

Course Syllabus for ED 4358

Course Information

ED 4358 Using Chess in Elementary Schools

Spring 2017

Instructor Contact Information

Dr. Alexey Root, aroot@utdallas.edu, office hours by appointment. If you need assistance with registration, please contact Dr. Root to get the name of the current administrative assistant for this course.

Instructor permission is required. For permission, email Dr. Alexey Root by 5:00 p.m. on the Friday before the first day of class of the second eight-week session. The permission deadline is in place so that students will have eLearning course access by the first class day of the second eight week session.

Dr. Alexey Root offers a 16-week schedule for students who register at the beginning of the fall or spring semester. Email <aroot@utdallas.edu> to ask for the Course Calendar which lists the 16-week and second 8-week options. No matter what schedule you follow within the course, the course will be listed on your official schedule as a second 8-week session course.

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

Students must have access to the Internet during the semester that they are enrolled in Chess Online. 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 <http://netid.utdallas.edu>. Students do not need prior knowledge of chess.

Course Description

This course is three semester hours. ED 4358 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 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 analyze theories of curriculum and the role of chess in K-12 schools. The student will demonstrate knowledge of chess through playing, notating, and annotating two games of chess with classmate opponents. 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. The student will write quotes, citations, and References in APA Style.

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 McDermott library. It is recommended that you purchase the texts as the course reserves may be checked out when you need them. Textbooks and some other bookstore materials can be ordered online through Off-Campus Books <http://www.offcampusbooks.com> or the UT Dallas Bookstore <http://www.bkstr.com/texasatdallasstore/home>. They are also available in stock at both bookstores.

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 (US Chess Federation Sales link).

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 <http://www.utdallas.edu/elearning/students/getting-started.html#techreqs> on the Getting Started with eLearning webpage <http://www.utdallas.edu/elearning/students/getting-started.html>.

Course Access and Navigation

The course can be accessed using the UT Dallas NetID account at: <https://elearning.utdallas.edu>. Please see the course access and navigation <http://www.utdallas.edu/elearning/students/getting-started.html#courseaccessandnav> section of the site for more information. To become familiar with the eLearning tool, please see the Student eLearning Tutorials <http://www.utdallas.edu/elearning/students/eLearningTutorialsStudents.html>. UT Dallas provides eLearning technical support 24 hours a day/7 days a week. The eLearning Support Center <http://www.utdallas.edu/elearninghelp> services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

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-week schedule. Your course will be officially listed as a second 8-week course by the registrar, but these two different schedule options (16-week and second 8-week) are offered within your course by your instructor.

Due dates for units 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-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 and deadlines.

There are no exams in the course. There are assignments: reading course texts and writing about what you read, playing chess with a classmate, teaching a chess lesson, etc. And since this course is online, students read units (lectures) within UT Dallas eLearning. Most units are about six single-spaced Microsoft Word pages long. There are eight units in this course. 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 in eLearning, and the readings listed for each unit, to be successful. For assignments requiring quotes from texts, I will take points off for

mistakes in APA Style with regard to citation(s) and your Reference(s). For APA Style help, follow the directions from “How to quote for Discussion Board postings” PDF found on the Course Homepage, in the Discussion Board folder, within eLearning.

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 eLearning 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. Notify the instructor of your UT Dallas 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 UT Dallas email every day 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 chessKIDS academy lessons, located here <http://www.chesskids.me.uk/> (0 points)

VI. Compare three individual lessons on the chessKIDS academy Web site 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 eLearning course.

I. Read Chapter 4 of Root (2009) which is the text *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 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 for Discussion Board postings” PDF found on the Course Homepage, in the Discussion Board folder, within eLearning. (50 points)

II. Play at least five moves of chess with a Chess Online classmate. If you finished Unit One by deadline, Dr. Root will assign you a classmate to play or you can email Dr. Root (by the end of Unit One) to request someone in Chess Online that you would particularly like to be paired with. 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)

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 eLearning 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. 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)

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 who was lifted up by an interest in a hobby or sport? Quote from Ashley's book by following the directions from "How to quote for Discussion Board postings" 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 for Discussion Board postings") 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 eLearning 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 Ashley's *Chess for Success* (pages 55-106, which is Chapter 3) and Root's *Children and Chess: A Guide for Educators* (Chapter 2). Compare the readings on the topic of flow, quoting at least once from each book. Quote from Ashley (2005) and from Root (2006), following the directions from "How to quote for Discussion Board postings" 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)

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 eLearning course.

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)

II. Post on the Discussion Board your Discussion G: Compare what you learned about competition from Ashley's *Chess for Success* (pages 107-186, Chapters 4 and 5) and from Root's *Children and Chess: A Guide for Educators* (Chapter 3). Cover in depth the topic 1) females and chess, which will include summarizing a separate essay by Nigel Short. 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 for Discussion Board postings" PDF found on the Course Homepage, in the Discussion Board folder, within eLearning. (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 eLearning 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. 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)

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: Using the “Library Reserves” tab on the left menu of the course, 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 eLearning 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 teach Lesson Plan Two to your chess student or students. (50 points)

II. Post on the Discussion Board your Discussion I. Read Ashley’s *Chess for Success* (pages 187-203, Chapter 6) and Root’s *Children and Chess: A Guide for Educators* (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 for Discussion Board postings” 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)

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 eLearning 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 J, the notation and annotation of your chess game with your second classmate opponent. Follow the Chess Game Checklist found within Unit Five in eLearning to get full credit for Discussion J. (50 points)

Grading Policy

Each Unit is worth 100 points. A total above 800 is possible if extra credit is offered and completed by stated deadlines.

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 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 24 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), submit that assignment 24 hours or more before its deadline. If advised to improve it, submit the changed assignment by the deadline for that unit. You have one chance to resubmit your improved assignment for more points. That is, you do not get multiple do-overs.

If you first post or email an assignment within 24 hours of 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 can be redone for learning purposes only. Therefore, you are encouraged to turn in assignments early (24 hours or more before deadline).

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 turn in your assignment after midnight on the deadline day, 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 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.

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.

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/elearning/>

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>

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 <http://go.utdallas.edu/syllabus-policies> for these policies.

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