Students enrolled in distance education courses have equal access to the university’s academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify

students' identities and to protect students' information. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

**Remote Learning Guidelines: Please refer and follow Distance Learning/Zoom Guidelines provided in the blackboard course as a participation requirement in this class.**

**Americans with Disabilities Act:** Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Student Services. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email [rebecca.wren@sulross.edu](mailto:rebecca.wren@sulross.edu). Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832. And don't forget, SRSU offers personal counseling services for students, faculty and staff.

**ACADEMIC INTEGRITY:** ACADEMIC INTEGRITY: Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. Academic misconduct, for which a student is subject to penalty, includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Plagiarism is unacceptable and, for the purpose of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless appropriate credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the internet, lessons provided by classroom teachers, materials located in any form of publication (books, magazines, internet sites, etc.), book reviews, and coursework completed by previous students. Disciplinary action for academic misconduct will first be considered by the faculty member assigned to the course and can result in failure of individual assignments and/or course credit.

It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams. In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams.

