



EDUA/EDSR 4307 Language Arts in the Classroom Summer II 2025 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**

Required Text

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

Tompkins, G. E. (2015). *Language Arts: Patterns of Practice* (9th ed.). Pearson Education (US).

Gratz, A. (2017). *Refugee*. Scholastic.

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 (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 the course schedule with a detailed description 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.

Book Study Project (130 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. 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. (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.

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%

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 Schwartz 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/). 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 §228.57(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.

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

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

Pardo, L. (2004). What every teacher needs to know about comprehension. *International Reading Association*, 58(3), 272-280.

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.

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

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

Course Assignments & Schedule

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

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
<p>Module 1: Evolution of the Language Arts Classroom</p> <p><i>Module 1 will explore the expectations of the Language Arts Classroom. Students will learn about the process of learning as well as the four language systems. Students will examine different strategies for teaching and assessing Language Arts.</i></p> <p>July 7th – July 13th</p>	<p>7/8/25 Topics covered include:</p> <ul style="list-style-type: none"> • review of syllabus, course expectations, etc. • introduce book study • review of STR and TEKS Guide • how children learn, the strategies they use to regulate learning, and the role of social interaction on learning • the five characteristics of communities of learners where students develop communicative competence using the six language arts • compare the four patterns of practice, or instructional approaches, for teaching language arts • describe the teacher's role in scaffolding students, personalizing learning, working with struggling students, and meeting standards • the instruction–assessment cycle 	<p>Tompkins Textbook</p> <ul style="list-style-type: none"> • Chapter 1: Learning and the Language Arts • Chapter 2: Teaching and Assessing Language Arts <p>Read Refugee</p> <ul style="list-style-type: none"> • Josef: Berlin, Germany-1938 through Mahmoud: Just Outside Aleppo, Syria-2015 	<ul style="list-style-type: none"> • Review Syllabus, STR Standards & TEKS • Phonics Pretest Due July 9th • Literacy Autobiography Due July 11th • Discussion Board #1: <i>Explain how the language arts classroom has evolved over time. Due July 13th</i>

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
<p>Module 2: Oral Language in the Language Arts</p> <p><i>Module 2 will explore emergent literacy and oral language. Students will discuss the differences between phonemic awareness and phonics. Students will learn the importance of oral language in the language arts.</i></p> <p>July 14th – July 20th</p>	<p>7/15/25 Topics covered include:</p> <ul style="list-style-type: none"> • how teachers stimulate children's interest in literacy by teaching written language concepts and alphabet concepts • how shared reading and the Language Experience Approach assist young children in becoming readers • how young children grow as writers and how teachers support their development • the four types of listening, and explain how children use each one • five ways that students use talk in language arts and content-area activities • how teachers incorporate listening and talk into each of the patterns of practice • go over expectations for literature circles • groups discuss Refugee in their literature circle 	<p>Tompkins Textbook</p> <ul style="list-style-type: none"> • Chapter 3: Emergent Literacy • Chapter 4: Oral Language: Listening and Talking <p>Read Refugee</p> <ul style="list-style-type: none"> • Josef: Somewhere on the Atlantic Ocean-1939 through Mahmoud: Izmir, Turkey-2015 	<ul style="list-style-type: none"> • 1st Group Leader Report Due July 16th • Discussion Board #2: List the four types of listening and explain when each might be used. Due July 18th
<p>Module 3: Written and Visual Language</p> <p><i>Module 3 will explore written and visual</i></p>	<p>7/22/25 Topics covered include:</p> <ul style="list-style-type: none"> • the five stages of the reading process and explain both students' and the teacher's roles in each stage 	<p>Tompkins Textbook</p> <ul style="list-style-type: none"> • Chapter 5: Written Language: Reading and Writing 	<ul style="list-style-type: none"> • 2nd Group Leader Report Due July 23rd • Discussion Board #3: List the five stages of the

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
<p><i>language. Students will examine the reading and writing process and discuss the connection between the two. Students will also examine what visual language is and how it applies to the language arts classroom.</i></p> <p>July 21st – July 27th</p>	<ul style="list-style-type: none"> the five stages of the writing process and explain both students' and the teacher's roles in each stage the four visual elements that support communication and comprehension how students apply their understanding of visual language when they view art masterpieces, illustrations in books, and other visual texts. how students use artistic, graphic, and dramatic representations as a way to learn and to demonstrate learning discussion on Refugee 	<ul style="list-style-type: none"> Chapter 6: Visual Language: Viewing and Visually Representing <p>Read Refugee</p> <ul style="list-style-type: none"> Josef Joust Outside Havana Harbor- 1939 through Mahmoud: Berlin, Germany-2015 	<p><i>reading process and explain both students' and the teacher's roles in each stage. Due July 27th</i></p> <ul style="list-style-type: none"> Midterm Exam (Ch. 1-6) Due July 28th
<p>Module 4: Academic Vocabulary and General Phonics Knowledge</p> <p><i>Module 4 will explore academic vocabulary and general phonics knowledge. Students will learn about academic vocabulary and how to assess vocabulary knowledge. Students will</i></p>	<p>7/29/25 Topics covered include:</p> <ul style="list-style-type: none"> identify the three periods of English language development and explain how historical events in each period affected modern-day English the word concepts that students learn as their vocabularies grow how to teach vocabulary, including choosing words to teach, word-learning 	<p>Tompkins Textbook</p> <ul style="list-style-type: none"> Chapter 7: Building Vocabulary <p>Fox Textbook</p> <ul style="list-style-type: none"> Part 1: General Knowledge and Concepts Part 2: Single-Letter Consonants Part 3: Consonant Digraphs and Consonant Blends 	<ul style="list-style-type: none"> 3rd Group Leader Report Due July 30th Discussion Board #4: <i>Summarize how to teach vocabulary, including choosing words to teach, word-learning strategies, word walls, and word-study activities. Due Aug. 3rd</i>

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
<p><i>also learn some general phonics concepts.</i></p> <p>July 28th – Aug. 3rd</p>	<p>strategies, word walls, and word-study activities</p> <ul style="list-style-type: none"> • general phonics knowledge, patterns of single-letter consonants and consonant digraphs & blends • conduct literature circle discussion on Refugee 		
<p>Module 5: Word Study and Phonics Development</p> <p><i>Module 5 will explore word study and phonics development. Students will learn about how students develop their understanding of words. Students will also learn how phonics skills develop and progress in children.</i></p> <p>July 28th – Aug. 3rd</p>	<p>7/29/25 Topics covered include:</p> <ul style="list-style-type: none"> • phonics patterns for vowels • phonemes and their patterns in spelling • syllable and accent patterns 	<p>Fox Textbook</p> <ul style="list-style-type: none"> • Part 4: Vowels • Part 5: A Review of Phonemes • Part 6: Syllable and Accent Patterns 	<ul style="list-style-type: none"> • Phonics Posttest Due Aug. 5th
<p>Module 6: Reading Comprehension Stories and Informational Text</p> <p><i>Module 6 will explore comprehending texts. Students will discuss</i></p>	<p>8/5/25 Topics covered include:</p> <ul style="list-style-type: none"> • the concept of story, and the structural elements, genres, and devices that are characteristic of stories • how students read and respond to stories during 	<p>Tompkins Textbook</p> <ul style="list-style-type: none"> • Chapter 8: Comprehending and Composing Stories • Chapter 9: Investigating Nonfiction 	<ul style="list-style-type: none"> • Book Study Project Due Aug. 10th

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
<p><i>story structure and how children learn to comprehend stories. Students will also learn about nonfiction text and expository text. Students will discuss the differences between fiction and nonfiction books.</i></p> <p>Aug. 4th – Aug. 10th</p>	<p>each of the four patterns of practice</p> <ul style="list-style-type: none"> the five types of stories that students write the types of nonfiction books, the structural elements used in these books, and their features the research process that students use to learn information and the types of oral, written, and visual reports they create to demonstrate their learning how teachers teach and assess nonfiction projects the types of wordplay that children learn to appreciate and use in their own poetry projects the poetry genre, including the types of poems that students read and write, and the devices used in this unique genre how students read and write poetry during each of the four patterns of practice 	<ul style="list-style-type: none"> Chapter 10: Exploring Poetry 	
<p>Module 7: The Language Arts Classroom</p>	<p>8/12/25 Topics covered include:</p> <ul style="list-style-type: none"> take final exam 	<p>Tompkins Textbook</p> <ul style="list-style-type: none"> Chapter 11: Language Tools 	<ul style="list-style-type: none"> Final Exam (Ch. 7-12) Due Aug. 12th

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
<p><i>Module 7 will explore the connection between reading and writing. Students will discover how to teach grammar through reading. Students will discuss the stages of spelling development. Students will examine literature focus units.</i></p> <p>Aug. 11th – Aug. 13th</p>		<ul style="list-style-type: none"> Chapter 12: Putting It All Together 	

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