

Course Syllabus

Course Information

ED 4358 Using Chess in Elementary Schools

Instructor Contact Information

Dr. Alexey Root, 940-484-2265 (home), aroot@utdallas.edu, office hours by appointment. If you need assistance with registration, add/drop, or picking up the course CD (or a link to download the CD's software), please contact the administrative assistant for this course:

Michele Brown
michelebrown@utdallas.edu
Administrative Assistant I
Interdisciplinary Studies
972-883-2323
Office - [HH 2.110](#)
Mailstop - HH30

Course Pre-requisites, Co-requisites, and/or Other Restrictions (including required prior knowledge or skills)

Students must have access to the Internet and to their UTD email during the semester that they are enrolled in Chess Online. To activate or maintain a UTD computer account, go to <http://netid.utdallas.edu>. Students do not need prior knowledge of chess.

Course Description 3 semester hours

This course provides a curriculum development model for chess. In this model, humanistic and academic goals for learners are addressed through chess. For learners, chess enables experiences of flow and competition. Chess may help develop an internal locus of control. By tapping into visual-spatial intelligence, chess makes accessible hierarchical reading and math concepts. Chess exemplifies how people solve problems. ED 4358 fulfills the Certificate in Critical Communication Skills (C3) written communication requirement.

Student Learning Objectives/Outcomes

The student will read, then discuss with the instructor and classmates, theories of curriculum and the role of chess in K-12 schools. The student will interact with two classmates through chess games. The student will create two lesson plans that combine educational goals and chess subject matter. The student will teach those two lesson plans and then reflect on the teaching to look for what went well and what could be improved.

Required Textbooks and Materials

Ashley, M. (2005). *Chess for success: Using an old game to build new strengths in children and teens*. New York, NY: Broadway Books. ISBN-10: 0767915682.

Root, A. W. (2006). *Children and chess: A guide for educators*. Westport, CT: Teacher Ideas Press. ISBN: 1591583586.

Root, A. W. (2008). *Science, math, checkmate: 32 chess activities for inquiry and problem solving*. Westport, CT: Teacher Ideas Press. ISBN: 1591585716.

Root, A. W. (2009). *Read, write, checkmate: Enrich literacy with chess activities*. Westport, CT: Teacher Ideas Press. ISBN-10: 1591587549.

Check out or buy a literature book to read during Unit Six, or plan to read two articles on Library Reserves (electronic reserves) within our course.

Course texts are on reserve at the UTD library, but it is recommended that you purchase the texts instead as the course reserves may be checked out when you need them. Course texts are for sale at the UTD bookstore, Off Campus books, and through online book retailers. Students also receive a *First Lessons in Chess*© CD or a link to download the CD's software, available from UTD Interdisciplinary Studies, Michele Brown michelebrown@utdallas.edu or (972) 883-2323. Although Web sites and computer software display two-dimensional chess sets and boards, I recommend that each Chess Online student acquire a chess board with algebraic notation on its borders and a chess set. You can find such chess boards and sets at www.uschess.org or www.amchesseq.com.

Technical Requirements

ED 4358 will be offered through eLearning. For information about eLearning, please go to <http://www.utdallas.edu/oeo/distance/index.html>

Assignments & Academic Calendar

Each unit takes around two weeks if a student follows the 16-week schedule. Each unit takes around one week if a student follows the second 8-weeks schedule. It is highly recommended that each student register early for the courses so that he or she may follow the 16-week schedule. Your course will be officially listed as a second 8-weeks course by UTD, but these two different schedule options (16-week and second 8-weeks) are offered within your course by your instructor.

Schedules are stated on the Course Calendar, a separate document from this syllabus. Each student completes assignments according to the Course Calendar schedule (16-week or second 8-weeks) that he or she elects to follow when first in contact with the instructor. You must check the Course Calendar (a separate document created for each semester) for specific due dates and deadlines.

There are no exams in the course. Please note that in weeks where there are not reading assignments that there are other types of assignments: playing chess with a classmate, teaching a chess lesson, etc. And since this course is online, students read my units (my lectures) online. Most lectures are about six single-spaced Microsoft Word pages long.

All assignments within a unit must be completed by midnight at the end of that unit.

Here are the points broken down by unit, with each unit being worth 100 points, and then the grading scale for the entire course. Read each unit online, and the reading assignments listed in each unit, to be successful.

Unit One: Meeting classmates, learning chess, and buying course texts.

The pages in the online Unit One provide greater detail for each of the assignments. Read Unit One online within the course.

- I. Buy the course texts, *Science, Math, Checkmate: 32 Chess Activities for Inquiry and Problem Solving* by Alexey Root, *Read, Write, Checkmate: Enrich Literacy with Chess Activities* by Alexey Root, *Chess for Success: Using an Old Game to Build New Strengths in Children and Teens* by Maurice Ashley, and *Children and Chess: A Guide for Educators* by Alexey Root. Check out from a library or buy a literature book with a chess theme to read during Unit Six, or plan to read two articles from our Library Reserves (found within the course). (0 points)
- II. Establish a UTD email account and notify the instructor of your UTD email address. In this same email, tell the instructor whether you will follow the 16-week or second 8-weeks schedule of due dates on the Course Calendar. Check your UTD email everyday when enrolled in ED 4358. (20 points)
- III. Read and print the Syllabus and Course Calendar for your course. Links are posted within the course. (0 points)
- IV. Post on the Discussion Board your Discussion A. Self-introduction: Where you teach, or what you study, or your job; your interest in the course; and your level of chess play. (30 points)
- V. Play through the entire (about 30 chapters) First Lessons in Chess© part of the CD. This free CD (or link to download the software) is available when you register from UTD Interdisciplinary Studies, Michele Brown michelebrown@utdallas.edu or (972) 883-2323. If you cannot get the CD to work for you, your alternate assignment is to play through the 66 ChessKIDS Academy lessons, located here <http://www.chesskids.com/lessons04.shtml> (0 points)
- VI. Compare three chapters in the CD (or three individual lessons on the ChessKIDS Academy) with the corresponding sections in chapters 2 or 3 of *Read, Write, Checkmate: Enrich Literacy with Chess Activities*. Email your comparison to Dr. Root. (50 points)

Unit Two: Read, Write, and Play Chess

The pages in the online Unit Two provide greater detail for each of the assignments. Read Unit Two online within the course.

- I. Read chapter 4 of *Read, Write, Checkmate: Enrich Literacy with Chess Activities*. Then post on Discussion B at least one new thing you learned about how to notate and annotate a chess game from reading Chapter 4 of *Read, Write, Checkmate*. If you are an experienced chess player (and didn't learn anything new), comment on which pages of chapter 4 are particularly important for beginning chess players, and why you think the topic covered in those pages is important. (25 points)
- II. Play at least 5 moves of chess with a Chess Online classmate. Dr. Root will assign you a classmate to play with, but you may email Dr. Root if you have someone in Chess Online that you would particularly like to be paired with. You will need to finish the

game by the end of Unit Five. You will post the notation and annotations of the first five moves of the game in Discussion C. (50 points)

III. Reply to another classmate's Discussion B or Discussion C posting. That is, you can comment on what they learned about notating and annotating (Discussion B) or you can offer your comments on their first five moves (Discussion C). (25 points)

Unit Three: Lesson Plan One (adapted from *Science, Math, Checkmate*) and Ashley Discussion posting

The pages in the online unit provide greater detail for each of the assignments. Read Unit Three online within the course.

I. Adapt an activity from *Science, Math, Checkmate: 32 Chess Activities for Inquiry and Problem Solving* into a lesson plan for your student or students. Later you will teach this plan, and a Reflection on your teaching of it will be due during Unit Four. But for now you select your student or students and write the plan only. Do not teach it yet! Email me your adaptation (lesson plan tailored to your student or students) in lesson plan form. (50 points)

II. Post on the Discussion Board your Discussion D, about *Chess for Success* up to page 54. That is, read the Introduction, Chapter 1, and Chapter 2 in Ashley's book. In your Discussion posting, tell what most struck you about Ashley's life history. For example, did his transformation in high school remind you of someone you know or have heard about who was lifted up by an interest in a hobby or sport? Quote from the text, using different quotes from those students who posted before you, to prove that you did the reading. Alternate assignment: Reply to someone who already posted on Discussion D, but you still need to include a quote from Ashley's book. (50 points)

Unit Four: Reflection One, flow Discussion posting

The pages in the online unit provide greater detail for each of the assignments. Read Unit Four online within the course.

I. Teach your Lesson Plan One to your student(s). Email the instructor your Reflection One of how your teaching of your Lesson Plan One went. (50 points)

II. Post on the Discussion Board your Discussion E. Read *Chess for Success* (pages 55-106, which is Chapter 3) and *Children and Chess: A Guide for Educators* (Chapter 2). Compare the readings on the topic of flow, quoting at least once from each book. Use quotes different than those of students who posted before you. Also mention flow experiences from your own life, and what you think the value of flow is in education. (50 points)

Unit Five: Chess game and competition Discussion postings.

The pages in the online unit provide greater detail for each of the assignments. Read Unit Five online within the course.

I. Post on the Discussion Board your Discussion F, the notation and annotation of your chess game with your in-class opponent. Please repeat the first five moves from Unit Two/Discussion C. Then continue with posting the remaining moves (from move 6 until the end of the game). Please have one annotation for every five moves or so, i.e. a 20-move game would have at least four annotations. The game must be at least 10 moves long to get credit. (50 points)

II. Post on the Discussion Board your Discussion G: Compare what you learned about competition and tournament chess from Ashley (pages 107-186, chapters 4 and 5) and *Children and Chess: A Guide for Educators* (Chapter 3). Cover at least two of the following three topics: 1) females and chess, 2) how tournaments are run 3) feelings about wins and losses. Alternate assignment: Instead of writing your own original posting, you may reply to another student's posting. For your Discussion G, you must have at least one quote from each book to show that you did the readings and the quotes must be different than those of students who posted before you. (50 points)

Unit Six: Lesson Plan Two (rough draft), chess in literature Discussion posting

The pages in the online unit provide greater detail for each of the assignments. Read Unit Six online within the course.

I. Email the instructor a rough draft of your Lesson Plan Two. To write Lesson Plan Two, review Chapters 1 and 8 of *Children and Chess: A Guide for Educators*. Your Lesson Plan Two can be original material, or it can be an adaptation (for your particular student or students) of a lesson plan in *Science, Math, Checkmate: 32 Chess Activities for Inquiry and Problem Solving*. It must be emailed in lesson plan format. Do not teach the plan yet! (50 points)

II. Post on the Discussion Board your Discussion H: Read a literary work (or a small portion of a literary work) in which chess is featured. Explain how you would meet one or more reading objectives using excerpts from this work. A list of literary works that include chess themes is on pages 38-39 (Sacrifice chapter) of *Children and Chess: A Guide for Educators*. You may not pick chess instructional books for this assignment. Alternate Assignment: If Library Reserves are available within the course, you may pick two articles from Library Reserves to analyze instead. (50 points)

Unit Seven: Lesson Plan Two (final draft), life lessons Discussion posting

The pages in the online unit provide greater detail for each of the assignments. Read Unit Seven online within the course.

I. Email the instructor the final draft of your Lesson Plan Two. Once she has responded by email to your final draft, you may go ahead and teach Lesson Plan Two to your chess student or students. (50 points)

II. Post on the Discussion Board your Discussion I. Read Ashley (pages 187-203, chapter 6) and *Children and Chess: A Guide for Educators* (Chapter 7) and post regarding what chess can teach people about life. Quote, giving different quotes than students that posted before you. Also include your own story (or that of your chess student or students) about how life skills have improved because of chess. (25 points)

III. Play at least 5 moves of chess with a new Chess Online classmate. That is, you play someone that you didn't already play in this course. You will need to finish the game by the end of Unit Eight. You will post the notation and annotations of the first five moves of the game in Discussion J. (25 points)

Unit Eight: Reflection Two and Chess Game notation/annotation Discussion posting

The pages in the online unit provide greater detail for each of the assignments. Read Unit Eight online within the course.

I. Email the instructor your Reflection Two of how the teaching of Lesson Plan Two went. (50 points)

II. Post on the Discussion Board your Discussion K, the notation and annotation of your chess game with your second in-class opponent. Please repeat the first five moves from Unit Seven/Discussion J. Then continue with posting the remaining moves (from move 6 until the end of the game). Please have one annotation for every five moves or so, i.e. a 20-move game would have at least four annotations. The game must be at least 10 moves long to get credit. (50 points)

Grading Policy

Each Unit is worth 100 points. Thus, for undergraduates, 800 points is the highest possible grade.

ED 4358 Grading Scale:

790-800=A+

740-789=A

720-739=A-

710-719=B+

660-709=B

640-659=B-

610-639=C+

580-609=C

560-579=C-

480-559=D

Below 479=F

Course & Instructor Policies

Each unit is valued at 100 points. Because the course is 8 units long, the highest possible score for unit completion is 800 points. Most assignments within each 100 point unit are worth 20-50 points. As you complete each assignment within a unit, Dr. Root will post an in-progress grade for that unit within the eLearning Grade Book. Please give her 24 hours to grade a submitted assignment before you inquire about your grade on that assignment.

You must finish all assignments listed within a unit by midnight of the last day of that unit. Late assignments are only accepted with a doctor's note or hospital admission record for you or an immediate family member. Computer malfunctions or other emergencies are not acceptable excuses, so plan to do assignments EARLY during the unit because you never know when disaster will strike. If you are past midnight, and don't have doctor or hospital documentation, you will get a zero for that assignment. For the chess game assignments, contact your partner on the first day of the unit to allow time for the chess game to be played. If you have an unresponsive partner, notify Dr. Root immediately and she will help you.

The undergraduate ED 4358 grading scale is based on 800 points, and the graduate ED 5344 grading scale is based on 1000 points. The Gradebook will show the

graduate grading scale, but undergrads need to keep in mind the 800-point scale available above.

Depending on what special chess and education events are available, one or two extra credit assignments may be offered to you. Such extra credit opportunities will be emailed to you and posted within your course. Extra credit opportunities are not guaranteed to be offered, so make sure you do all your regular unit assignments on time.

Student Resources

Access to many University resources are available to students. Some sources of interest include:

UTD Distance Learning: <http://www.utdallas.edu/distancelearning/students>

McDermott Library: Distance Learners (UTD students who live outside the boundaries of Collin, Dallas, Denton, Rockwall, or Tarrant counties) will need a UTD-ID number to access all of the library's electronic resources (reserves, journal articles, ebooks, interlibrary loan) from off campus. For UTD students living within those counties who are taking online courses, a Comet Card is required to check out materials at the McDermott Library. For more information on library resources go to <http://www.utdallas.edu/distancelearning/students/libraries.html>

Technical Support

If you experience any problems with your UTD account you may send an email to: assist@utdallas.edu or call the UTD Computer Helpdesk at 972-883-2911. For eLearning assistance, see <http://www.utdallas.edu/oe/distance/index.html>

UT Dallas Syllabus Policies and Procedures

For syllabus information that applies to all UTD courses, go to: <http://go.utdallas.edu/syllabus-policies>