TEXAS A&M UNIVERSITY
SAN ANTONIO

EDRG 4349 Elementary Methods
Department of Curriculum and Instruction

Instructor Name: **Heather Herschell** ~~Mary Heather Hickman-Herschell~~	**A&M-San Antonio email:** mherschell@tamusa.edu ****** Please DO NOT email through Blackboard!********
Office Hours and Location: Online By Appointment Via Zoom Send an email to set up a convenient and agreed-upon appointment time. Link will be sent for confirmation.	**Course Location & Time:** Central Academic: Rm. 334 Wednesday 4:00-6:45 PM

REQUIRED TEXTBOOK:

- Spandel, V. (2012). *Creating Writers: 6 Traits, Process, Workshop, and Literature (Pearson Professional Development)* (6th ed.). Pearson.

- Serravallo, J. (2017). *The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*. Heinemann.

Recommended Course Materials:
- Google or Microsoft Office suite. All work must be submitted either as Google Docs, Word or .PDF files and there can be compatibility issues with the Mac word processing programs
- Regular and reliable access to the internet and ability to print copies for class

COURSE DESCRIPTION:

This course focuses on six components of language arts: listening, talking, reading, writing, viewing, and visual representation. Strategies for teaching the conventions of the English Language are discussed and applied. Additionally, this course offers experience and training in the use of writing as an instructional tool and techniques and methods for writing throughout the curriculum.

WAC Syllabus Statement:

This is a Writing-Intentional (WI) course designed to help you use writing as a tool for learning course content and to continue developing your writing skills within your major. Throughout the semester, you will engage in various forms of writing and actively practice the writing process.

MAJOR COURSE COMPONENTS:

Topics

1. **Writing Stages**
2. **Six Traits**
3. **Writing Process**
4. **Grammar**
5. **Assessment**
6. **Generes**
7. **Media Literacy**
8. **Response**

STANDARDS:

TExES Generalist Standards and Competencies

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

1.4k skills for speaking to different audiences for various purposes;

1.6k the use of critical listening to analyze and evaluate a speaker's message;

1.8k the use of technology in promoting oral communication skills;

1.11k how to use instruction that interrelates oral and written languages to promote student reading and learning (e.g., preview-review, discussions, and questioning) when speech or language delays or differences warrant in-depth evaluations and additional help or interventions.

1.5s help students learn how to adapt students' spoken language to various audiences, purposes, and occasions;

1.6s help students learn how to evaluate the content of their own spoken messages and the content and effectiveness of the messages of others;

Standard IV: Literacy Development and Practice: Teachers of young students 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 students' literacy.

4.3k that literacy development occurs in multiple contexts through reading, writing, and the use of oral language;

4.4k a wide range of student literature and other texts written for students;

4.5k the importance of modeling and encouraging reading for pleasure and lifelong learning;

4.8k the use of technology in promoting literacy

4.8s teach students about authors and their purposes for writing;

Standard VII: Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

7.21k literary response and analysis and ways to promote students' development of literary response and analysis

7.11s provide opportunities for students to apply comprehension strategies to literature and to respond to literature in a variety of ways (e.g., using reading journals and discussions), including relating background knowledge to literary texts;

7.12s teach elements of literary analysis, such as story elements and features of different literary genres

Standard VIII: Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

8.1k predictable stages in the development of written language and writing conventions, including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, while recognizing that individual variations occur;

8.2k writing processes, including the use of self-assessment in writing;

8.3k writing for a variety of audiences, purposes, and settings

8.4k the differences between first draft writing and writing for publication;

8.5k appropriate instructional strategies and sequences for developing students' writing skills;

8.6k the development of writing in relation to listening, speaking, and reading, and know instructional strategies that connect these various aspects of language;

8.7k the similarities and differences between language (e.g., syntax and vocabulary) used in spoken and written English and how to help students recognize these similarities and differences to promote effective use of written English conventions;

8.8k the benefits of technology for teaching writing and writing for publication; and

8.9k informal and formal procedures for ongoing monitoring and assessment of writing development and writing conventions, and know how to use assessment results to help plan instruction for individuals and groups.

8.1s create an environment in which students are motivated to express ideas in writing;

8.2s teach purposeful, meaningful writing in connection with listening, speaking, and reading;

8.3s Formally and informally monitor students' writing development and provide focused instruction to address students' individual strengths, needs, and interests;

8.4s provide instruction in various stages of writing, including prewriting, drafting, editing, and revising;

8.5s provide instruction in the use of available technology that facilitates written communication;

8.6s provide opportunities for students to write in a variety of forms and modes and for various purposes and audiences;

8.7s provide opportunities for students to self-assess both personal writings (e.g., for clarity, comprehensiveness, and interest to audience) and development as a writer and to elicit critiques from others;

8.8s communicate with families about students' development of written communication and ways to encourage students' written communication;

8.9s communicate with other professionals and continually seek implications for practice from current research about students' development of written communication;

9.1k that young students go through predictable stages in acquiring writing conventions, including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, but that individual students vary in development of these conventions;

9.4k the similarities and differences between language (e.g., syntax and vocabulary) used in spoken and written English and how to help students recognize these similarities and differences to promote effective use of written English conventions;

9.5k formal and informal ways to assess young students' development of writing conventions;

9.7k the appropriate use of writing conventions and appropriate grammar and usage for communicating clearly and effectively in writing.

Standard IX: Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

9.1s formally and informally assess young students' development of writing conventions and provide focused instruction based on individual students' strengths, needs, and interests;

9.2s provide hands-on activities to help young students develop the fine motor skills necessary for writing;

9.3s teach pencil grip, paper position, and beginning stroke

9.4s provide direct instruction and guided practice in English writing conventions (e.g., grammar, spelling, capitalization, and punctuation);

9.6s work with students to select pieces of their work to teach writing conventions, recognizing that first drafts are not always edited and revised, but help students realize that accuracy in conventions is necessary when preparing a piece for publication;

9.7s communicate students' performance in the use of writing conventions to families and discuss ways to encourage students' use of writing conventions; and

9.8s communicate with other professionals and seek implications for practice from ongoing research about student's development of writing conventions.

Standard X: Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.
10.3k how to use multiple assessments and the results of these assessments to inform reading and writing instruction;
10.2s analyze students' errors in reading and writing and use them as a basis for future instruction;

Standard XI: Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.
11.4k how to use accepted formats for writing research, which includes documenting resources.
11.6s provide students with opportunities to use accepted formats for writing research, including the documentation of resources.

Standard XII: Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.
12.1k characteristics and functions of different types of media (e.g., film, and print);
12.2k how different types of media influence and inform;
12.3k procedures and criteria for analyzing and evaluating visual images, messages, and meanings;
12.4k procedures for producing visual images, messages, and meanings to communicate with others;
12.5k instructional practices that promote students' ability to interpret, analyze, evaluate, and produce visual images, messages, and meanings;
12.6k grade-level expectations and procedures for assessing students' skills in interpreting, analyzing, evaluating, and producing visual images, messages, and meanings;
12.7k how to distinguish between denotative and connotative meanings
12.1s use ongoing assessment and knowledge of grade-level expectations to plan instruction and to identify students' needs regarding the interpretation, analysis, evaluation, and production of visual images, messages, and meanings;
12.2s compare and contrast print, visual, and electronic media (e.g., films and written stories);
12.3s evaluate how visual image makers (e.g., illustrators, documentary filmmakers, political cartoonists, and news photographers) represent meanings and provide students with varied opportunities to analyze and interpret visual images;
12.4s teach students to analyze visual image makers' choices (e.g., related to style, elements, and medium) and evaluate how these choices help to represent or extend meaning;
12.5s use various instructional techniques to help students understand and distinguish between denotative and connotative meanings;
12.6s provide students with opportunities to interpret events and ideas based on information from maps, charts, graphics, video segments, and technology presentations, and to use media to compare ideas and points of view;
12.7s teach students how to select, organize, and produce visuals to complement and extend meanings;
12.8s provide students with opportunities to use technology to produce various types of communications (e.g., class newspapers, multimedia reports, and video reports) and help student assess how language, medium, and presentation contribute to the message;
12.9s communicate with families/caregivers about students' progress in developing skills for interpreting, analyzing, evaluating, and producing visual images, messages, and meanings and collaborate with them to promote development in these areas; and
12.10s collaborate with other professionals and continually seek implications for practice from convergent research about students' development of skills for interpreting, analyzing, evaluating, and producing visual images, messages, and meanings.

TAC Code 228.57 (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).
TAC Code 228.57(d)4- The skills and competencies as prescribed in Chapter 235 of this title (relating to Classroom Teacher Certification Standards)
TExES Content Standards.

GRADING POLICIES

Assignments	Accompanying Standard	Points
In Class Participation/Formative Assessment Assignments and Activities		~ 1-20

240 Tutoring	Standard IV, IX, VII, VIII, X, XI, XII	2 x 5 pts= 10 pts
Writer's Notebook: Read and Respond-Sketchnoting Assignment Chapters 3-5, 6-8, and 9,12 & articles	Standard IV, VII, VIII, X, XII	3 x 5pts=15
6 Trait Lesson Plan Create a mini-lesson to teach word choice or voice	Standard IV, VII, VIII, X, XII	15
Analysis of Student Writing and Instructional Analyze, score, and provide feedback for a fourth-grade narrative piece. Identify the student's strengths and needs in conventions using the 4th-grade edit TEKs.	Standard IV, IX, VII, VIII, X, XII	15
Writing Drafts Write three separate drafts toward the completion of the course critical assignment called Polished Piece of Writing	Standard IV, IX, VII, VIII, X, XII	5
Polished Piece of Writing Complete a piece of writing for children that you take through the writing process that would be an exemplar model for students	Standard IV, IX, VII, VIII, X, XII	10
Non-fiction Children's Book and Read Aloud Create a nonfiction e-book that represents information visually to elementary learners- Present in class	Standard IV, IX, VII, VIII, X, XI, XII	20
Final Exam	Standard IV, IX, VII, VIII, X, XI, XII	10
Total		~115

Grading Policy:

- All assignments in the course are intended to provide both the student and the instructor with a gauge of your level of understanding of the course content and ideas throughout the semester.

- All work, except for those expressly listed otherwise, will be submitted electronically through the Blackboard site and will be due at 11:59 PM CST the day they are due.
- All assignments will be explained throughout the semester and will have corresponding written explanations, descriptions, and/or grading rubrics provided in Blackboard.
- You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

Evaluations will be made with numbers. Final course grades of "A" through "F" will be awarded based on the A&M-SA grading Policy (see below):

Letter Grade	Range	Grade Points
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	59 & Below	0.0

Grading Scale

✔ A 90 or above   90-100 points = A

✔ B < 90% to 80%   80-89   points = B

✔ C < 80% to 70%   70-79   points = C

✔ D < 70% to 60%   60-69   points = D

✔ F < 60%   59 and below = F

COURSE POLICIES

ATTENDANCE:

Class attendance will be checked during every class session. It is the responsibility of the student to ensure that his/her presence has been noted. You are expected to show up to class on time and, once in class, to conduct yourself in a professional manner.

Going to college is a commitment, just like a job. On a job, employees often have "no excuses asked" leave days. You have 2 "leave days," and no excuses were asked for this course. Indicate

your absence for the week in the attendance assignment on Blackboard. I do not need to be notified by email that you are missing class unless it is a university-authorized absence.

- More than *TWO* absences may result in a loss of points.

University regulations authorize absences of students when representing the University (e.g. at athletic, student government, student development, or fine arts events). Other authorized absences are those that may be necessary to fulfill course requirements. A student is held responsible for all class assignments.

LATE WORK POLICY:

My Blackboard Gradebook will automatically assign a zero to assignments submitted past the deadline.

Students are expected to complete course assignments in a timely manner. Course materials build on one another. Falling behind has a negative impact on your success with subsequent assignments. Therefore, work submitted after the deadline, if accepted, is subject to a reduction in points awarded. Work submitted more than a week after the deadline may not be counted for credit at all and may receive a final grade of zero. **Assignments due before the midterm grading period will not be accepted for credit after midterm grades are posted. Assignments due after the midterm grading period will likely not be accepted for credit if they are posted more than one week after the due date. No late work will be accepted for credit after the last scheduled class date**.

I understand that emergencies or crisis situations cause a student to miss a deadline. If such an emergency arises, it is the student's responsibility to contact me as soon as possible, altering the situation. Exceptions to the late work policy will be made on a case-by-case basis and will only be considered in light of continued communication with the course instructor. Exceptions to the late work policy will require appropriate documentation of the circumstances surrounding the late submission(s).

ASSIGNMENT SUBMISSION IN BLACKBOARD:

All assignments must be neatly typed (unless indicated that handwriting is acceptable) and submitted in Blackboard by the due dates indicated in the Bb module. Submit your assignments in Word, PPT, Google, Images, Links, or pdf format; do not upload pages (Mac users). Bb will not download Mac applications for viewing/grading. All TAMU-SA students receive access to Microsoft 365 as part of tuition. Please contact IT if you have questions about the software available to you. (210) 784-4357 or HelpDesk@tamusa.edu If you do not understand how to submit an assignment in Blackboard, please find out during the first week of class (Blackboard Student Help Link: Submit Assignments)

All work, except for those expressly listed otherwise, will be submitted electronically through the Blackboard site and will be due at 11:59 PM the day they are due.

COMMUNICATION SKILLS:

All students must have adequate writing skills in English to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references and evidence to support their thesis and ideas in the paper and projects.

AI Policy:

Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper attribution in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Acceptable Use:

- Editing and Proofreading: AI can be utilized to correct grammatical errors, punctuation, spelling mistakes, and suggest improvements in sentence structure.
- Revising for Clarity: AI can assist in identifying areas where the content may be unclear or confusing and offer suggestions for improvement.
- Enhancing Style: AI can provide recommendations for refining writing style, such as eliminating redundancy, improving flow, and enhancing readability.

Prohibited Use:

- Content Creation: AI should not be used to generate original content or ideas. All submitted work must originate from the student's own thoughts and efforts.
- Plagiarism: It is strictly prohibited to use AI to plagiarize or produce work that is not original. All sources must be properly cited, and ideas must be appropriately attributed.

Guidelines for Acceptable Percentage of AI Usage:

- Editing and Proofreading: Up to 100% of the document can be reviewed and corrected by AI for grammar, punctuation, and spelling errors. -

- Revising for Clarity: AI can be used to identify areas of improvement, but the actual revisions should be primarily made by the student. Aim for a balance where no more than 25% of the suggested revisions are directly implemented from AI recommendations.
- Enhancing Style: Similar to revising for clarity, AI recommendations can guide improvements, but the student should make the final decisions. Limit AI usage to no more than 25% of style enhancements.

Responsibility: It is the responsibility of the student to ensure that their work adheres to the guidelines outlined in this policy. Faculty and instructors may employ plagiarism detection tools to verify the originality of submitted work.

Consequences of Violation: Violation of this policy, including but not limited to plagiarism or excessive reliance on AI for content creation, may result in disciplinary action, including failing grades or academic probation.

By adhering to these guidelines, students can effectively leverage AI for editing and revising their work while upholding academic integrity and fostering their own creativity and originality.

WAC Resources:

Writing, Language, and Digital Composing Center
The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at
https://www.tamusa.edu/student-resources/writing-center/index.html

References
Anderson, C., & Ray, K. W. (2018). *A Teacher's Guide to Writing Conferences: The Classroom Essentials Series* (Teacher's). Heinemann.
1.   We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientat

Gretchen S. Bernabei and Dorthy Hall, The Story of My Thinking, 2012, Portsmouth, NH: Heinemann

Anderson, J. (2017). *Patterns of Power: Inviting Young Writers into the Conventions of Language, Grades 1-5*. Stenhouse Publishers.

Anderson, C. (2022). *A Teacher's Guide to Mentor Texts, K-5: The Classroom Essentials Series*. Heinemann