

EDUA/EDSR 4307 Language Arts in the Classroom Summer II 2024 Syllabus

Melissa Wesney, EdD
Assistant Professor
Cell: 910-391-7893

Office Hours
Virtual Office Hours by Appointment
Email: melissa.wesney@sulross.edu

Course Description

A study of the methods and strategies in teaching language arts in the elementary grades. A focus on vocabulary, comprehension, and comprehension development, composition, grammar, and handwriting as it relates to grade level TEKS and guidelines will be covered. Classroom management, instructional materials, curricula and best practice of analysis and response are presented. Activities focus on development of lesson plans, instructional materials, visual aids and assessment of student progress. Opportunities for data-driven and performance-based practices are presented. **Prerequisites: EDUA/EDSR 4308 and EDUA/EDSR 3308**

Required Text

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

Book Study Text: Gratz, A. Refugee. ISBN 9780545880831

Student Learning Outcomes

- SLO 1- Candidates will observe and identify the range of individual developmental differences that characterize students in early childhood through grade 6.
- SLO - 2 Candidates will identify instructional strategies to analyze children's strengths and needs for planning instruction.
- SLO - 3 Candidates will identify and select pertinent materials and resources including technological resources to enhance student learning and engagement in the planning process.

Marketable Skills

1. Candidates will acquire public speaking skills to a variety of audiences.
2. Candidates will acquire writing skills for lesson plans and other scholarly documents.
3. Candidates will acquire organizational skills to effectively manage time and meet deadlines.
4. Candidates understand human growth and development.
5. Candidates recognize the influence of diverse social-cultural factors.
6. Candidates utilize multiple methods and strategies to achieve a goal.
7. Candidates effectively use technology.

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, 003E, 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, 0.11.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)

Course Format

This is a hybrid course, meaning there is live instruction and asynchronous work. ALL students will attend class via Blackboard Collaborate for live instruction once a week. You will find all course information and assignments in Blackboard. The course contains module readings, videos, discussions, quizzes, and written assignments. Instruction will be delivered through lecture notes, Bb collaboration, and individual/group discussions. This is a summer course which means it is fast paced. It is very important you do not fall behind and that you regularly check your email and Blackboard for communication.

Course Expectations

The instructor will:

- ⇒ Provide weekly communication and check-ins with students via announcements, videos, or email.
- ⇒ Be available during office hours posted in syllabus.
- ⇒ Respond to student emails within 24-48 hours of receipt during the hours of 9:00AM-5:00PM, Monday-Friday. Weekend communication will occur as available.
- ⇒ Provide grades/feedback to assignments within one week of the submission due date.
- ⇒ Provide clear and concise instructions on how to complete the online course requirements. Rubrics will be provided when they apply.
- ⇒ Provide a range of opportunities to engage in the course content in a meaningful way.
- ⇒ Listen to student feedback and adjust the course as needed to meet the needs of the students.

The successful student:

- ⇒ Will familiarize themselves with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
- ⇒ Will complete all coursework on assigned due date. If work cannot be completed by the due date due to illness, injury, family emergencies, etc., the student will make arrangements with the professor prior to the due date.
- ⇒ Will engage in the course, with their peers, and the instructor with open communication and active participation.
- ⇒ Will be respectful in their communication with the professor and classmates.
- ⇒ Will respond to professor communication in a timely manner.

- ⇒ Will not plagiarize and will demonstrate integrity in all their work.
- ⇒ Will be proactive and resourceful to problem solve in case of internet or technical issues.

Course Assignments

All Written Assignments: *To comply with course standards and requirements all written assignments should reflect all aspects of the project, be free of grammatical errors, well organized, and **typed double-spaced using a 12-point Times New Roman font.** All written assignments that contain references should follow the guidelines indicated by the *Publication Manual of the American Psychological Association (7th edition).**

Literacy Autobiography (100 Points)

Candidates will design a literature autobiography of their life. You will post a video to Blackboard to introduce yourself as told through pieces of literature. How does/has literature define(d) you as a person and as a literacy educator? Identify factors that contributed to your reading success, or factors that made reading difficult for you. Candidates may use screencastify, screencastomatic, iMovie, MovieMaker, PowerPoint, or any other video production program to complete this activity.

Discussion Board Assignments (3 @ 50 points each=150 points)

Candidates will participate in discussion board reflections and peer reviews covering text content and class discussion. Discussion board topics can be found in Blackboard.

Mentor Text Lesson (100 points)

Candidates will choose a children's picture book or chapter book to use as a mentor text for a vocabulary and comprehension lesson. The lesson will be developed around a comprehension TEKS and vocabulary TEKS that will be provided to you. The lesson will include 1) Title and Author of Mentor Text 2) TEKS 3) Summary in Own Words 4) 3 Closed Questions 5) 3 Open Questions 6) Coding of Each Question (literal, inferential or critical) 7) Tier 2 Vocabulary Words 8) Lesson Procedures. A lesson template will be provided.

Book Study Project (200 points)

Candidates will engage in a book study that follows the Literature Circles model presented in the text (Daniels, 2004). The book study title is a required text for the course. Candidates will be arranged in groups for discussion purposes and will be responsible for documenting their thoughts throughout the reading. This documentation (journal) will serve as a portion of the credit for this project and can be submitted in various formats. Additionally, each group member will have the opportunity to serve as discussion leader for one of the book study meetings. An outline of discussion questions/prompts will be submitted along with a reflection of the meeting effectiveness. Candidates will also develop a language art project, based on the text, that represents their understanding of the content. (Individual Book Study Journal: **70 Points**; Group Leader Report: **30 Points**; Individual Project: **100 Points**).

Midterm Exam & Final Exam (100 points each=200 points)

Candidates will take a midterm exam covering material in Ch. 1-6 of the textbook as well as lecture materials. The final exam will cover Ch. 7-12 of the textbook as well as lecture materials.

Course Assignments & Schedule

Assignments are due by 10:00PM (CT) on the due date.

Module	Assignments	Due Date
Module 1: Evolution of the Language Arts Classroom July 8th – July 14th	<ul style="list-style-type: none"> • Review Syllabus • Review STR Standards & TEKS • Read Tompkins Textbook Ch. 1 & Ch. 2 • Read <i>Refugee</i> section 1 (prior to 7/16 class) • Watch Videos • Literacy Autobiography 	July 14th
Module 2: Oral Language in the Language Arts July 15th – July 21st	<ul style="list-style-type: none"> • Read Tompkins Textbook Ch. 3 & Ch. 4 • Read <i>Refugee</i> section 2 (prior to 7/23 class) • Watch Videos • 1st Group Leader Report • Discussion Board #1 	July 17th July 21st
Module 3: Written Language and Composition July 22nd – July 28th	<ul style="list-style-type: none"> • Read Tompkins Textbook Ch. 5 • Read <i>Refugee</i> section 3 (prior to 7/30 class) • Watch Videos • 2nd Group Leader Report • Discussion Board #2 	July 24th July 24th
Module 4: Visual Language July 22nd – July 28th	<ul style="list-style-type: none"> • Read Tompkins Textbook Ch. 6 • Read <i>Refugee</i> section 4 (prior to 8/6 class) • Watch Videos • Midterm Exam 	July 28th
Module 5: Word Study and Academic Vocabulary July 29th – August 4th	<ul style="list-style-type: none"> • Read Tompkins Textbook Ch. 7 & Ch. 10 • Watch Videos • 3rd Group Leader Report • Discussion Board #3 	July 31st Aug. 4th
Module 6: Reading Comprehension Stories and Informational Text August 5th – August 11th	<ul style="list-style-type: none"> • Read Tompkins Textbook Ch. 8 & Ch. 9 • Read Articles • Watch Videos • 4th Group Leader Report • Book Study Journal • Mentor Text Lesson 	Aug. 7th Aug. 9th Aug. 11th
Module 7: The Reading Writing Connection August 12th -August 14th	<ul style="list-style-type: none"> • Read Tompkins Textbook Ch. 11 & Ch. 12 • Read Article • Watch Videos • Book Study Project • Final Exam 	Aug. 12th Aug. 13th

This course syllabus is intended to be a guide and may be amended at any time.

Grading Policy

No late work accepted without prior approval from the instructor. If you have a dyer emergency and cannot get your work in by the deadline, please email me as soon as possible, so we can discuss the ramifications. ALL late work grades will be reduced and will not receive the full grade/points. If there is no communication about the late work, the grade will be a 0.

Grading Scale:

A= 90-100%

B= 80- 89%

C= 70- 79%

D= 60- 69%

F= less than 69%

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.

Texas Pre-K

Guidelines: https://tea.texas.gov/sites/default/files/PKG_Final_2015_navigation.pdf

University and Course Policies

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. RGC students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting [Timelycare/SRSU](https://www.timelycare.com/srsu). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Library Information

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as 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. 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. Directions for filing a student complaint are located in the student handbook.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do

this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

19 TAC §228.30(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.

Scharlach, T. D. (2008). START comprehending: Students and teachers actively reading text. *The Reading Teacher*, 62(1), 20-31.

American Psychological Association (2020). *Publication manual of the American psychological association* (7th ed.). Washington, DC.

Ray, K. W. (2006). Exploring inquiry as a teaching stance in the writing workshop. *Language Arts*, 83(3), 238.

Pytash, K. E., & Morgan, D. N. (2014). Using mentor texts to teach writing in science and social studies. *The Reading Teacher*, 68(2), 93-102.

Swift, A. (2018). Integration of Project-based Learning in Elementary Social Studies. *The Councilor: A Journal of the Social Studies*, 79(2), 4.

Duran, L. B., & Duran, E. (2004). The 5E Instructional Model: A Learning Cycle Approach for Inquiry-Based Science Teaching. *Science Education Review*, 3(2), 49-58.

National Education Association. (2012). *Preparing 21st century students for a global society: An educator's guide to the "Four Cs"*. Alexandria, VA: National Education Association.

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

McGregor, T. (2013). *Genre connections: Lessons to launch literary and nonfiction texts*. Heinemann Educational Books.