



**READ 3323**  
**Literacy in the Classroom**  
**The University of Texas at Tyler School**  
**of Education**

---

**Course:** READ 3323-060 (20725)  
**Semester & Year:** Spring 2025  
Undergraduate  
Online

**Instructor Information:** Yvonne Atkins  
Adjunct Professor  
**Office:** Zoom via appointment and Open Appointments  
**Phone:** 903-593-4063  
**Email:** [yatkings@uttyler.edu](mailto:yatkings@uttyler.edu) (preferred method of contact)  
**Office Hours:** Zoom via appointment

**Course Description:** Catalog description: *READ 3323 Children's Literature*  
"Study of features, history, selection, and use of Children's Literature. Designed for teachers in preparation in the Pre-K through elementary levels." <https://catalogs.uttyler.edu/2021-2022/Catalog/Courses/READ-Reading-Education/3000/READ-3323>

**Knowledge Base(s) and Rationale:** Children's Literature is a required course for everyone in teacher preparation programs, i.e., students preparing to teach EC-6. You're encouraged to take Read 3323 early in your program because its content provides very practical, useful support to everything you do in all your other teacher preparation coursework and clinical experiences. Most importantly, what you learn about children's literature and the books you read and hear about will help you throughout your teaching career, regardless of your job's content area or grade level. In addition, you'll also be able to use what you learn in READ 3323 in your personal life, as you share books with your own families or as you participate in community volunteer work.

This undergraduate level course builds upon the knowledge base and experiences gained in prior undergraduate coursework and toward which you will build in field experiences that address language and literacy issues. The course addresses Children's Literature and its effective educational use, selection, and history.

**Course content incorporates the following standards for the preparation of reading professionals:**

- *International Literacy Association* (ILA, 2010);
- *Texas State Board for Educator Certification Standards* (TSBECS, 2016)
- *Texas Educator Standards* (TES Title 19: Chapter 149, Subchapter AA, Rule: 149.1001),
- *Texas Essential Knowledge and Skills* (TEKS)
- *English Language Proficiency Standards* (ELPS 74.4),
- *Texas Prekindergarten Guidelines* (TPG 2015),
- *International Society for Technology in Education Standards for Educators* (ISTE)

**Student Learning Outcomes (SLO)**

Upon successful completion of the requirements of this course, students will have an opportunity to:

1. Define children's literature and its qualities; acquire knowledge of the different genres and forms of children's literature, including the history and development of each type.
2. Appreciate and understand representative samplings of different genres/forms; review contemporary societal issues in children's literature; and analyze contexts of children's literature.
3. Develop awareness of differentiation of book selection for diverse student populations including make recommendations to specific students or to classes of students regarding quality children's literature for use in lesson planning in order to stimulate interest, increase motivation, tap prior knowledge, and activate engagement of students.
4. Apply knowledge gained to make judgements about children's books for literary and academic (e.g., disciplinary) value including reading level and grade level.

**Standards Matrix:**

Student Learning Outcome	Activities	Assessment	Standards Alignment
1. Define children's literature and its qualities, acquire knowledge of the different genres and forms of children's literature, including the history and development of each type	Genre Study  Library Sessions  Read Alouds  Background Knowledge	Quizzes  Creative Reading Responses  Library Work Sessions  One Pagers  Discussions	*TES 3Ai; 3Aiii *In TASC 2e; 2g; 3n; 3o; 3p; 4j; 5c; 5i; 5j; 5k *TEKS b1A, b1F. b1G *PreK Guidelines IIIA1 *ISTE 1a; 1c *ELPS c1A; c1F *TxCCRS A2; A3; A6; A8; B1

2. Appreciate and understand	Genre Study	Creative Reading Responses	*TES 3Biii
representative samplings of different genres/forms; review contemporary societal issues in children's literature; and analyze contexts of children's literature	Library Sessions Read Alouds	Library Work Sessions  One Pagers  Discussions	*InTASC 1a; 3b; 4b; 5d; 9e; 9f *TEKS b4A; b4B; b5A-D; b7 *PreK Guidelines IID2; IID3 *ISTE 4a; 4b *ELPS c2A; c2D *TxCCRS D1; D2
3. Develop awareness of differentiation of book selection for diverse student populations including making recommendations to specific students or to classes of students regarding quality children's literature for use in lesson planning in order to stimulate interest, increase motivation, tap prior knowledge, and activate engagement of students.	Genre Study  Library Sessions  Small Group Read Alouds  Collective Poem	Bookshelf/Database Project  Poetry Project  Discussions  Library Work Sessions	*TES 1Ci; 2Aii; 2Bii. 2Biii; 3Ci; 3Cii; 4Ai; 4Aii; 4Aiii; 6Ai; 6Bi *InTASC 1b; 1c; 1f; 1i; 2b; 2d; 4b; 8e *TEKS b5A-D; b8A-B; b9; *PreK Guidelines IIIE3 *ISTE 3a; 3b; 5a *ELPS c2E; c2F *TxCCRS C1; C2; C3; C4

Apply knowledge gained to make judgements about children's books for literary and academic (e.g. disciplinary) value including reading level and grade level.	Genre Study  Library Sessions  Literature Circles  Bookshelf Share	Bookshelf/Database Project  Literature Circle Role Sheets  Read Aloud Project  Library Work Sessions  One Pagers	*TES 1Aiii; 4Bii; 4Di; 5Ai; 5Aii; 6Ai; 6Bi *InTASC 1c; 4f; 4g; 5q; 5r 7e; 7f; 7g; 9e; 9f *TEKS b6A-D; b10A-D; b11A-B *PreK Guidelines IID4 *ISTE 4a; 4d; 7a; 7b; 7c *ELPS c4F; c4G *TxCCRS A1; A5; A7; B3; C4
---	--	--	---

## COURSE EVALUATION AND REQUIREMENT DESCRIPTION

### Performance Assessments

**Grading is based on the total number of points accumulated by each student at the end of the semester for all evaluations including exams, assignments, and class activities.** The assignments and projects outlined below are designed to contribute in a different, and yet complementary way in achieving the stated course objectives.

### 1. (Meet & Greet) 6 points

**Meet & Greet (Week 1) 3 points** (all posts are due at the end of **Week 1, September 1**, by 11:59pm). Please try to post on or before **Friday, August 30th** so others can respond.

**Post:** Record a video of yourself on Canvas Discussion. You'll have a few minutes to tell us a little about yourself (e.g., who you are, where you are from, goals, teaching, a book, or movie you've enjoyed and a "fun" fact). **Note: Try getting this up by Friday, August 30, 2024 (to give others the opportunity to respond).** **Comment:** By the end of Week 1, by 11:59pm, get around to five people (go for a mixture of people, especially those you don't know well) and respond in a brief and friendly way to their posts.

#### Grading

**Post=3.5**

**Comment=0.5 x 5 comments=2.5 points**

**Total possible points 6.0**

### 2. FOUR ONE-PAGERS (2points – 4 @ 2 pts each)

Reflective writing at the conclusion of your reading of a particular work. Under your name and date, please include **complete APA citation** for book [e.g. Hesse, K. (1997). *Out of the Dust*. New York: Scholastic.] Also, in your discussion, please **include book page numbers** to anchor your quotes and comments securely to the evidence in the text. Specifically discuss each book as:

- **Reader:** What was particularly engaging? What was problematic? What kinds of images did you see/hear/touch/taste/smell? What kinds of connections did you make to this text a) personal, b) to other texts (including films, etc.), c) to the world? What did this bring up for you? Did you have an emotional response? What was the emotion? Why?
- **Recommender:** To whom would you recommend this book? Why or Why not?

**The Four Books One-Pagers will include:**

- 1) *Ramona* book of your choice
- 2) *Out of the Dust* or *Heroes & She-Roes*
- 3) *Seedfolks*
- 4) Jason Reynolds (*Long Way Down*)

**3. Kinds of Thinking and Tools to Use. 1 Book @ 3 points Book of Choice 2pts.**

- 1) *Reading Magic*
- 2) Book of Choice (Young Adult Books)

**4. ONLINE DISCUSSIONS**

You will engage deeply with class texts. Active engagement entails completing assigned readings on time, asking critical questions, and exploring implications and applications of knowledge gained for your own professional work. In general, it is imperative that any discussion (face-to-face and/or Canvas) maintain a polite and collegial tone.

Moreover, it is important that each person express him/herself fully and with supporting detail. Generally, each Canvas discussion post should be between **100 and 250 words** of well-developed and coherent connection to and thinking about a given topic. In your replies to other students, you should strive to maintain a positive and appreciative tone. As professional educators, being able to disagree and maintain a positive relationship is a valuable skill well worth continuous development.

**5. CHILDREN'S LITERATURE DISCUSSION (12 points-6 @ 2 pts each)**

- 1) Childhood Friends
- 2) The Teacher's Role in Developing Engaged Readers
- 3) Ted Talk Discussion
- 4) Article Discussion
- 5) TEKs Discussion
- 6) Literature Circles/Role Sheets

**6. PICTURE BOOK READ ALOUD PROJECT - (10 points)**

Select an award-winning picture book. Videotape yourself reading it aloud to a child/children. Try to get the child/children actively engaged in the read aloud. The options for the read aloud include:

- Sit directly next to the child
- Sit with the child/children facing you. Make sure they can see the pictures as you turn the pages

**After the read aloud, write a reflection** on how you did. Answer the following questions:

- **Project Information:**
  - Describe the child. Name, Age, Gender, Relationship to You? (*You must receive written permission to videotape this child. Permission slips will be provided in the modules.*)
  - Describe the book. APA Book Citation
- **Contextual Information:**
  - Describe where the read aloud took place?
  - Describe when the read aloud took place? Date/Time? ○ Describe if there were any external distractions during the read aloud. ○ Describe how you and the child were positioned during the read aloud.
  - Describe how long the read aloud took.
- **Project Reflection:**
  - Why did you choose this book to read aloud? ○ Describe the read aloud. What did you do? What did the child do? ○ How did you try to get the child actively engaged in the read aloud (i.e. used character voices, used props, asked questions, make predictions, make connections)?
  - How did the child respond to the read aloud? ○ Were you surprised by the child's response? Why/Why not? ○ On a scale of 1-3 (1 = negative experience, 2 = neutral experience, 3 = positive experience) rate your performance during the read aloud. Why did you give yourself this rating? ○ If you could do the read aloud again would you do anything differently? Why/Why not?
- **Project Presentation:**
  - Upload the video and reflection in Canvas.

## **7. POETRY CAFÉ (10 points)**

Poetry is meant to be read aloud and enjoyed. Select an award-winning children's poet from a list provided. Research this poet and find at least one book of their poetry. **Create a one page handout that showcases the life and work of the poet. Submit the handout in Canvas for peers to review at least one week in advance of the POETRY CAFÉ.**

**During the POETRY CAFÉ,** be prepared to **masterfully** read aloud at least two poems (10 MINUTES MAX). The POETRY CAFÉ is an opportunity for you to be exposed to many different poets and see how you can make poetry meaningful and exciting for your future students. You will not be college students on this day. You will be transformed into poets, **reciting the poems fluently, with expression.** (Make sure to respond to all **the different poetry readings with some positive feedback**). **You** will respond to at least 4 classmates.

- Poet information 2 points
- Reciting POETRY 4 points
- Peer Response (at least 4 classmates) 4 points

### **8. LIBRARY WORK (10 points)**

We will work closely with the Children's Literature Librarian and will undertake a number of hands-on/minds-on activities associated with helping you become familiar with genres, texts, authors, illustrators, grade levels, and more. **You are expected to participate fully.** Preparation for each library session includes **reading/previewing the library lecture notes and taking the subsequent library session quizzes.**

### **Library Conference for Classroom Bookshelf with Vandy 05 points**

### **9. CLASSROOM BOOKSHELF/DATABASE PROJECT (20 points) Classroom Bookshelf 5 favorite books from Classroom Bookshelf Data Base (5 points) \*\*\*Total 25 points**

You need to familiarize yourself with the children's section of the library and make friends with your librarian! **You will choose 25 children's books** from various genres/forms to create a simulated/virtual future classroom bookshelf – the beginnings of your own classroom library over which you will create an **annotated bibliography**. These books will coincide with the different genres/forms that we will study throughout the semester. Entries for each book should include book, picture and book title, the author/illustrator, copyright date (2010-2024, genre/form, reading level, TEKS standards for classroom use, and book summary (**in your own words**). This is an opportunity for you to start thinking about your classroom library collection of children's literature and explore their potential use as a future teacher. Submit your complete annotated bibliography in Canvas. **Please make sure you include the information on the template. (20 Points). You will present 5 of the 25 books, to your classmates, on Canvas. You will introduce the books and give a brief summary of the books.**

### **Projects & Grading Criteria**

<b>Class Projects</b>	<b>Points</b>
Meet & Greet	(6 points)
Quizzes	(10 points 1 pt. each)
4 One-Pagers	(8 points 2 pts each)
2 Kinds of Thinking/Tools	(4 points 2 pts each)
Read-aloud Project	(10 points)
Poetry Café Project	(10 points)
Participation in Children's Literature Online Discussions	(12 points)
Library work and Participation + Conference	(15 points)
Classroom Bookshelf Project Presentation	(5 points)
Classroom Bookshelf Project	(20 points)

**Note: Course grade is calculated on total percentage of overall grade.**

Performance standards			
Points	Percent	Grade	Standard
90-100	90%	A	Superior
80-89	80%	B	Above Average
70-79	70%	C	Average
60-69	60%	D	Below Average
00-59	59% or below = "F"	F	Mediocre

***Last day to Withdraw from Course: Monday, March 31, 2025.***

**Required Texts, Materials, & Supplies:**

1. Tunnell, M. O.; Jacobs, J.S.; Young, T. A.; and Bryan, G. (2016). *Children's Literature, Briefly, 7<sup>th</sup> Edition*. Boston: Pearson. ISBN-10: 0135185874  
ISBN-13: 978-01351858872
2. Fox, M. (2008). *Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever, 2<sup>nd</sup> Edition*. New York: Houghton Mifflin.  
ISBN-10: 0156035103 ISBN-13: 978-0156035101
3. Jason, R (2019). Long way down, Simeon and Schuster  
ISBN-10: 1481438263 ISBN-13:  
978-1481438261 **REQUIRED**  
**TRADEBOOKS:** (in alphabetical  
order)
  1. Self-selected picture books representing various genres/forms.
  2. **CHOOSE ONE –Fantasy**
    - a. DiCamillo, K. (2003). The Tale of Despereaux being the story a mouse, a princess, some soup, and a spool of thread. Scholastic Inc.
    - b. Babbit, N. (1975). Tuck Everlasting. Scholastic Inc.
    - c. White, E. B. (2001). Charlotte's Web. Harper Collins.
  3. **CHOOSE ONE-Realistic Fiction**
    - a. Cleary, B., (Reprint 2009). Beezus & Ramona. Harper Collins.
    - b. Cleary, B., (Reprint 2009). Ramona & He Father. Harper Collins.
    - c. Cleary, B., (Reprint 2009). Ramona the Brave. Harper Collins.
    - d. Cleary, B., (Reprint 2009). Ramona the Pest. Harper Collins.
  4. **CHOOSE ONE-POETRY**
    - a. Hesse, K. (1997). *Out of the Dust*. Scholastic Inc.



- b. Lewis, J.P. (2005). *Heroes and She-Roes: Poems of Amazing and Everyday Heroes*. Penguin.

5. **CHOOSE ONE**

- a. Lobel, A. (1980). *Fables*. Harper & Row.
- b. Fleischman, P. (1997). *Seedfolks*. Harper Collins.

**Note:** *A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

**READ 3323-001: CLASS CONTENT AND READING ASSIGNMENTS / DUE DATES**  
**Tentative Schedule Fall 2024**

<b>DATES</b>	<b>Module &amp; Date</b>	<b>Activities, Assignments &amp; Due Dates</b>
<b>Week 1</b> <b>01/13/2025</b>	<b>Module 1</b>	<p><b>Lecture(s)</b></p> <ol style="list-style-type: none"> <li>1. Instructions for Week 1</li> <li>2. Lecture: Course Overview (What is children's literature?)</li> <li>3. Content Lecture: Read Alouds (Read Aloud Log) You will turn this in at the end the last week of class.</li> <li>4. Content Lecture: Chapters 1 &amp; 2 (Read, Read, Read and What Is a Good Book?)</li> <li>5. PowerPoint Chapters 1 &amp; 2</li> </ol> <p><b>READ</b>  Textbook: Tunnell et al., <b>Chapters 1 &amp; 2</b>  <b>E-Learning Activities:</b>  <b>Meet &amp; Greet.</b> All posts &amp; Comments Due <b>Sunday, January 19<sup>th</sup> by 11:59pm.</b>  <b>Preferred POST by Friday, January 17<sup>th</sup></b> (so peers can respond) by 11:59pm  <b>COMMENTS by Sunday, January 19<sup>th</sup> (11:59pm):</b> quick comment to peers.</p> <p><b>Syllabus Search Activity (Syllabus Search and Find Activity Sheet)</b></p>
<b>Week 2</b> <b>01/20/2025</b>		<p><b><u>HOLIDAY, MONDAY, JANUARY 20, 2025</u></b></p> <p><b>Lecture(s)</b></p> <ol style="list-style-type: none"> <li>1. Content: Read Aloud (Read Aloud Sheet to be turned in the last week of class.</li> <li>2. Lecture: Fox, Reading Magic</li> <li>3. Lecture: Kinds of Thinking and Types of Tools</li> </ol> <p><b>PowerPoint</b>  <b>Quiz:</b> Tunnell, Chapters 1 &amp; 2</p> <p><b>READ:</b> Tunnell et al., <b>Ch. 7 (Organizing Children Literature by Genre)</b>  <b>PowerPoint</b>  <b>READ: Fox, Reading Magic using Kinds of Tools and Types of Thinking. Due January 26<sup>th</sup> at 11:59pm</b>  <b>ONLINE Discussion:</b> Two (2) entries "Childhood Friends"</p> <p><b>LIBRARY WORK:</b>  <b>Complete library activities</b></p> <p><b>*Topical video lecture (Genre/Form) +Online Quiz</b>  <b>Library Hands-on Activities (complete the hands-on activities)</b></p>

<p><b>Week 3</b> <b>01/27/2025</b></p>	<p><b>Module 3</b></p>	<p><b>Lecture(s):</b></p> <ol style="list-style-type: none"> <li>1. Content: Read Aloud</li> <li>2. Lecture : Tunnell et al, Chapters 3 &amp; 4 (How to Recognize a Well-Written Book)</li> <li>3. Picture Book Read Aloud <b><u>Project Information</u></b> (DUE WEEK 5) Child, video permission form (if needed)</li> </ol> <p><b>PowerPoints</b></p> <p><b>CHILD Literature Discussion</b></p> <p><b>Discussion:</b> The Teacher’s Role in Developing Engaged Readers 250-300 Word discussion on <b>The Teacher’s Role in Developing Engaged Readers</b> Respond to your peers’ posts (50-100 words)</p> <p><b>Quiz: Quiz for Chapter 7 will be during Week 5.</b></p> <p><b>Kinds of Thinking and Types of Tools:</b> Fox, <i>Reading Magic</i> <b>Complete the Kinds of Thinking and Types of Tools for Fox, Reading Magic on or before February 2nd @ 11:59pm</b></p>
<p><b>Week 4</b> <b>02/03/2025</b></p>	<p><b>Module 4</b></p>	<p><b>Lecture(s)</b></p> <ol style="list-style-type: none"> <li>1. Content: Read Aloud</li> <li>2. Lecture: Chapters 5 (Children’s Books History and Trends)</li> <li>3. Lecture: Picture Book Video Presentation and Discussion <b>PowerPoint</b></li> </ol> <p><b>READ:</b> Tunnell et al., <b>Ch. 5</b></p> <p><b>READ:</b> Tunnell et al., <b>Appendix D Children’s Book Awards</b></p> <p><b>Children’s Book Awards Assignment</b></p> <p><b>READ: <u>Choose One:</u></b> White, E. B. (2001). Charlotte’s Web DiCamillo, K. (2003). The Tale of Despereaux Babbit, N. (1975). Tuck Everlasting</p> <p><b>ONLINE Quiz: Chapters 3 &amp; 4</b></p> <p><b>LIBRARY WORK:</b> <b>Complete library activities</b></p> <p><b>** Topical video lecture (illustrations) +Online Quiz</b></p> <p><b>LIBRARY Hands-on Activities (complete the hands-on activities)</b></p>

<b>Week 5</b> <b>02/10/2025</b>	Module 5	<b>Lecture(s)</b> 1. Content: Read Aloud
		2. Lecture: Tunnell et al., Chapter 17 (Teaching with Children's Books) PowerPoint  <b>READ:</b> Tunnell et al., <b>Ch. 17</b>  <b>ONE PAGER from your BOOK OF CHOICE</b> Charlotte's Web, The Tale of Despereaux or Tuck Everlasting. <b>PLEASE REVIEW DIRECTIONS FOR ONE PAGERS</b> and <b>REVIEW THE EXAMPLE</b> (Due September 16 <sup>th</sup> 11:59pm)  <b>PRESENTATION:</b> Picture Book Read Aloud Project (UPLOAD CANVAS)  <b>ONLINE Quiz:</b> Tunnell, <b>Ch. 5 &amp; 7</b>
<b>Week 6</b> <b>02/17/2025</b>	Module 6	<b>Lecture(s):</b> 1. Content: Read Aloud 2. Lecture : Tunnell et al., Chapters 10 & 11 (Folk Literature, Modern Fantasy) POWERPOINT 3. FLIP Poetry Cafe <b>Instructions/Information/Poet Information due WEEK 8)</b> 4. POET SIGN UP  <b>READ:</b> Tunnell et al., <b>Ch. 10</b> <b>READ:</b> Tunnell et al., <b>Ch. 11</b>  <b>Discussion: TED TALK</b> 250-300 WORDS Respond to peers (50-100 words)  <b>Online Quiz: Chapter 17</b>  <b>LIBRARY WORK:</b> <b>Complete library activities</b> <b>**Topical video lecture (Content Levels and Read Aloud) +Online Quiz</b> <b>LIBRARY HANDS-ON ACTIVITIES</b> (complete the hands-on activities)

<b>Week 7</b> <b>02/24/2025</b>	<b>Module 7</b>	<b>Lecture(s)</b> <ol style="list-style-type: none"> <li>1. Content : Read Aloud</li> <li>2. Lecture: Chapter 12 (Contemporary Realistic Fiction)</li> </ol>
		<ol style="list-style-type: none"> <li>3. Poetry Café Information/Instructions/<b>Poet Information due WEEK 8)</b></li> <li>4. Classroom Bookshelf Project Information</li> </ol> <b>PowerPoint</b> <b>READ : Tunnell et al., Ch. 12</b> <b>READ: Out of the Dust or HEROES AND SHEROES ONE PAGER (Please look at the directions for One-Pagers, the Example, and notes from your One Pager)</b> <b>Discussion: ARTICLE</b> 250-300 words and respond to at least two peers <b>ONLINE Quiz : Tunnell, Chapters 10 &amp; 11</b>

<b>Week 8</b> <b>03/03/2024</b>	<b>Module 8</b>	<b>Lecture(s)</b> <ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Lecture : Tunnell et al., Chapter 9 (Poetry)</li> <li>3. Content: Flip Poetry Cafe instructions</li> </ol> <p><b>READ:</b> Tunnell et al., <b>Ch. 9</b></p> <p><b>READ:</b> Ramona Cleary Books (Book of Choice)  <b>One Pager</b></p> <p><b>Begin Reading Book of Choice (Young Adult Book) Kinds of Thinking/Tools for Thinking</b></p> <p><b>Discussion: TEKS</b></p> <p><b>Poetry Video Lesson</b>  Where I'm From (George Ella Lyon) Video  Where I'm From CHIEFTHEPOET Video  <b>Template: Where I'm From (Your Poem) Upload in Canvas</b></p> <p><b>ONLINE Quiz:</b> Tunnell, Ch. 12</p> <p><b>LIBRARY WORK:</b>  <b>Complete library activities</b></p> <p><b>**Topical video lecture (Poetry)+Online Quiz</b>  <b>LIBRARY Hands-on Activities (complete the hands-on activities)</b></p>
<b>Week 9</b> <b>03/10/2024</b>	<b>Module 9</b>	<b>Lecture(s) 1.</b> Read Aloud

		<p>2. Tunnell et al., Chapter 8 (Picture Books)</p> <p><b>PowerPoint</b></p> <p><b>READ:</b> Tunnell et al., <b>Ch. 8</b></p> <p><b>READ:</b> Reynolds, J. (2017). Long Way Down. Simon &amp; Schuster Children's Publishing.</p> <p><b>Poetry Café</b></p> <p><b>Read two poems and respond to at least two peers</b></p> <p><b>ONLINE Quiz:</b> Tunnell, <b>Ch. 9</b></p> <p><b>LIBRARY WORK:</b>  Complete library activities  <b>(IMPORTANT)***Schedule a Meeting with Vandy to answer Questions about Bookshelf Project</b>  <b>LIBRARY ACTIVITIES</b>  <b>Library Hands-on Activities: Library Bookshelf Project Information</b></p>
		<p><b>SPRING BREAK MARCH 17-21, 2024</b></p>

<b>Week 10</b> <b>03/24/2025</b>	<b>Module</b> <b>10</b>	<b>Lecture(s)</b> <ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Content : Literature Circles and Literature Circle Role Sheet</li> <li>3. Lecture : Tunnell et al., Chapter 12 (Contemporary Fiction)</li> </ol> <b>PowerPoint</b> <b>Literature Circle Role Sheets: Chapter Book of Choice from our list</b> <b>DISCUSSION: CHILD Literature Discussion:</b> Literature Circle Role Sheets Discuss how the Literature Circle Role sheets can be used in the classroom. <u><b>Think about the chapter book you will use to complete at least five literature role sheets.</b></u>  <b>ONLINE One-Pager:</b> Long Way Down (Please review the directions for one pager) <b>ONLINE Quiz:</b> Tunnell, Ch. 8
		<b>LAST DAY TO WITHDRAW MONDAY, MARCH 31, 2025</b>
<b>Week 11</b> <b>03/31-04/04,</b> <b>2025</b>	<b>Module</b> <b>11</b>	<b>Lecture(s)</b> <ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Lecture : Tunnell et al., Chapter 13 (Historial Fiction)</li> <li>3. Content: Classroom Bookshelf Project (Discuss presenting five (5) of your chosen Classroom Bookshelf Project on Flip)</li> </ol> <b>PowerPoint</b> <b>READ:</b> Tunnell et al., Ch. 13  <b>Turn-in Book of Choice (Young Adult) Kinds of Thinking/Tools for Thinking</b>



		<p><b>Online Discussion: Article</b>  <b>Read the Article. Discuss using 250-300 words</b>  <b>Respond to two at least two peers</b></p> <p><b>Online Quiz: Chapter 12</b></p>
<p><b>Week 12</b>  <b>04/07-11/2025</b></p>	<p><b>Module</b>  <b>12</b></p>	<p><b>Lecture(s)</b>  1. Read Aloud  2. Lecture: Chapters 14 &amp; 15 (Biographies &amp; Informational Books)</p> <p><b>PowerPoint</b>  3. Classroom Bookshelf Project Information</p> <p><b>READ: Tunnell et al., Ch. 14</b>  <b>READ: Tunnell et al., Ch. 15</b></p> <p><b>READ: SEED FOLKS</b>  <b>One Pager (Review the directions for One Pagers)</b></p> <p><b>Work on Classroom Bookshelf Project</b>  <b>Quiz: Tunnell, Ch. 13</b></p> <p><b>LIBRARY WORK:</b>  Topical video lecture (Multicultural)+<b>Online Quiz</b>  <b>Library: Multicultural Literature in the Classroom Hands-on Activities</b></p>
<p><b>Week 13</b>  <b>04/14/2025</b></p>	<p><b>Module</b>  <b>13</b></p>	<p><b>Lecture(s)</b>  1. Read Aloud  2. Lecture : Tunnell et al., Chapter 6 (Multiculture Books)</p> <p><b>PowerPoint</b>  <b>Discussion: MULTICULTURAL BOOKS</b></p> <p><b>READ: Tunnell et al., Ch. 6</b>  <b>ONLINE Quiz: Tunnell, Ch. 14 &amp; 15</b>  <b>Classroom Bookshelf Project (presentation) Five Books (Part of the 25 Books)</b>  <b>PRESENTATION: Classroom Bookshelf Project</b></p> <p><b>Library Assignment ONLINE Banned Books</b></p>

<b>Week 14</b> <b>04/21-</b> <b>25/2025</b>	Module 14	<b>Lecture(s)</b> 1. Read Aloud
		2. Banned Books 3. Lecture Tunnell, et al., Chapter 16 (Controversial Books) <b>PowerPoint</b> <b>READ:</b> Tunnell, et al., <b>Ch. 16</b> <b>ONLINE Quiz:</b> Tunnell, <b>Ch. 6</b> <b>ONLINE Discussion:</b> “Censorship” <b>ONLINE EVALUATION OF CLASS</b>  <b>ONLINE (CANVAS) CLASSROOM Bookshelf Project with</b> <b>Annotated Bibliography (Final), REFLECTION</b>
<b>Week 15</b> <b>LAST WEEK</b> <b>04/28-05-</b> <b>02/2025</b>	Module 15	Study Week (Completed Classroom Bookshelf Project with Annotated Bibliography Due).

**Course Attendance Policy:**

Absences and tardiness may result in a permanent grade change. Students are expected to arrive promptly for every class and to call or email the instructor in the case of an emergency. Come to class prepared to contribute to discussions, ask appropriate questions, and participate in class activities. Roll is taken at each class session. Please see the instructor if you come in tardy to ensure that I indicate your attendance in my records. If it is necessary for you to miss a class, you should arrange for a classmate to take notes and pick up handouts for you. You are responsible for the content of classes that are missed.

**Late Assignment:**

Late assignments without prior, written permission from the instructor or without the presence of documentable (by you) of extenuating circumstances will result in lowering of the assignment grade. In order to earn an “A” for the semester, students must demonstrate outstanding performance on class work, exemplary credit on all assignments, and professionalism throughout the semester. To earn an “A” you must go above and beyond average academic performance

**Technology Policy:**

Out of respect for your fellow students, your professor, and the educational process, all technology devices (i.e. cell/smart phones, lap tops, iPads, etc.) must be powered down and put away unless otherwise indicated by the professor. Cell phones may be left on vibrate for emergency notification purposes only. Students will be allowed to use the electronic devices during designated technology breaks. Texting or other cell phone use during class time may result in a reduction of your participation points.

## **UNIVERSITY POLICIES**

**UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement

- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

#### **UT Tyler Resources for Students:**

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu), <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu), <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

#### [University Guidelines, Links and Policies](#)

### **COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION**

**Vision:** The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21<sup>st</sup> Century through productive contributions to local and global communities and toward individual and cultural equity.

**Mission:** The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

### **UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS**

[Texas Education Standards](#): The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).

## AI Policy

You can use AI programs (ChatGPT, Copilot, etc.) in this course. These programs can be powerful tools for learning and other productive pursuits, including completing assignments in less time, helping you generate new ideas, or serving as a personalized learning tool. However, your ethical responsibilities as a student remain the same. You must follow UT Tyler's Honor Code and uphold the highest standards of academic honesty. This applies to all uncited or improperly cited content, whether created by a human or in collaboration with an AI tool. If you use an AI tool to develop content for an assignment, you must cite the tool's contribution to your work.



University Policies and Information

## Withdrawing from Class

Students may [withdraw](#) (drop) from this course using the [Withdrawal Portal](#). Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email [enroll@uttyler.edu](mailto:enroll@uttyler.edu) to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully [read the implications for withdrawing from a course and the instructions](#) on using the [Withdrawal portal](#).

Texas law prohibits students from dropping more than six courses during their entire undergraduate career\*. The six courses dropped include those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. CAUTION #1: Withdrawing before census day does not mean you get a full refund. Please see the [Tuition and Fee Refund](#)

[Schedule](#). CAUTION #2: All international students must check with the [Office of International Programs](#) before withdrawing. All international students are required to enroll full-time for fall and spring terms. CAUTION #3: All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. CAUTION #4: All veterans or military-affiliated students should consult with the [Military and Veterans Success Center](#).

\* Students who began college for the first time before 2007 are exempt from this law.

## Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).

## Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

## Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is

unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

## Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the [Registrar's Form Library](#).

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

## Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler/> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will

contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

## **Military Affiliated Students**

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The [Military and Veterans Success Center \(MVSC\)](#) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

## **Students on an F-1 Visa**

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

## **Academic Honesty and Academic Misconduct**

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce



the [Student Conduct and Discipline policy](#) in the Student Manual Of Operating Procedures (Section 8).

## **FERPA**

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in [University Policy 5.2.3](#). The course instructor will follow all requirements to protect your confidential information.

## **Absence for Official University Events or Activities**

This course follows the practices related to [Excused Absences for University Events or Activities](#) as noted in the Catalog.

## **Absence for Religious Holidays**

This course follows the practices related to [Excused Absences for Religious Holy Days as noted in the Catalog](#).

## **Absence for Pregnant Students**

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at [parents@uttyler.edu](mailto:parents@uttyler.edu) and also complete the [Pregnant and Parenting Self-Reporting Form](#).

## **Campus Carry**

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.

