EDUA/EDSR 4307 Language Arts in the Classroom
Fall 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 (Program) Learning Outcomes

- **SLO 1:** Students will design and deliver comprehensive lesson plans that align with learning standards, incorporate differentiated instruction, and demonstrate effective teaching strategies, as measured by a rubric-based evaluation of submitted lesson plans and observed teaching demonstrations.
- **SLO 2:** Students will be able to identify, explain, and apply a variety of evidence-based instructional strategies to support diverse learners, as demonstrated through lesson plan development, peer teaching, and reflective analysis.
- **SLO 3:** Students will demonstrate the ability to design, implement, and analyze a variety of formative and summative assessments aligned with learning objectives, using data to inform instructional decisions and support diverse learners.
- **SLO 4:** Students will demonstrate knowledge of effective classroom management principles by designing a comprehensive classroom management plan.

Course Learning Outcomes

- **CLO 1:** Design and implement developmentally appropriate language arts instruction that integrates reading, writing, oral language, visual literacy, and grammar aligned with ELAR TEKS and STR competencies.

- **CLO 2:** Apply evidence-based strategies to support vocabulary development, phonics instruction, and reading comprehension across literary and informational texts for diverse learners.
- **CLO 3:** Analyze and interpret assessment data from foundational literacy skills, phonics, and comprehension tools to inform instructional planning and intervention.

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.

19 TAC §235.101. Science of Teaching Reading Standards

Domain I: Reading Pedagogy
- Comp 001 *Understand foundational concepts, principles, and best practices related to the science of teaching reading.* (001.A, 001.B, 001.D, 001.F-S)
- Comp 002 *Understand foundational concepts, principles, and best practices related to reading assessment.* (002.A-D, 002.F, 002.H-K)

Domain II: Reading Development: Foundational Skills
- Comp 003 *Understand foundational concepts, principles, and best practices related to the development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills.* (003.A, 003.B, 003E, 003.G-K)
- Comp 006 *Understand concepts, principles, and best practices related to the development of phonics and other word identification skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonics and other word identification skills and related spelling skills.* (006.H-M)
- Comp 007 *Understand concepts, principles, and best practices related to the development of syllabication and morphemic analysis skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level syllabication and morphemic analysis skills and related spelling skills.* (007.A-J)

Domain III: Reading Development: Comprehension
- Comp 009 *Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills.* (009.A-M)
- Comp 010 *Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to*

promote all students' development of reading comprehension strategies in order to gain, clarify, and deepen understanding of appropriately complex texts. (010.A-L)
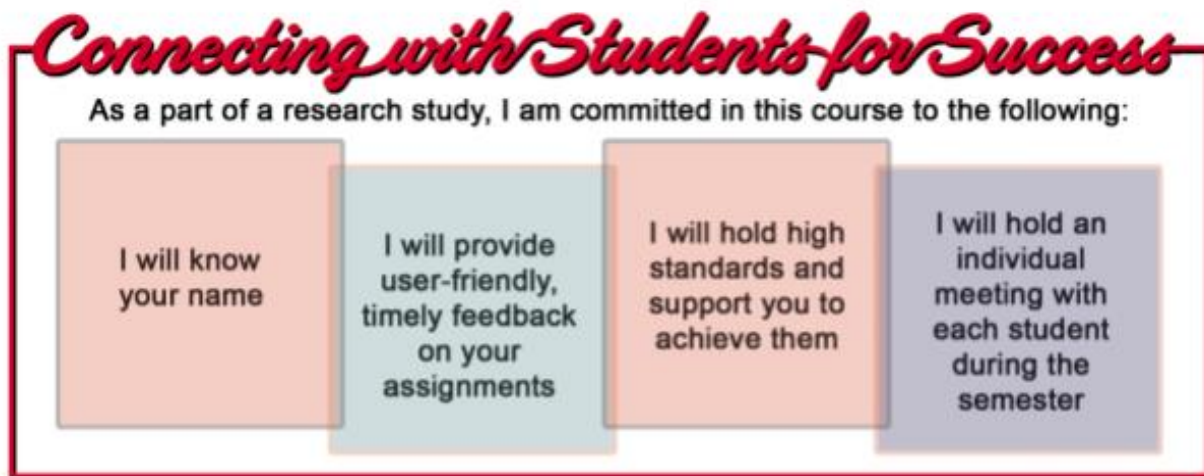
- Comp 011 *Understand concepts, principles, and best practices related to the comprehension of and critical thinking about literary texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for literary texts. (011.A-H)*
- Comp 012 *Understand concepts, principles, and best practices related to the comprehension of and critical thinking about informational texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for informational texts. (012.A-J)*

Domain IV: Analysis and Response

- Comp 013 *Analyze assessment data related to reading development in foundational reading skills and reading comprehension, and prepare an organized, developed written response based on the data and information presented. (013.A-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 October 27- November 7. 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.

TEL Foundational Literacy Skills Pre and Post-Assessment (2 @ 25 points each=50 points)
Candidates will take a pre and post foundational literacy skills assessment. Results on the assessment will not count as a test grade. The assessment is intended to monitor growth. While the assessment is not being used as a test score, participation in the assessments will results in points. Candidates who complete the pre-assessment will get 25 points. Candidates who complete the post-assessment get 25 points.

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.

Nearpod Modules (2 @ 50 points each=100 points
Candidates will complete two phonics learning modules in Nearpod. One lesson will be on syllabication and the other on morphology. Specific directions can be found in Blackboard.

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 (130 points)
Candidates will engage in a book study that follows the Literature Circles model presented in the text. 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 completing a book project. Additionally, each group member will have the opportunity to serve as discussion leader for one of the book study discussions. 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.

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.

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%

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. INT 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 24/7/365 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 and Archives of the Big Bend in Alpine offer 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 by phone (432-837-8123). No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu. Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Student Responsibilities Statement

All full-time and part-time students are responsible for familiarizing themselves with the Student Handbook and the Undergraduate & Graduate Catalog and for abiding by the University rules

[and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

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 a 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.

Use of Generative Artificial Intelligence (AI)

All assignments should be fully prepared by the student. Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your degree pathway and, ultimately, a competitive career. Therefore, the use of generative AI tools to complete any aspect of assignments for this course are not permitted and will be treated as plagiarism. If you have questions about what constitutes a violation of this statement, please contact me.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as 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. Students should also avoid using open AI sources ***unless permission is expressly given*** for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

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.

Texas Administrative Code

§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; Required Educator Coursework and Training §228.D. March 2025 Update Page 10 of 10 (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).

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

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	TAC 235 Standards & STR Competencies
Module 1: Evolution of the Language Arts Classroom *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.* **Aug. 25th- Sept. 7th**	8/26/25 Topics covered include: • review of syllabus, course expectations, etc. • introduce book study • review of STR and TEKS Guide 9/02/25 Topics covered include: • 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	Tompkins Textbook • Chapter 1: Learning and the Language Arts • Chapter 2: Teaching and Assessing Language Arts Read Refugee • **Josef: Berlin, Germany-1938** through **Mahmoud: Just Outside Aleppo, Syria-2015**	• Review Syllabus, STR Standards & TEKS • **Literacy Autobiography Due Aug. 31st** • **TEL Pre-Assessment Due Sept. 5th** • **Discussion Board #1:** *Explain how the language arts classroom has evolved over time.* **Due Sept. 7th**	**TAC 235 (d) (4) (C)** clear and explicit reading instruction aligned to the STR competencies **TAC 235 (d) (4) (I)** use high-quality assessments to monitor grade-level appropriate foundational skills development **TAC 235 (d) (4) (J)** high-quality literacy assessments to monitor grade-level appropriate comprehension **TAC 235 (d) (2) (C)** multiple means of representation and engagement to promote literacy

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments	TAC 235 Standards & STR Competencies
	• 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			**STR Comp 001 & 002**
Module 2: Oral Language in the Language Arts *Module 2 will explore emergent literacy and oral language. Students will discuss the differences between phonemic awareness and phonics. Students will learn the importance*	9/09/25 Topics covered include: • 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	Tompkins Textbook • Chapter 3: Emergent Literacy • Chapter 4: Oral Language: Listening and Talking Read Refugee • **Josef: Somewhere on the Atlantic Ocean-1939** through **Mahmoud: Izmir, Turkey-2015**	• **Discussion Board #2:** *List the four types of listening and explain when each might be used.* **Due Sept. 14th** • **1st Group Leader Report** **Due Sept. 17th**	**TAC 235 (d) (4) (I)** use high-quality assessments to monitor grade-level appropriate foundational skills development **STR Comp 003**

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments	TAC 235 Standards & STR Competencies
of oral language in the language arts. **Sept. 8th- Sept. 21st**	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 9/16/25 Literature Circle • groups discuss Refugee in their literature circle			

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments	TAC 235 Standards & STR Competencies
Module 3: Written and Visual Language *Module 3 will explore written and visual 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.* **Sept. 22nd- Oct. 5th**	9/23/25 Topics covered include: • the five stages of the reading process and explain both students' and the teacher's roles in each stage • 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	Tompkins Textbook • Chapter 5: Written Language: Reading and Writing • Chapter 6: Visual Language: Viewing and Visually Representing Read Refugee • **Josef Joust Outside HavanaHarbor-1939** through **Mahmoud: Berlin, Germany-2015**	• **Discussion Board #3:** *List the five stages of the reading process and explain both students' and the teacher's roles in each stage.* **Due Sept. 28th** • **2nd Group Leader Report Due Oct. 1st** • **Phonics Pretest Due Oct. 5th**	**STR Comp 010, 011, & 012**

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments	TAC 235 Standards & STR Competencies
	representations as a way to learn and to demonstrate learning 9/30/25 Literature Circle • discussion on Refugee • midterm review			
Module 4: Academic Vocabulary and General Phonics Knowledge *Module 4 will explore academic vocabulary and general phonics knowledge. Students will learn about academic vocabulary and how to assess vocabulary knowledge. Students will also learn some general phonics concepts.* **Oct. 6th- Oct. 19th**	10/07/25 Midterm Exam 10/14/25 Topics covered include: • 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 strategies, word	Tompkins Textbook • Chapter 7: Building Vocabulary	• **Midterm Exam Due Oct. 7th** • **3rd Group Leader Report Due Oct. 15th** • **Discussion Board #4:** *Summarize how to teach vocabulary, including choosing words to teach, word-learning strategies, word walls, and word-study activities.* **Due Oct. 19th**	**TAC 235 (d) (2) (D)** explicitly teach, encourage, and reinforce the use of academic language, including vocabulary **STR Comp 006 & 009**

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments	TAC 235 Standards & STR Competencies
	walls, and word-study activities • general phonics knowledge, patterns of single-letter consonants and consonant digraphs & blends • conduct literature circle discussion on Refugee			
Module 5: Word Study and Phonics Development *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.* **Oct. 20th- Nov. 9th**	10/21/25 Topics covered include: • general phonics knowledge, patterns of single-letter consonants and consonant digraphs & blends 10/28/25 Topic covered include: • conduct literature circle discussion on Refugee • phonics patterns for vowels • phonemes and their patterns in spelling	Fox Textbook • Part 1: General Knowledge and Concepts • Part 2: Single-Letter Consonants • Part 3: Consonant Digraphs and Consonant Blends • Part 4: Vowels • Part 5: A Review of Phonemes • Part 6: Onsets and Rimes • Part 7: Syllable and Accent Patterns • Part 8: Morphemes….	• **Nearpod Module 4- Analyze a Syllabication Lesson Due Oct. 26th** • **4th Group Leader Report Due Nov. 2nd** • **Phonics Lesson Plan Due Nov. 5th** • **Phonics Posttest Due Nov. 9th**	**TAC 235 (b) (1)** apply basic principles of lesson plan design **TAC 235 (b) (3) (B)** design lessons that effectively connect learning objectives with explicit instruction **TAC 235 (b) (3) (C)** design lessons that connect students' prior understanding and real-world experiences to new content and contexts

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments	TAC 235 Standards & STR Competencies
	11/04/25 Topic covered include: • onsets and rimes • syllable and accent patterns • morphemes			**STR Comp 006, 007, & 013**
Module 6: Reading Comprehension Stories and Informational Text *Module 6 will explore comprehending texts. Students will discuss 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.* **Nov. 10th- Nov. 23rd**	11/11/25 Topics covered include: • the concept of story, and the structural elements, genres, and devices that are characteristic of stories • how students read and respond to stories during each of the four patterns of practice • the five types of stories that students write • the types of nonfiction books, the structural elements used in these books, and their features	Tompkins Textbook • Chapter 8: Comprehending and Composing Stories • Chapter 9: Investigating Nonfiction • Chapter 10: Exploring Poetry	• **Nearpod Module 6- Analyze a Morphology Lesson Due Nov. 12th** • **Mentor Text Lesson Due Nov. 18th**	**TAC 235 (d) (4) (J)** high-quality literacy assessments to monitor grade-level appropriate comprehension **TAC 235 (b) (1)** apply basic principles of lesson plan design **TAC 235 (b) (3) (B)** design lessons that effectively connect learning objectives with explicit instruction **TAC 235 (b) (3) (C)** design lessons that connect students' prior understanding and real-world experiences

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments	TAC 235 Standards & STR Competencies
	• 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 11/18/25 Topic covered include: • 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			to new content and contexts **STR Comp 007, 010, 011, 012, & 013**

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments	TAC 235 Standards & STR Competencies
	four patterns of practice			
Module 7: The Language Arts Classroom *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.* **Nov. 24th- Dec. 3rd**	12/02/25 Topics covered include: • take final exam	Tompkins Textbook • Chapter 11: Language Tools • Chapter 12: Putting It All Together	• **TEL Post-Assessment** **Due Nov. 25th** • **Book Study Project** **Due Nov. 30th** • **Final Exam** **Due Dec. 2nd**	

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