

Course Syllabus

Course Information

ED 4359 Chess II - Using Institutional & Cultural Contexts of Chess

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, 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. ED 4359 students give examples of the roles of chess in history and in contemporary culture. Students in ED 4359 analyze essays on chess in education. Each student's culminating paper proposes improving an existing chess program or developing a new chess program. ED 4359 fulfills the Certificate in Critical Communication Skills (C3) written communication requirement.

Student Learning Objectives/Outcomes ED 4359 students learn the history of chess and consider its implications. Students summarize research and discuss resources to teach the game of chess. Students demonstrate knowledge of chess through playing and notating a game of chess with a classmate opponent. Students write a proposal for a chess program for an institution.

Textbooks and Materials

For the current semester, course texts may be on reserve at the UT Dallas McDermott library. To make sure you have what you need for each unit, though, it is best to acquire your own copies of the required course materials. Required and suggested course texts are available for sale at the UT Dallas bookstore, Off Campus books, and through online book retailers.

Your suggested text is *The Publication Manual of the American Psychological Association*. This text is abbreviated as “APA” throughout this syllabus and the online course. For a quick way to format references in APA, go to <http://citationmachine.net/>. Other APA instruction will be within this course.

Required Course Materials

Students receive a *First Lessons in Chess*© CD, or a link to download that software, available free from Interdisciplinary Studies, Michele Brown michelebrown@utdallas.edu or (972) 883-2323.

Students will be asked to view a movie with a chess theme as part of Unit Four, halfway through the course. You may want to skim Unit Four now, to see the list of movies. Plan to have one of those movies available to you during Unit Four.

The following references are in APA format, which you will use for your paper for this course.

Root, A. W. (2010). *People, place, checkmates: Teaching social studies with chess*. Santa Barbara, CA: Libraries Unlimited.

Root, A. W. (2011). *The living chess game: Fine arts activities for kids 9-14*. Santa Barbara, CA: Libraries Unlimited.

Root, A. W. (2012). *Thinking with chess: Teaching children ages 5-14*. Newton Highlands, MA: Mongoose Press.

Suggested Course Materials

The following reference is in APA format, which you will use for your paper for this course.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

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 4359 will be offered through eLearning. For information about eLearning, please go to <http://www.utdallas.edu/oe/distance/index.html>

Assignments & Academic Calendar

Each unit takes about two weeks if an ED 4359 student follows the 16-week schedule. Each unit takes about one week if an ED 4359 student follows the second 8-week schedule. I recommend that each student register early for the course so that he or she may follow the 16-week schedule. Your course will be officially listed as a second 8 weeks course by UT Dallas, 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 8-week) 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. All assignments within a unit must be completed by midnight at the end of that unit.

There are no exams in the course. Since this course is online, the students read my “lecture” for each unit. Students also have reading assignments for each unit, and must summarize and analyze those readings in threaded discussions. By participating fully in each Discussion Board question, you will be, in effect, writing parts of your Paper #1. You will be able to re-use postings you’ve done from the Discussion Board in your Paper #1.

Unit One: Chess Content

Here are the objectives for this unit, and the points you earn for achieving each objective. More details about each objective can be found by reading the pages of the online unit.

I. Each student will acquire the course texts and CD. (The “CD” may be a link to download software). Each student will read chapter 5 of Root (2011) and make a list of three topics in that chapter that he or she would like to investigate further. Then the student will locate those topics on the CD and discuss how the CD deepened his or her understanding of the topic (or of how to teach the topic). If the student wishes to use a Web site instead of the CD, pick one from the list “Internet Sites for Practicing Chess” (Root, 2011, p. 58). From his or her UTD email, the student will email the instructor a three paragraph response. (50 points)

II. Each student will select an institution about which to write a Paper #1 (program proposal) to improve, or develop, a chess program there. From a UTD email account, each student emails his or her institutional choice to the UTD instructor. The instructor will email back and forth with the student until a clear agreement is reached. (20 points)

III. Each student will post a self-introduction on the Discussion Board, in Discussion A. The self-introduction will tell the student’s chess level, major in college (or degree earned), job, and other general introductory information. (30 points)

Unit Two: Chess Content

Here are the objectives for this unit, and the points you earn for achieving each objective. More details about each objective can be found by reading the pages of the online unit.

I. Play at least 5 moves of chess with a classmate. The instructor will assign you a classmate to play with. You will need to finish the game by Unit Six, to post about it again in Unit Six. For Unit Two, you will post the notation and annotations of the first five moves of the game in Discussion B. Read Chapter 5 of Root (2011) for how to notate and Appendix C for how to annotate a chess game. (50 points)

II. Discussion C. Post the one best chess book, Web site, or piece of chess software for your proposed chess program. Tell why this one curriculum item is best for your institution (remind us of the name of the school, grade levels OR the name of the center, ages taught, etc.). Your Paper #1, which is a chess program proposal, is based on this discussion and subsequent discussions! (50 points)

Unit Three: Learners

Here are the objectives for this unit, and the points you earn for achieving each objective. More details about each objective can be found by reading the pages of the online unit.

I. Discussion Board D. Read the “Benefits of Chess” essay found in Chapter 1 of Root (2012). Tell which two challenges might address needs of your learners. To make your argument stronger, briefly summarize the challenges you picked (found in Chapters 3-6 of Root, 2012) and how you might adapt them to your learners. (50 points)

II. Discussion Board E. Tell what you learned from your outside reading about the cognitive or social needs of your learners. If you pick a resource not listed within Unit Three, you will need to get instructor approval of it at least two days before Unit Three is due. (50 points)

Unit Four: Learners

Here are the objectives for this unit, and the points you earn for achieving each objective. More details about each objective can be found by reading the pages of the online unit.

I. Discussion Board F. Movie time! Pick a film listed within Unit Four that relates to your learners. Tell what insights you got from the movie about the promise or peril of chess for your learners. (100 points)

II. Complete APA Tutorial by the due date for Unit Four. (50 points toward Paper #1 grade)

Unit Five: Chess History

Here are the objectives for this unit, and the points you earn for achieving each objective. More details about each objective can be found by reading the pages of the online unit.

I. Discussion Board G: What stories from the history of chess will resonate most with your proposed chess program population? Summarize the history contained in three lessons from Root (2010); one lesson from chapter 2, one lesson from chapter 3, and one lesson from chapter 4. Explain why those historical lessons will be meaningful in your proposed Paper #1 chess program. (100 points; this means an extra long and detailed answer.)

II. Rough draft of Paper #1 is due. Turning in your rough draft by the due date for Unit Five is worth 300 points toward your Paper #1 grade. (300 points toward Paper #1 grade)

Unit Six: Chess and Fine Arts

Here are the objectives for this unit, and the points you earn for achieving each objective. More details about each objective can be found by reading the pages of the online unit.

I. Discussion Board H. Pick either music, dance, art, or theater, based on what your learners need or what your institution emphasizes. Tell what you thought the connection of your fine art was with chess BEFORE reading the relevant chapter in Root (2011) and then what you thought AFTER reading that chapter. (50 points)

II. Discussion Board I. Play, notate, and annotate the remaining moves of your chess game with your classmate opponent, which you first posted about during Unit Two. (50 points)

Unit Seven: Societal Concerns

Here are the objectives for this unit, and the points you earn for achieving each objective. More details about each objective can be found by reading the pages of the online unit.

I. Discussion Board J. Which chess challenge do you think would be most persuasive to leaders of your target institution? Revisit Root (2012) with your institution in mind, not just your learners. Tell why the challenge (classify, predict, etc.) you pick for this discussion would resonate with societal and institutional goals, such as better citizens or more productive workers. (50 points)

II. Discussion Board K. Give one example of a chess program that addresses a societal problem. Search the Internet for a current program, give a link to its Web site or to a news story about it, and tell if the program appears credible or successful in solving the main societal problem it is trying to address. (50 points)

Unit Eight: Grants

Here are the objectives for this unit, and the points you earn for achieving each objective. More details about each objective can be found by reading the pages of the online unit.

I. Paper #1 is due for all students. (450 points toward Paper #1 grade)

II. Discussion L: Funding opportunities. All students search online and find funding source(s) for their proposed program. Post the granting institution, description of grant, and the link. ED 4359 students describe one opportunity. ED 5345 students summarize three opportunities. (50 points)

III. Discussion M: Play, notate, and annotate a chess game with a new classmate. (50 points)

Grading Policy

Each unit is worth 100 points. Thus the units are worth 800 points (50% of an ED 4359 student's course grade) and the Paper #1 is worth 800 points (the other 50% of an ED 4359 student's course grade). Please see previous section of this syllabus for detailed point by point break-down within each 100-point unit. Please see after the grading scale for criteria for your Paper #1. Grading scale is as follows (out of 1600 points possible):

1584-1600 A+

1472-1583 A

1440-1471 A-

1408-1439 B+

1312-1407 B
1280-1311 B-
1248-1279 C+
1152-1247 C
1120-1151 C-
1088-1119 D+
992-1087 D

Below 991 is an F

The eLearning Grade Book may be set up slightly differently, because 4359 and 5345 share a Grade Book. Your points and grades will follow the chart above.

Here are the guidelines for that Paper #1 assignment:

During the semester, you earn 350 of the 800 Paper #1 points. For Unit Four, you earn 50 points for completing an APA tutorial. For Unit Five, you earn 300 points for turning in a rough draft of Paper #1. Since the total for Paper #1 is 800 points, that means that 450 points remains for the final draft of Paper #1.

The Paper #1 final draft is due by the end of Unit Eight. It must be a minimum of five double-spaced pages and a maximum of ten double-spaced pages. All students taking ED 4359 write a proposal (Paper #1) for introducing, expanding, or formalizing chess at an educational, recreational, community, work or worship institution. There is no final exam for this course. You will email Paper #1 to me in Word format as an attachment. If you do not have Word, you can paste your paper in the body of your email. There should NOT be graphics or illustrations with this paper.

The sections of the paper are developed through your coursework. Paper #1 is based on the curriculum theory of Ralph Tyler (The Tyler Rationale), which states that three sources must be addressed by curricula. Those sources are content, developmental needs of learners, and societal concerns.

Here are the questions your Paper #1 final draft must answer to get a good grade:

1) Is this a proposal for a new chess program, or an improvement of an existing program? Does the proposal detail the institution (name, location, mission), the learners (ages, developmental needs, cognitive abilities), and the chess resources (books, software, Web sites, and other chess content) that will be involved? Does Paper #1 show how the chess program will meet the needs of the learners, the institution, and the community?*****Addressing the questions listed here, in 1), will earn 40% of your Paper #1 final draft grade*****

2) Does the Paper #1 use the readings from this course and also resources that students investigated in Discussions (such as software and movies) to support its points?*****Citing course texts and other resources to support your Paper #1's arguments will earn 40% of your Paper #1 final draft grade*****

3) Is APA format used? When I request APA format, I am only referring to
a) in-text citation (author, date) or (author, date, p. #), and
b) Your References section

So when you learn APA format, please concentrate on getting these parts correct.*****Having correct APA format will earn 20% of your Paper #1 final draft grade*****

Paper #1's final draft grade will not be reflected in your semester grade for the course if it is turned in after the last day of Unit Eight, as indicated by the Course Calendar for this class. Paper #2 is for ED 5345 students only.

Course & Instructor Policies

Each unit is valued at 100 points. Because the course is eight units long, the highest possible score for unit completion is 800 points. Paper #1 is another 800 points toward your grade. The grading scale, out of 1600 possible, is elsewhere in the syllabus.

No unit's assignments are accepted after midnight of that unit's due date. Deadlines are indicated by the Course Calendar. The only exceptions to the deadlines for assignments are if you can provide a doctor's note or hospital bill for you or for an immediate family member documenting medical emergencies. Otherwise, plan to turn in the work for the unit by the due date for that unit or face getting zeros for work turned in after midnight on the due date.

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.

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.

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.

UT Dallas Syllabus Policies and Procedures

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