

Course Syllabus for ED 4359

Course Information

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

Three 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 for their selected institutions. Students summarize research and discuss resources to teach the game of chess. Students demonstrate knowledge of chess through playing, notating, and annotating two games of chess with classmate opponents. Students write a proposal for a chess program at an institution, with citations and References in APA Style.

Textbooks and Materials

For the current semester, the ED 4359 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. 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.

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.

Other APA instruction will be within this course.

Required Course Materials

Students watch a film with a chess theme as part of Unit Four, halfway through the course. You may want to skim Unit Four within eLearning now for the list of chess-themed films. Plan to have one of those films 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, places, 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 (US Chess Federation Sales).

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 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. Your course will be officially listed as a second 8-week course by UT Dallas, but these two different schedule options (16-week and second 8-week) 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-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 units (typed-out lectures) within the eLearning course. The ED 4359 eLearning units are between three and five pages long. Students also have reading assignments in texts, play through chess software or Web sites, and watch one chess-themed film. Students must summarize, quote from, and analyze those text readings, computer resources, and film in threaded discussions. By participating fully in each Discussion Board question, you will be writing parts of your Paper #1. You will be able to re-use your Discussion Board postings 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 eLearning unit.

- I. Each student will acquire the course texts. Each student will read chapter 5 of Root, A. W. (2011). *The living chess game: Fine arts activities for kids 9-14*. Santa Barbara, CA: Libraries Unlimited. Then the student will make a list of three topics in that chapter that he or she would like to investigate further. Then the student will locate those same three topics on the Web site <https://en.lichess.org/learn#/> and compare how that Web site's instruction on those three topics differs from Root (2011). From his or her UTD email, the student will email the instructor a three-paragraph response, with one paragraph for each topic chosen. (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 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 eLearning unit.

- I. Play at least five moves of chess with a classmate. The instructor will assign you a classmate to play with or, if you know someone in the class, notify the instructor that you would like to be paired with that classmate. 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. Also follow the Chess Game Checklist in Unit Two within your eLearning course. (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 eLearning 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. Remind us who your learners are. Describe in detail the chess content of the challenges you picked (find them by reading 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. Remind us who your learners are. Tell what aspects of chess might fit best with the cognitive or social levels of your learners and why. 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 eLearning 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 film about the promise or peril of chess for your learners. Remind us who your learners are. (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 eLearning 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 up to 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 eLearning unit.

I. Discussion Board H. Pick 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 moves of your chess game with your classmate opponent, which you first posted about during Unit Two. You must follow the Chess Game Checklist in Unit Six. (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 eLearning 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 one challenge you pick for this discussion would resonate with societal and institutional goals, such as better citizens or more productive workers. Pick a different challenge than the two that you wrote about for Discussion D. Be sure your response shows that you have read and understood your selected chess challenge, either by providing quotes from the

challenge or by summarizing its main points. (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. You must pick a Web site not mentioned by students who posted earlier than you. (50 points)

Unit Eight: Grants

Here are the objectives for this unit, and the points you earn for achieving each objective. More challenge or by summarizing its main points. (50 points)

I. Paper #1 is due for all students. You can earn up to 450 points for this final draft of Paper #1. (450 points toward Paper #1 grade)

II. Discussion L: Funding opportunities. All students search online and find a funding source for their proposed program. Post the granting institution, description of grant, and the link. You must pick a funding source not mentioned by students who posted earlier than you. (50 points)

III. Discussion M: Play, notate, and annotate a chess game with a new classmate that you chose from within our group on Chess.com. Follow the Chess Game Checklist in Unit Six within your eLearning course. (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 Paper #1-related assignments are 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 Units and your Paper #1. Extra credit opportunities make grades above 1600 possible.

Grading scale is as follows (out of 1600 points possible):

1584-1600 (or higher) 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

Units:

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 100 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. Note that you may or may not get the listed points for each assignment. For example, if you do not meet all the criteria for a 50-point assignment, you may be awarded between zero and 49 points instead of the full 50-points.

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 can earn up to 300 points for turning in a rough draft of Paper #1. Since the total for Paper #1 is 800 points, up to 450 points remain 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 earn some or all of the 450 points possible:

- 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 a film) 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. #), or the equivalent citation for other sources such as films or Internet sites, and
 - b) Your Reference List

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.

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-related assignments are another 800 points toward your grade. The grading scale, out of 1600 possible, is elsewhere in the syllabus.

Dr. Alexey Root offers help on your assignments. 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 redo 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, it will be graded “as is” and will not be 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).

The “revision for more points” applies for Unit One and Discussion Board assignments only. It does not apply for the 800-points of assignments associated with Paper #1. For Paper #1, you are allowed only APA tutorial, one rough draft, and one final draft, as indicated within Unit Four (APA Tutorial), Unit Five (rough draft), and Unit Eight (final draft). In other words, it doesn’t matter for grading purposes whether you turn in Paper #1 related assignments early or not. But you must turn in each Paper #1 assignment by the deadline day for the unit where that Paper #1 assignment is listed.

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. Likewise, no late emailed assignments are accepted for credit.

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.

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.

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.