SUL ROSS
THE FRONTIER UNIVERSITY of Texas

EDUA/EDSR 4307 Language Arts in the Classroom
Spring 2025 Syllabus

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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**

Required Text

Fox, B. J. (2014). *Phonics and Word Study for the Teacher of Reading* (11th ed.). Pearson Education (US).

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.
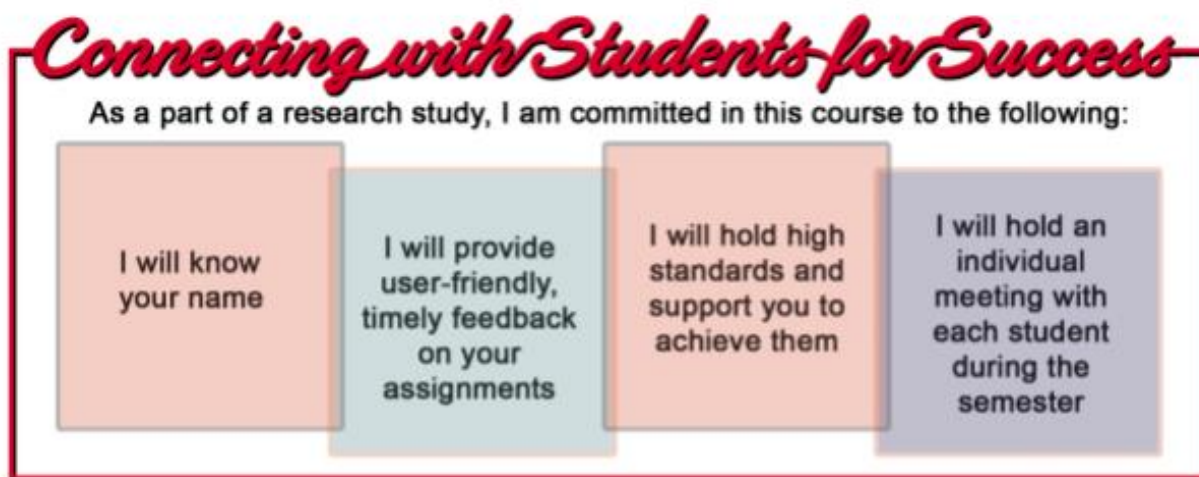
Marketable Skills

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

Alpine students will attend class on campus in MAB 308. All other students will attend class live via Blackboard Collaborate for instruction. You will find all information in Blackboard. The course contains module readings, discussions, and written assignments. Instruction will be delivered through lecture notes, Bb collaboration, and individual/group discussions when working with projects. **This course is part of a research study focused on connecting with students. You will be asked to complete a Connecting with Students for Success Survey between March 24-April 4. I would greatly appreciate your participation in the survey.**

Connecting with Students for Success

As a part of a research study, I am committed in this course to the following:

| I will know your name | I will provide user-friendly, timely feedback on your assignments | I will hold high standards and support you to achieve them | I will hold an individual meeting with each student during the semester |

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 (4 @ 50 points each=200 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.

Phonics Pre and Posttest (50 points)
Candidates will take a pretest to assess their understanding of phonics prior to the phonics unit. The pretest will not count as a grade but is required. Rather it will be used for candidates to monitor their growth in phonics knowledge. After the completion of the phonics unit, candidates will take a posttest that will be graded.

Phonics Lesson Plan (100 points)
Candidates will select a phonics skill to develop a direct instruction lesson plan. The plan will be aligned to an appropriate ELAR TEKS and demonstrate knowledge of phonics development in children. Candidates will be provided with a lesson plan template.

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.

Participation (100 points)
Candidates are expected to attend class meetings and participate in class discussions. The candidate will demonstrate excellent participation, offer analysis and synthesis of article readings, and add to the development of ideas.

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 **Jan. 15th – Jan. 28th**	• Review Syllabus • Review STR Standards & TEKS • Read Tompkins Textbook Ch. 1 & Ch. 2 • Read *Refugee* section 1(prior to 2/11 class) • Watch Videos • **Literacy Autobiography** • **Discussion Board #1**	**Jan. 28th** **Feb. 2nd**
Module 2: Oral Language in the Language Arts **Jan. 29th – Feb. 11th**	• Read Tompkins Textbook Ch. 3 & Ch. 4 • Read *Refugee* section 2 (prior to 2/25 class) • Watch Videos • **Discussion Board #2** • **1st Group Leader Report**	**Feb. 9th** **Feb. 12th**
Module 3: Written and Visual Language	• Read Tompkins Textbook Ch. 5 & Ch. 6 • Read *Refugee* section 3 (prior to 3/11 class) • Watch Videos	

Module	Assignments	Due Date
Feb. 12th – Feb. 25th	• **Discussion Board #3** • **2nd Group Leader Report** • **Phonics Pretest**	**Feb. 23rd** **Feb. 26th** **March 2nd**
Module 4: Academic Vocabulary and General Phonics Knowledge **Feb.26th – March 11th**	• Read Tompkins Textbook Ch. 7 • Read Fox Textbook Part 1-3 • Read *Refugee* section 4 (prior to 4/1 class) • Watch Videos • **Midterm Exam (Ch. 1-6)** • **3rd Group Leader Report** • **Discussion Board #4**	**March 4th** **March 12th** **March 16th**
Module 5: Word Study and Phonics Development **March 12th – April 1st** **March 17th – March 21st** **Spring Break**	• Read Fox Textbook Part 4-8 • Watch Videos • **4th Group Leader Report** • **Phonics Lesson Plan** • **Phonics Posttest**	**April 2nd** **April 13th** **April 15th**
Module 6: Reading Comprehension Stories and Informational Text **April 2nd – April 15th**	• Read Tompkins Textbook Ch. 8 - Ch. 10 • Read Articles • Watch Videos • **Book Study Journal** • **Mentor Text Lesson**	**April 20th** **April 23rd**
Module 7: The Language Arts Classroom **April 16th – May 7th**	• Read Tompkins Textbook Ch. 11 & Ch. 12 • Read Article • Watch Videos • **Book Study Project** • **Final Exam (Ch. 7-12)**	**April 29th** **April 30th**

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

Grading Policy

No late work accepted <u>without prior approval from the instructor.</u> 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
§228.57. 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 (EPP) shall rely on scientifically based research to ensure educator effectiveness and include opportunities for candidate practice in increasingly more authentic and developmentally rigorous ways, including analysis, representations, and enactments of instructional pedagogies and opportunities to receive feedback and adjust practice during coursework, training and field-based and clinical experiences.

(c)   The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class:

    (1)   the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics) as well as Chapter 249, Subchapter B, of this title (relating to Enforcement Actions and Guidelines), which include:

        (A)   professional ethical conduct, practices, and performance;

        (B)   ethical conduct toward professional colleagues; and

        (C)   ethical conduct toward students;

    (2)   instruction in detection and education of students with dyslexia by an approved provider as indicated in Texas Education Code (TEC), §21.044(b);

    (3)   instruction regarding mental health, substance abuse, and youth suicide, as indicated in TEC, §21.044(c-1). Instruction acquired from the list of recommended best practice-based programs or from an accredited institution of higher education or an alternative certification program as part of a degree plan shall be implemented as required by the provider of the best practice-based program or research-based practice;

    (4)   the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for all students in this state, including students with disabilities;

    (5)   the importance of building strong classroom management skills;

    (6)   the framework in this state for teacher and principal evaluation;

    (7)   appropriate relationships, boundaries, and communications between educators and students;

    (8)   instruction in digital learning, virtual instruction, and virtual learning, as defined in TEC, §21.001, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must:

        (A)   be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website;

        (B)   provide effective, evidence-based strategies to determine a person's degree of digital literacy;

        (C)   cover best practices in:

            (i)   assessing students receiving virtual instruction, based on academic progress; and

            (ii)   developing a virtual learning curriculum; and

        (D)   include resources to address any deficiencies identified by the digital literacy evaluation;

    (9)   instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices, as required under TEC §21.044(a-1)(1)-(3); and

    (10)   instruction in the open education resources instructional materials included on the list of approved instructional materials maintained by the State Board for Education under TEC, §31.022, in each subject area and grade level covered by the candidate's certification category, as required under TEC, §21.044(a-

1)(4). A preparation program may not include instruction on the use of instructional materials that incorporate the method of three-cueing, as defined by TEC, §28.0062(a-1), into foundational skills reading instruction, as required under TEC, §21.044(h).

(d)   The following subject matter shall be included in the curriculum for candidates seeking initial certification in the classroom teacher certification class:

   (1)   the relevant TEKS, including the English Language Proficiency Standards;

   (2)   reading instruction, including instruction that improves students' content-area literacy;

   (3)   for certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines; and

   (4)   the skills and competencies as prescribed in Chapter 235 of this title (relating to Classroom Teacher Certification Standards) and captured in the Texas teacher standards in Chapter 149, Subchapter AA, of Part 2 of this title (relating to Teacher Standards).

(e)   The following educator content standards from Chapter 235 of this title shall be included in the curriculum for candidates who hold a valid standard, provisional, or one-year classroom teacher certificate specified in §230.31 of this title (relating to Types of Certificates) in a certificate category that allows the candidates who are seeking the Early Childhood: Prekindergarten-Grade 3 certificate to teach all subjects in Prekindergarten, Kindergarten, Grade 1, Grade 2, or Grade 3:

   (1)   child development provisions of the Early Childhood: Prekindergarten-Grade 3 Content Standards;

   (2)   Early Childhood-Grade 3 Pedagogy and Professional Responsibilities Standards; and

   (3)   Science of Teaching Reading Standards.

(f)   For candidates seeking certification in the Principal certification class, the curriculum shall also include the skills and competencies captured in the Texas administrator standards, as indicated in Chapter 149, Subchapter BB, of Part 2 of this title (relating to Administrator Standards).

§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 mschwartze@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. 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 LobolD 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.

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.