ELED 524.01W
LANGUAGE ARTS CURRICULUM GRADES 1-8
SUMMER II 2012
PRELIMINARY SYLLABUS 06/08/2012
FINAL VERSION AVAILABLE BY FIRST DAY OF CLASS

Instructor: Josh Thompson, Ph.D. Associate Professor of Early Childhood Education
Office Location: Midlothian 207
Class Location: Wholly Online in eCollege
eOffice Hours: 9:00 a.m.-10:00 a.m. Monday-Thursday
Office Phone: 972-775-7230 / 972-775-7231
Cell Phone: 214-663-6102
Office Fax: 972-775-7233
University Email Address: josh.thompson@tamuc.edu
Faculty Website: http://faculty.tamuc.edu/jthompson
Course Website: http://faculty.tamuc.edu/jthompson/524

<table>
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<th>COURSE INFORMATION</th>
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<td>Materials – Textbooks, Readings, Supplementary Readings:</td>
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**Textbook Required:**
Boston: Pearson. (Note: 5th or 6th editions are acceptable). CourseSmart electronic edition: http://www.coursesmart.com/9780137017294

**Readings Required:**

**Optional Resources:**
Annenberg Media http://learner.org/
Searchlight http://searchlight.utexas.org/
Texas Teacher Reading Academies http://texasreading.org/utcrla/
Course Description: A consideration of techniques for teaching total communication skills; and the role of linguistics in the language arts program.

Student Learning Outcomes:
To communicate better, and to assist children in their language arts development using scientifically based reading research proven methods.

A. Explain the nature of supporting English Language Arts learning in a total literacy classroom
B. Demonstrate a range of effective strategies, processes, and techniques for supporting children’s communication development (thinking, reading, writing, speaking, listening, viewing, and performing)
C. Enumerate specific abilities that must be developed in readers to comprehend printed text
D. Evaluate a range of children’s trade books and other media to enhance literacy experiences
E. Contrast phonetic, semantic, and syntactic cueing systems, and how readers use them
F. Design authentic learning environments, accounting for differences between isolated activities and the total learning experience
G. Engage in evaluation and assessment, particularly the use of portfolios and observational accounts of children’s reading events
H. Evaluate yourself as a reader, writer, speaker, listener, speller, viewer, and producer of oral, print and non-print communication
I. Appreciate the home/school connection and children’s “funds of knowledge” about literacy
J. Defend the concept of inquiry-based classrooms

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments Overview (each worth 10%):  

1. Professional Behaviors: Attendance online is expected; regular, consistent participation is important. We do important things every week of class – don’t miss it. Excessive absences (less than 6 hours a week logged in to eCollege, or 5 days without logging into eCollege) may prompt an administrative withdrawal.
   ○ Read textbook assignments, supplemental reading assignments, lecture notes, PowerPoint presentations, and ExchangeEveryDay.
   ○ CheckLeo eMail frequently, at least twice a week.
   ○ Discussions: Participate in frequent online class discussions, whole class or small groups. Most are asynchronous – not live. Note the discussion board rubric in eCollege: Tools: DocSharing: Discussion Board Rubric.pdf. Occasional synchronous (real-time, live) CHAT or CLASSLIVE sessions require your
participation when scheduled. Occasional opportunity, optional, to go onsite to schools and centers for guided observation.

- **Quizzes:** Read all assigned readings. Participate in frequent chapter quizzes as posted in eCollege units.

You will **self-evaluate your professional behaviors** TWICE, once at the beginning, and again at the end of the course. Your grade on this Course Requirement will come from your self-evaluation, up to 10 points, 10% of your final grade.

**Aligns with Student Learning Outcomes:** A-E

2. Write a well formed **essay**, in three stages, evaluating yourself as a communicator:  
   * As a reader of complex, technical texts (Gunning, chapter 9) (due July 14)  
   * As a writer of comprehensible reports (due July 21)  
   * As a listener and speaker, a conversationalist with children (due July 28)

**Aligns with Student Learning Outcomes:** H

3. Compile a notebook of reading comprehension **strategies**. Include ways to introduce new strategies to children of various ages and different stages of reading development; assessments; intervention; and resources. (due 8/4)

**Aligns with Student Learning Outcomes:** B, C, E

Identify a specific learner, real or fictitious, and create a **tutoring package** for him or her.

4. Introduction (due 7/18)  
   Identify a specific learner  
   Specify the Family Literacy, the “funds of knowledge” the learner brings from her home environment, her native tongue  
   Use an appropriate measure to pre-assess

5. Engaging Activities (due 7/25)  
   Evaluate the results to make inferences about her reading level  
   Construct an engagement, activities, or teaching strategy to aid in her mastery of three to five TEKS.

6. Documentation (due 8/8)  
   Document your learning, creatively, artistically, expressively, and exactly. Let your representation of data become a reflective activity from which you learn by presenting what you’ve done.  
   Draw conclusions. Evaluate your effectiveness as a Reading Teacher.

**Aligns with Student Learning Outcomes:** B, C, F, G

Survey of Children’s Literature
7. Annotate 50 children’s books (due 8/9)

8. Participate in Literature Circle (choose a Lit Circle by 7/13)

**Aligns with Student Learning Outcomes:** B, D

**Aligns with Student Learning Outcomes:** A-J

9. Exams (due 7/26 & 8/11)

**Aligns with Student Learning Outcomes:** A-J

10. Learning Contract (due 7/15)

**Aligns with Student Learning Outcomes:** A-J
Grading Scale: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = below 60.

TECHNOLOGY REQUIREMENTS

The following technology is required for success in this course.
- Internet access/connection – high speed recommended (not dial-up)
- Headset/Microphone/Webcam (especially for ClassLive synchronous sessions)
- Word Processor (i.e. MS Word or Word Perfect) save all files in Rich Text Format .rft

Additionally, the following hardware and software are necessary to use eCollege:
Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.x, 7.x, or 8.x).
Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.x) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to https://leo.tamu-commerce.edu/login.aspx. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:
Communicate with me as needed. Use Josh.Thompson@tamuc.edu, or my office phone 972-775-7230 or cell phone 214-663-6102. I typically respond within the next business day.

eCollege Student Technical Support (QM 6.6, 7.1)
Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

Chat Support: Click on ‘Live Support’ on the tool bar within your course to chat with an eCollege Representative.
Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
Help: Click on the ‘Help’ button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)
Course Specific Procedures:

Attendance
Attendance online is expected; regular, consistent participation is important. We do important things every week of class – don’t miss it. Excessive absences (less than 6 hours a week logged in to eCollege, or 5 days without logging into eCollege) may prompt an administrative withdrawal.

Academic Honesty Policy
Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one’s own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

We suggest these web resources to students for reference regarding what constitutes plagiarism and how to avoid it: [http://www.plagiarism.org/](http://www.plagiarism.org/) or [http://www.unc.edu/depts/wcweb/handouts/plagiarism.html](http://www.unc.edu/depts/wcweb/handouts/plagiarism.html) or [http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml](http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml)

Disciplinary action for these offenses may include any combination of the following:

1. Point deduction on an assignment.
2. Failure for an assignment.
3. A grade of zero for an assignment.
4. Failure for the course.
5. Referral to the Academic Integrity Committee or department head for further action.
6. Referral to the Dean of the College of Education and Human Services as appropriate.
7. Referral to the University Discipline Committee.
8. Communication of student’s behavior to the Teacher Certification Office and/or Dean of the College of Education as constituting a reason to bar student from entering into or continuing in a teacher certification program. Procedures, A 13.04, 13.12, 13.31, and 13.32

Drop a Course [http://www.tamu-commerce.edu/home/registrar/dropadd.asp](http://www.tamu-commerce.edu/home/registrar/dropadd.asp)
Students who wish to drop a course are responsible for initiating this action. Students may drop a class with a full refund (if remaining enrolled) until the census day of the particular term. Census date is the 12th University class day of Fall or Spring, 4th university class day of summer or 2nd university class day of a mini term. After census date, eligible students may use their MyLeo to process drops online. The student must obtain approval from the department/instructor to drop after census date.

Administrative Withdrawal [http://www.tamu-commerce.edu/home/registrar/dropadd.asp](http://www.tamu-commerce.edu/home/registrar/dropadd.asp)
It is the prerogative of the faculty to drop students from courses in which they have accrued excessive absences as defined in the course syllabus. In such cases, faculty recommend through the department head to the appropriate college dean that a student be dropped from a class. The faculty member will document absences and will make a
reasonable effort to communicate with the student prior to recommending the drop. If approved, the college dean will forward the recommendation to the Registrar’s Office.

**University Specific Procedures:**
*ADA Statement* The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

*Student Conduct* All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (see *Code of Student Conduct from Student Guidebook*).

**ELED 524.01W**
**LANGUAGE ARTS CURRICULUM GRADES 1-8**
**SUMMER II 2011**
Schedule Version 1.0, July 11, 2011
LAST YEAR’S VERSION
For latest revisions to this Course Schedule, see the eCollege: Course Home: Schedule

**Week One: Literacy**

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
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<tr>
<td>7/11</td>
<td>7/12</td>
<td>7/13</td>
<td>7/14</td>
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**Topic**
- Learning to Read & Write
- Observation & Case Study
- Learning Contract & Lit Circles
- Reading & Writing in the Content Areas

**Read**
- Gunning, ch 1
- Gunning, ch 3 & 9
- Gunning, ch 10
- Gunning, ch 9 reread

**Assign**
- Discussion: Course Home & Unit 1 Learning
- Discussion: Unit 2 Observation
- Essay, pt 1: Evaluate yourself as a reader of complex, technical texts
- Learning Contract due

**Week Two: Reading**

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
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<tbody>
<tr>
<td>7/18</td>
<td>7/19</td>
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<td>7/21</td>
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**Topic**
- Language Acquisition
- Reading Aloud
- Teaching Reading
- Writing

**Read**
- Gunning, ch 4
- Gunning, ch 10 reread
- Gunning, ch 11
- Gunning, ch 12
### Week Three: Five Big Ideas

<table>
<thead>
<tr>
<th>7/25</th>
<th>7/26</th>
<th>7/27</th>
<th>7/28</th>
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<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>Five Big Ideas of Early Literacy</td>
<td>Phonemic Awareness</td>
<td>Phonics</td>
</tr>
<tr>
<td><strong>Read</strong></td>
<td>Gunning, ch 4</td>
<td>Gunning, ch 5</td>
<td>Gunning, ch 6</td>
</tr>
<tr>
<td><strong>Assign</strong></td>
<td>Tutoring Package Introduction</td>
<td>Mid-Term Exam</td>
<td>Essay, pt. 3: Evaluate your conversation with children</td>
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### Week Four: Comprehension

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<thead>
<tr>
<th>8/1</th>
<th>8/2</th>
<th>8/3</th>
<th>8/4</th>
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<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>Comprehension</td>
<td>Comprehension</td>
<td>Fluency</td>
</tr>
<tr>
<td><strong>Read</strong></td>
<td>Gunning, ch 7</td>
<td>Gunning, ch 8</td>
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</tr>
<tr>
<td><strong>Assign</strong></td>
<td>Discussion: Unit 11 Comp</td>
<td></td>
<td>Comprehension Strategy Notebook</td>
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### Week Five: Creating and Managing a Literacy Program

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<thead>
<tr>
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<th>8/9</th>
<th>8/10</th>
<th>8/11</th>
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<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>Literacy Program</td>
<td>Celebration of Literacy</td>
<td></td>
</tr>
<tr>
<td><strong>Read</strong></td>
<td>Gunning, ch 2 &amp; 13</td>
<td></td>
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</tr>
<tr>
<td><strong>Assign</strong></td>
<td>Documentation of your learning through the Tutoring Package</td>
<td>Annotated Bibliography of Children’s Books</td>
<td>Lit Circle Reports</td>
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