Texas A & M University – Commerce
Department of Education Curriculum and Instruction

ELED 524: Language Arts Curriculum Grades 1-8
Online class, Spring 2015

Instructor: Dr. Susan Szabo, Associate Professor
Office Location: Education South 226 on the Commerce Campus
Office Email: Susan_Szabo@tamuc.edu

Online Office Hours:

Please use virtual office via eCollege (which I can answer throughout the day no matter where I am). For personal problems please email me directly. (I am online daily. However, allow 24 hours for response time). In addition, when someone posts a question in virtual office, and you know the answer, please feel free to answer it. We are all teachers and we are all learners in this class.

Need Help Because this is your First Online Class?

During the first week of class, if you are new to online coursework and feel unsure of what to do, please email me with your phone number and a time to call you. I will talk you through eCollege and where everything is located.

COURSE INFORMATION

Textbooks:

This course has **NO** textbook. It will use webquests, quia games, and other technologies to share course material. Webquests can be found in eCollege in Doc Share. It is **NOT** recommended that you print all this information.

Instead, it is recommended that you create a language arts folder and then **open and 'save as'** each weekly webquest and other readings to this folder. If you find something interesting on the websites, I would cut and paste into word document and then cut and paste the URL where it was found (so you are not plagiarizing). As this course is organized in Weeks, I would also create weekly folders using the topic for the titles within the Language Arts Folder on your desktop. This way you can read and do your work from your desktop and not have to go back to eCollege every time.

Course Description

This course provides the learner a look at scientifically based reading research on the language arts components (listening, speaking, reading, writing, viewing, visual presentation, digital, internet, critical thinking, & reflection), as well as their matching TEKS and the Texas College and Career Readiness English/Language Arts Standards. The student will learn how to use these language arts components as tools to enhance the learning process in content areas and expository reading.

Language Arts Essential Knowledge and Skills (TEKS):

1. **Oral Language**: Teachers of young children understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young children to develop listening and speaking skills.

2. **Phonological and Phonemic Awareness**: Teachers of young children understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young children develop this awareness and its relationship to written language.
3. **Alphabetic Principle:** Teachers of young children understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps children understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.
4. **Literacy Development and Practice:** Teachers of young children understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young children's literacy.
5. **Word Analysis and Decoding:** Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for children to improve their reading word analysis and decoding abilities.
6. **Reading Fluency:** Teachers understand the importance of fluency to reading comprehension and provide many opportunities for children to improve their reading fluency.
7. **Comprehension:** Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young children strategies for improving comprehension.
8. **Development of Written Communication:** Teachers understand that writing to communicate is a developmental process and provide instruction that helps young children develop competence in written communication.
9. **Writing Conventions:** Teachers understand how young children use writing conventions and how to help children develop those conventions.
10. **Assessment and Instruction:** Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young children.

Student Learning Goals and Objectives

Goal 1 – Students will gain knowledge of the language arts components, matching aligned TEKS and why and how to use them in daily lesson plans.

Learning Outcome #1: The learner will explain the importance of all 10 language arts components, all 5 reading elements, and their relationship to the LA TEKS and the Texas College and Career Readiness English/Language Arts Standards.

Learning Outcomes #2: The learner will be able to use their understanding to create more effective lesson plans using a variety of approaches and materials.

Goal 2 – The student will be able to understand the many factors (i.e. student/family, teacher, school & district policy) that impact learning and some interventions that can be used to lessen their impact on the student's ability to learn.

Learning Outcome #3: The learner will learn about various assessments that teachers can use to assess children to use differentiated assignments and provide choice for students in their assignments. .

Learning Outcome #4: The learner will demonstrate an understanding of a wide range of effective BDA strategies, and various teaching approaches.

Learning Outcome #5: The learner will be able to create a list of factors that affect a student's learning process and give ideas on how to best minimize there effect of the children's learning.

Goal 3 – The student will be an active and engaged learner.

> **Learning Outcome #6**: The learner will be an active and engaged participant in the learning process and use the metacognitive process to enhance their learning of the Language Arts components and the roll they play in the classroom and learning environment.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course is all online. This course is developed around scientifically researcher based information. You will complete the Language Arts Webquests that will lead your learning. You will also be an active participant in online discussion as well as creating your own questions from the material to stimulate critical thinking of yourself and your classmates.

This course is made up of a series of assignments and assessments to assist you in achieving mastery of the learning outcomes. Each week you will work on various combinations of assignments, activities, and discussions to help with your understanding of course content. The assessment of this information will be done through the webquest activities, your discussion responses and your webquest quizzes, as well as a mid-term and final.

Assignments:

This course is made up of a series of assignments and assessments to assist you in achieving the course and module learning objectives. Each week you will work on various Tasks (assignments, activities, discussions, readings, research) that will enhance your learning.

1) Language Arts Webquests

Webquests have been developed with a variety of Tasks you must complete in order to guide your learning and guide your online discussions. These webquests are your weekly guide to help you be successful with the work due each week. These webquests can be found in Doc Sharing in the correct weekly folder that is labeled the same as the Week buttons on the left of the screen in eCollege. In addition, other reading materials, if any, will also be in the folder. Each webquest should be down-loaded from eCollege to your desktop on Monday and you should begin work. All work should be done by Sunday; and the process continues.

2) Before/During Activity

While you are going through your webquest, you will be asked to do some type of before/during strategy that has been embedded within each webquest. I asked you to do these to enhance your learning and it models for you the use of the BDA format teachers should using in lesson planning for the K-8 classroom. In addition, the responses on your Before/During notes should help you complete the After activity successfully and it will allow you to do a better job on your online discussions..

3) After Activity

Each Webquest has an application activity that must be done during the week.
Once you open the webquest on Monday, look at the after activities so you have the end in mind as you are completing the webquest. Every assignment should be saved using your ***first name, last name, and then number and name of the chosen activity.***

4) Online Discussion Reponses: These online discussion topics will be added to the eCollege course shell on assigned Mondays and will remain open until the following Sunday. In order to encourage full class participation, students have a required number to post (1 original and 2 to peers). These change weekly, as the topic drives question creation.

To be successful, you should be able to make a **first** post by **Wednesday**

or Thursday. Starting on **Thursday - Saturday**, you are required to return to the discussion forum in eCollege and read other students' initial postings to the topic and provide responses. More directions will be on the Webquests. I also hope Sunday can be a day of rest.

Discussion postings must be substantive (at least 8-10 sentences) or you will not be given full credit, if it is apparent by the professor that you have not spent enough time or effort in writing the responses. For example, —I agree, you are absolutely right does not constitute a substantive response.

5) Assignments

The learner will demonstrate knowledge of the major concepts, models and issues in reading and language arts. The gradebook in eCollege will tell you the points you can earn on each activity.

- There will be a choice activity at the end of each webquest (weekly)
- Online Discussions (weekly)
- Comprehensive Mid semester (100 points)
- Comprehensive Final (100 points)

Grading

Grades will be determined via a simple point system and grading rubric (for creative final). **You** are responsible for reviewing them prior to submitting an assignment - they tell you all you need to know in order to earn a passing grade in this course.

Grades will be determined as follows:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60	F

Grades will be in the eCollege grade book. If you are not aware of how that works, you can call the helpdesk. If you want to see the comments and the questions missed on the quiz, CLICK on the grade and it will open a new screen. Or at least it is suppose to.

Due to the nature of the course, I am usually a week behind in my grading. I do send out emails to let you know when I get done so you can check gradebook and let me know if anything is missing.

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology in your web enhanced course.

The following technology is required to be successful in this course.

- *Internet connection – high speed recommended (not dial-up)*
- *Word Processor (Microsoft Office Word – 2003 or 2007)*
- *Access to University Library site*
- *Access to an Email*
- *Access to eCollege.*

ACCESS, NAVIGATION and Log in Information

This course will be utilizing eCollege to enhance the learning experience. eCollege is 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@tamucommerce.edu.

REPORT any problems immediately to helpdesk. It must come from you and not me. In addition, if your computer does not allow you to access eCollege, contact the helpdesk to find out how to install the needed "cookies."

COMMUNICATION AND SUPPORT

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. If you experience issues, while taking your exams or at any other point, feel free to contact the support desk.

- **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 am online daily. If you have questions either, email me or post them in the correct week under My Questions, as others may have the same question. Please allow a 24 hour response time.

When engaging in online discussions, please remember the Core Rules of Netiquette as follows:

Rule 1: Remember the Human
Rule 2: Adhere to the same standards of behavior online that you follow in real life
Rule 3: Know where you are in cyberspace
Rule 4: Respect other people's time and bandwidth
Rule 5: Make yourself look good online
Rule 6: Share expert knowledge
Rule 7: Help keep flame wars under control
Rule 8: Respect other people's privacy
Rule 9: Don't abuse your power
Rule 10: Be forgiving of other people's mistakes

To meet face to face with the instructor during office hours, schedule an appointment via email as times fill quickly.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Policies

1. Participation:

I consider class participation to be one of the most important, yet is considered an underrated elements of a student's education. There are numerous elements that go into class participation:

a. You need to have somewhat frequent (**at least 3 per question**), and preferably intelligent, contributions to class discussion.

b. Reading assignments should be completed weekly so you can participate with online discussion intelligently and using Task information.
c. Engage in self-evaluation, critical thinking, and reflective learning.
d. Have polite and civil interactions with all members of the class ["All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct as well as the Core Rules of Netiquette)].
f. Failure to prepare and participate effectively will negatively impact not only your learning but your grade you earn for the class.

11. **Late work**:

Most assignments are weekly assignments and I do expect them to be turned in on time. However, I also know that "life and children" sometimes gets in the way. If need be, you can turn in work late (up to 2-weeks past due date). However, this should not be a common occurrence and you should email me with the reason your assignment(s) will be late. Develop a routine, so you do not fall behind.

All late-work should be submitted to the correct discussion folder and you should email me the week and discussion folder you uploaded the work too.

3.* Scholarly Expectations*: All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level. In addition, all assignments turned in should have gone through the editing process**. In addition, all work should go through the writing/editing process.**

4. **Research:** Research is part of my job requirements. All faculty members that work at the university must research and publish their research. As action research helps me to determine the worth of class assignment I have developed, I like to do research on these activities. Thus, all your reflective responses to the planned class activities (seen in course requirements) maybe used to fulfill my research requirement. However, all responses that I use in research articles will be anonymous. That is, your name will not be used anywhere in my research

5. Plagiarism is a BIG DEAL. Plagiarism of writings and/or other materials in any form will result in a grade of "F" for the course and WILL result in your dismissal from the program. Please cite your references carefully and consistently!

Plagiarism: Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course. Various versions of your work and final papers will be run through Turnitin software - this is not meant to "catch" you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.

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 Guide Handbook and* Core Rules of Netiquette found above*).*

AD Compliance: A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

University Services Offered to You Free

A. Academic Support: Students requesting accommodations for disabilities must go through the Academic Support Committee. ALL students with disabilities should stop by Office of Disability Resources and Services where they can fill out an application, attach recent documentation, and apply for eligibility. For those students who are approved, the staff will provide each of the student's professors with a letter of accommodation from our office. We will send letters each semester—after being notified of the need by the student. For more information, the services are located at Halladay Student Services Building—Room 303 D, their phone number is (903) 886-5835.

B. Financial Aid Support: You will be dropped on Monday, September 3rd if you have not paid the balance due on their accounts. If you need assistance to pay your balance, please contact the Loan Office (903-886-5051). There are also **forgivable loans, so check them out.**

In **addition, if you have financial aid and do not complete the course or receive an F, they will expect you to pay back the money.**

C. As a student, your email account is through MyLeo. Please check the status of your accounts as this is the only way the university has on contacting you and informing you of important information. It is available to them 24/7 at https://leo.tamu-commerce.edu/login.aspx. Also, who must check daily and delete or archive your emails so that none are returned to sender. It will not be returned and you may miss important information. **It is your responsibility to empty your email daily, so that nothing will bounce back to the sender.**

If you find your myleo account hard to access daily, you can go into the account and have your items forwarded to another email. But, you have to set it up. If you want to do this but don't know how, call help-desk.

D. Medical Services: As a student, you have access to the medical facilities and doctors on campus. They offer services for treatment of illness and injury. The staff includes a Physician Assistant, which is a health care professional licensed to practice medicine with physician supervision. Although there is not a physician present every day, they are available for consultation as needed. Student Health Services is located on the first floor of Henderson Hall, in the Clarence G. Allen Student Health Center. They are open from 8-12 and 1-5 Monday through Friday.

E. Campus Police: If you have locked yourself out of your car, or if you need help of any kind while on campus, contact the campus police at 903-886-5868.

F. Counseling Services: You can get help with your personal, academic and/or career concerns. Counseling may deal with issues related to academic progress, daily living, adjustment to the university and relationships with others. Counseling Services are free to university students. The Counseling Center is located in the Student Services Building #204, is open Monday through Friday from 8:00-5:00pm and you can call 903-886-5868.

COURSE OUTLINE / CALENDAR

Date	Webquest/Reading	Titles	
Week 1	Introduction & Webquest #1	Learning Styles (learning about you)	
Week 2	Webquest #2	Theories (learning about you)	
Week 3	Webquest #3	Language Arts Components Overview	
Week 4	Webquest #4	Oral Language (listening and talking)	
Week 5	Webquest #5	Reading (Overveiw)	
Week 6	Webquest #6	Phonological Awareness, Alphabetical principal, phonemic awareness	
Week 7	Webquest #7	Fluency	
Week 8	Webquest #8	Vocabulary and Comprehension	Mid-term
Week 9	Spring Break	Spring Break	Have Fun and Be Careful ☺
Week 10	Webquest #10	Finish Vocabulary & Comprehension	
Week 11	Webquest #11	Writing, Writing practices and children's literature	
Week 12	Webquest #12	Viewing/ Visual Representation Thinking/Reflecting Digital/Internet	
Week 13	Webquest #13	Using assessment to inform instruction, homework, differentiation, choice projects	
Week 14	Webquest #14	Using what you have learned in your Lesson Plan Development	
Week 15	Webquest #15	Various Other Factors that Affect the Learning Process	