

Online Course Syllabus ED 4358.0W1

Course Information

<i>Course Number/Section</i>	ED 4358.0W1
<i>Course Title</i>	Chess I: Using Chess in Schools
<i>Term</i>	Fall 2021

Instructor Contact Information

<i>Instructor</i>	Dr. Alexey Root
<i>Email Address</i>	aroot@utdallas.edu
<i>Online Office Hours</i>	Please email the instructor to make an appointment

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Because ED 4358 is an online course, offered through UT Dallas eLearning, students must have access to the Internet. Students must check their UT Dallas email account every day when enrolled in this course. To activate or maintain a UT Dallas account, go to [UTD's netid portal](#). Students do not need prior knowledge of chess.

Course Description and Modality

Chess I: Using Chess in Schools (3 semester credit hours) Using chess to teach critical thinking, math, and reading skills in the elementary and secondary classrooms. This course is also appropriate for chess instructors who wish to incorporate additional academic and humanistic goals into their programs. No previous knowledge of chess is required. This course is offered in the online modality through eLearning at UT Dallas. Instructor consent required. (3-0) Y.

Please go to [UT Dallas Syllabus Policies](#) for information about university policies, for example for COVID-19 Guidelines and Resources.

Student Learning Objectives/Outcomes

1. The student will analyze theories of curriculum and the role of chess in K-12 schools.
2. The student will demonstrate knowledge of chess through playing, notating, and annotating two games of chess with classmate opponents.
3. The student will create two lesson plans that combine educational goals and chess subject matter.
4. 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.
5. The student will quote, cite, and create references in APA Style.

Required Textbooks and Materials

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

Ashley, M. (2005). *Chess for success: Using an old game to build new strengths in children and teens*. Broadway Books.

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

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

Root, A. W. (2009). *Read, write, checkmate: Enrich literacy with chess activities*. Teacher Ideas Press.

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 McDermott library. It is recommended that you purchase the texts as the course reserves may be checked out when you need them.

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 [US Chess Federation](#).

Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the [Getting Started with eLearning](#) webpage.

Course Access and Navigation

This course can be accessed using your UT Dallas NetID account on the [eLearning](#) website. Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information. To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage. UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

Communication

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email may also be used during the semester. For more details, please visit the [Student eLearning Tutorials](#) webpage for video demonstrations on eLearning tools.

Distance Learning Student Resources

Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the [eLearning Current Students](#) webpage for more information.

Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time-sensitive assessment activity, such as the Discussion Board being unavailable, email Alexey Root your Discussion Board assignment. If UT Dallas email is not available, email Alexey Root using your personal email and follow up with a UT Dallas email once that email is available to you again. Students should immediately report any problems to the instructor and also contact the online eLearning Help Desk <https://ets.utdallas.edu/elearning/helpdesk>. The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

Assignments and Academic Calendar

UNIT	TOPIC	READING /ASSESSMENT / ACTIVITY
Unit 1	Meeting classmates, learning chess, and buying course texts. The pages in the online Unit One provide greater detail for each of the assignments.	<p>I. Buy the course texts. 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. The Library Reserves link is found within the course. It gives links to electronically-available articles. (0 points)</p> <p>II. Notify the instructor of your UT Dallas email address and Chess.com username. In this same email, tell the instructor that you understand the due dates on the Course Calendar and will finish your assignments for each unit by those due dates. Check your UT Dallas email every day when enrolled in ED 4358. In this same email, if you have a classmate you would prefer to be paired with for the Unit Two chess game, let Dr. Root know that classmate’s name. (20 points)</p> <p>III. Read and print the Syllabus and Course Calendar for your course. Links are posted within the course. (0 points)</p> <p>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)</p> <p>V. Play through the chessKIDS academy sections. (0 points)</p> <p>VI. Compare three topics on the chessKIDS academy Web site with the corresponding topics in chapters 2 or 3 of <i>Read, Write, Checkmate: Enrich Literacy With Chess Activities</i>. Email your comparison to Dr. Root. (50 points)</p>

UNIT	TOPIC	READING /ASSESSMENT / ACTIVITY
Unit 2	Read, Write, and Play Chess. The pages in the online Unit Two provide greater detail for each of the assignments.	<p>I. Read Chapter 4 of Root (2009) <i>Read, Write, Checkmate: Enrich Literacy With Chess Activities</i>. Then post on Discussion B at least one new thing you learned, either about how to notate or about how to annotate a chess game, from reading Chapter 4 of Root (2009). 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. You may reply to a classmate's posting instead of starting your own thread. Whatever you post for Discussion B must include a quote from Root (2009), following the directions from "How to quote" PDF found on the Course Homepage, in the Discussion Board folder, within eLearning. (50 points)</p> <p>II. Play at least five moves of chess with a Chess Online classmate. You will 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)</p>
Unit 3	Lesson Plan One (adapted from Root, 2008) and Ashley (2005) Discussion posting. The pages in the online unit provide greater detail for each of the assignments.	<p>I. Adapt an activity from Root (2008) <i>Science, Math, Checkmate: 32 Chess Activities for Inquiry and Problem Solving</i> 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. For now, you select your student or students and write the plan only. Teach just one or two concepts in chess in this 30- to 45-minute long plan, i.e. do NOT teach all the rules of chess at once! Also, do not teach the plan yet! Email me your adaptation (lesson plan tailored to your student or students) in lesson plan form. (50 points)</p> <p>II. Post on the Discussion Board your Discussion D, about Ashley (2005) <i>Chess for Success: Using an Old Game to Build New Strengths in Children and Teens</i> 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 who was inspired by an interest in a hobby or sport? Quote from Ashley's book by following the directions from "How to quote" PDF found on the Course Homepage, in the Discussion Board folder, within eLearning. Alternate assignment: Reply to someone who already posted on Discussion D, but you still need to include a quote (following the directions for "How to quote" PDF) from Ashley's book. (50 points)</p>

UNIT	TOPIC	READING /ASSESSMENT / ACTIVITY
Unit 4	Reflection One, flow Discussion posting. The pages in the online unit provide greater detail for each of the assignments.	<p>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 and include proof (photos, student work, etc.) that you taught Lesson Plan One. (50 points)</p> <p>II. Post on the Discussion Board your Discussion E. Read Ashley’s <i>Chess for Success: Using an Old Game to Build New Strengths in Children and Teens</i> (2005, pp. 55-106, which is Chapter 3) and Root’s <i>Children and Chess: A Guide for Educators</i> (2006, Chapter 2). Compare the readings on the topic of flow, quoting once from each book. Quote from Ashley (2005) and from Root (2006), following the directions from “How to quote” PDF found on the Course Homepage, in the Discussion Board folder, within eLearning. Also mention flow experiences from your own life, and what you think the value of flow is in education. (50 points)</p>
Unit 5	Chess game and Competition Discussion postings. The pages in the online unit provide greater detail for each of the assignments.	<p>I. Post on the Discussion Board your Discussion F, the notation and annotation of your chess game with your in-class opponent. If that game did not finish, you may post a different chess game with a classmate. Follow the Chess Game Checklist found within Unit Five in eLearning to get full credit for Discussion F. (50 points)</p> <p>II. Post on the Discussion Board your Discussion G: Compare what you learned about competition from Ashley’s <i>Chess for Success: Using an Old Game to Build New Strengths in Children and Teens</i> (pp. 107-186, Chapters 4 and 5) and from Root’s <i>Children and Chess: A Guide for Educators</i> (Chapter 3). Cover in depth the topic 1) women and chess. Or cover both topics 2) how tournaments are run and 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, quote from Ashley (2005) and from Root (2006), following the directions from “How to quote” PDF found on the Course Homepage, in the Discussion Board folder, within eLearning. (50 points)</p>

UNIT	TOPIC	READING /ASSESSMENT / ACTIVITY
Unit 6	Lesson Plan Two (rough draft), chess in literature Discussion posting. The pages in the online unit provide greater detail for each of the assignments.	<p>I. Email the instructor a rough draft of your Lesson Plan Two. To write Lesson Plan Two, review Chapters 1 and 8 of Root (2006) <i>Children and Chess: A Guide for Educators</i>. 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 Root (2006) or of an activity in Root (2008) <i>Science, Math, Checkmate: 32 Chess Activities for Inquiry and Problem Solving</i>. It must be emailed in lesson plan format. Teach just one or two concepts in chess in this 30- to 45-minute long plan. Do NOT teach all the rules of chess at once! Also, do not teach the plan yet! (50 points)</p> <p>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 Root (2006) <i>Children and Chess: A Guide for Educators</i>. You may not pick chess instructional books for this assignment. Alternate Assignment: Using the “Library Reserves” tab on the left menu of the course, pick two articles from Library Reserves to analyze instead. (50 points)</p>
Unit 7	Lesson Plan Two (final draft), life lessons Discussion posting. The pages in the online unit provide greater detail for each of the assignments.	<p>I. Email the instructor the final draft of your Lesson Plan Two. Once she has responded by email to your final draft, you may teach Lesson Plan Two to your chess student or students. (50 points)</p> <p>II. Post on the Discussion Board your Discussion I. Read Ashley’s <i>Chess for Success: Using an Old Game to Build New Strengths in Children and Teens</i> (pp. 187-203, Chapter 6) and Root’s <i>Children and Chess: A Guide for Educators</i> (Chapter 7) and post regarding what chess can teach people about life. Quote from Ashley (2005) and from Root (2006), following the directions from “How to quote” PDF found on the Course Homepage, in the Discussion Board folder, within eLearning. Also include your own story (or that of your chess student or students) about how life skills have improved because of chess. (50 points)</p>

UNIT	TOPIC	READING /ASSESSMENT / ACTIVITY
Unit 8	Reflection Two and Chess Game notation/annotation Discussion posting. The pages in the online unit provide greater detail for each of the assignments.	<p>I. Email the instructor your Reflection Two of how the teaching of Lesson Plan Two went and include proof (photos, student work, etc.) that you taught Lesson Plan Two. (50 points)</p> <p>II. Post on the Discussion Board your Discussion J, the notation and annotation of your chess game with your second ED 4358/4359 opponent (a different opponent than you played for Unit Two and Unit Five). Follow the Chess Game Checklist found within Unit Five in eLearning to get full credit for Discussion J. (50 points)</p>

Grading Policy

Each Unit is worth 100 points.

ED 4358 End-of-semester Grading Scale

POINTS EARNED	LETTER GRADE AWARDED
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 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. Assignments within each 100-point unit are worth between 20 and 50 points.

As you complete each assignment within a unit, Dr. Root will post an in-progress grade for that unit within the eLearning “My Grades.” Please give her 48 hours to grade a submitted assignment before you inquire about your grade on that assignment.

Dr. Alexey Root offers the following help for each assignment:

If you want a chance to redo an assignment (to gain more points on that assignment), turn in that assignment 24 hours or more before its deadline. Turn in the assignment as advised in the unit, for example, discussions should be posted in the correct discussion area (i.e., Discussion A postings in the Discussion A area). If advised to improve it, email the changed assignment before the deadline for that unit. You have one chance to email your improved assignment for more points. That is, you do not get multiple do-overs.

If you first turn in an assignment 24 hours or less before its deadline, Dr. Root will grade your assignment “as is” and your assignment is not eligible to be redone for additional points. Assignments turned in 24 hours or less before deadline may be redone for learning purposes only. Therefore, you are encouraged to turn in assignments early (24 hours or more before deadline). Assignments that are turned in after the deadline earn zero points.

Another incentive for posting your Discussion Board assignments early is explained in the “How to quote” PDF available in your course. For assignments that require quotes, 20% of your grade is for accurate quoting and for APA Style with regard to citation and your References.

However, if you post the same quote a classmate already posted, you will not get credit for reading the book from which that quote was taken. Therefore, your assignment will earn at most 50% of its assigned value. That is, a 50-point maximum assignment would earn a maximum of 25 points if your quotes duplicate those of students who posted their Discussion Board answers before you posted yours. Furthermore, Dr. Root may refer you for Academic Dishonesty (plagiarism) to the Office of Community Standards and Conduct.

If you do not include a quote in an assignment that requires a quote, your assignment will earn at most 50% of its assigned value.

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. If the illness is yours, follow the guidelines provided by the [Office of Student AccessAbility](#), submitting your doctor’s note to the Dean of Students for a temporary disability (such as a broken limb) or to the OSA for a documented physical, mental, or sensory disability.

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 date/time shown on your email or on your Discussion posting determines whether you have made the deadline. For example, once your Discussion post is published, you won't be able to edit it. You can, however, delete it (as long as there are no replies to it). The purpose of this restriction is to make clear the date/time you published your post as no late postings (even one minute past the deadline late) get credit.

Extra Credit

You will be notified via eLearning Announcements about one or two extra credit opportunities, available to all students. No individualized extra credit opportunities are offered. In most semesters, the total extra credit points offered is less than 50. Do not count on extra credit points to pass your course or to raise your grade.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same: *“As a Comet, I pledge honesty, integrity, and service in all that I do.”*

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to [UT Dallas Syllabus Policies](#) webpage for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Instructor.