**The University of Texas at TYLER**

**School of Education**

**READ 5302.060 [Online]**
**Issues in the Teaching of Literacy**
**Using Children's and Adolescent Literature**
**Summer II 2021, The University of Texas at Tyler**

| | |
|---|---|
| **A. Instructor Information** | **Joanna Neel, Ed. D., Associate Professor** |
| **Semester & Year:** | **Summer II** |
| **Time & Day:** | **Online** |
| **Location:** | **Virtual** |
| **Office:** | HPR 268 |
| **Phone:** | 903-565-5750 |
| **Email:** | jneel@uttyler.edu (preferred method of contact) |
| | I check email multiple times daily, including weekends and holidays. |
| **Virtual Office Hours:** | 7:00 AM -11:30 AM & 1:00-5:00 PM; 7:00-9:00 PM each day of the course and monitoring throughout the day and evening. *Appointments available-please email to schedule.* Zoom meetings will be scheduled throughout the five-week course. |
| **First Day of Class:** | **July 6, 2020** |
| **Census Date:** | **July 9, 2020** |
| **Last Day to Withdraw:** | **July 28, 2020** |
| **Final Exam:** | **August 7-8, 2020** |
| **Office:** | **HPR 268** |
| **Phone:** | 903 566 5612 (emergencies only); [**Technology Hotline** 903 565 5555 extension 2] |

**B. Catalogue Course Description:**
"Examination of current educational issues relating to the selection and use of children's and adolescent literature for teaching literacy in the PreK-Grade 12 classroom."
This graduate course will engage you in the critical examination of a wide array of current educational issues relating to the use of children's and adolescent, i.e., young adult, literature, in the PreK-Grade 12 classroom. You will develop, analyze, and clarify your knowledge base and personal beliefs regarding children's and adolescent literature use and selection.

**C. Knowledge Base(s) and Rationale:** This graduate level course is designed to engage students in the critical examination of current educational issues relating to the use of children's and

adolescent, i.e., young adult, literature, in the PreK-Grade 12 classroom. Students will learn theory, practice, and design of literacy instruction for prospective and practicing teachers as well as instructional leaders who wish to develop and/or expand their knowledge, skills, and dispositions by studying multiple genres of literature and how to teach literacy skills and strategies with literature, effectively in Prek-12 school settings. Course content is informed by established research, policy, and practice resources, which focus on the role of reading as a process and product and its impact on teacher instructional practices and student literacy achievement outcomes in the area of reading a variety of literature. Course content incorporates the International Literacy Association (ILA) as well as the Texas Examination of Educator Standards (TExES) standards for the preparation of reading specialists/literacy coaches (ILA, 2010; TEA, 2006). ILA standards pertain primarily to elements of Standard 1: Foundational Knowledge; Standard 2: Curriculum and Instruction; Standard 3: Assessment and Evaluation, and Standard 5: Literate Environment. TExES Standards pertain primarily to Domain 2: Instruction and Assessment-Components of Literacy, Domain 3: Instruction and Assessment: Resources and Procedures, and Domain 4: Professional Knowledge and Leadership

**C. Course Goals; Student Learning Outcomes; Assessments; and Related International Reading Association (IRA)/National Council of Teachers of English (NCTE) Standards: Course Goals**
You will have the opportunity to attain:
1. **Increased awareness of both current and perennial issues** relating to **selection and use** of children's and adolescent literature in PreK-Grade 12 classrooms, including those relating to new communication technologies, censorship, stereotyping, and diversity. In addition to obtaining an increased understanding of diverse perspectives regarding such issues, **you will clarify and develop *your own positions* on these issues.**
2. **Increased knowledge of children's and adolescent literature**, including relatively new literary forms, e.g., *graphica*, and, also, increased awareness of the development, breadth, and cultural diversity of children's and adolescent literature, the defining characteristics of genre, the textual and visual elements of children's and adolescent literature, and salient works by key authors and illustrators.
1. It is recommended that you read the books PRIOR to the class beginning. **Each week, you will read two of the books required for this class. The books required are: Farmer Boy; The Watsons Go to Birmingham; The Sign of the Beaver; Hunger Games; Mufarro's Beautiful Daughters; Hatchet; Charlotte's Web, Ramona the Brave. The order you read them in is up to you.** Additionally, you will **write a total of three short, informal 4-5 page Issues Papers** relating to said book(s) (see due dates, guidelines, and criteria for writing Issues Papers separate from this syllabus). **These papers will make up your Diversity Project, and hence the books themselves should have culturally different protagonists or be of different cultural perspectives from one another, i.e., different from one another in terms of race, ethnicity, etc.** (IRA/NCTE 3, 2, 5, 11)
2. Formulate and post **your personal position regarding an issue relating to specific works of children's and adolescent literature** raised in the course's **CRITICAL ISSUES CLASS Discussion** each week. (IRA/NCTE 1-6)
3. After viewing each instructor-narrated *PowerPoint* lecture OR video, successfully complete **a short, online, recall & comprehension-level quiz** over its content, demonstrating understanding

of the development, breadth, genre, elements, awards, and salient works of children's and adolescent literature (IRA/NCTE 1-11)

4. Participate in an **informal, free exchange of ideas and feelings** concerning children's and adolescent literature with your classmates by posting at least one significant response to the class Canvas **DISCUSSION FORUM** and writing at least **two responses** each week to posts written by classmates.

**Specific guidelines and grading criteria for each assignment are available on Canvas, separate from this syllabus.**

**D. Teaching Strategies:**

Web 2.0 learning tools (blogs, discussion boards, etc.); online, narrated *PowerPoint lectures*, videos, etc.; cooperative/collaborative learning; readings from the Internet; multimedia components; distance learning, peer responses, etc. (Lectures have accompanying lecture notes in pdf form for you.)

**E. Required and Recommended Texts, Materials, & Supplies:**

**ESSEN.OF CHILDREN'S LITERTURE-TEXT**
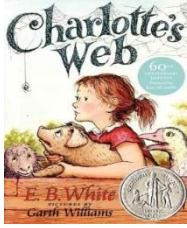
**REQUIRED |*By SHORT***

- **EDITION:** 8TH 14
- **PUBLISHER:** PEARSON
- **ISBN:** 9780133066739



- 
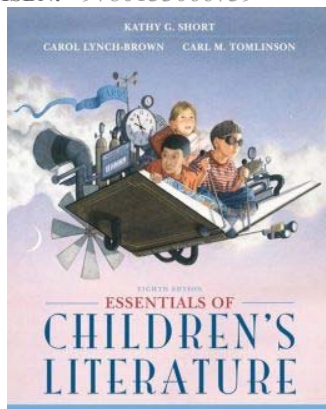
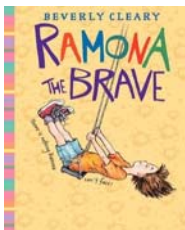# READ 5302 460 Summer 2020

# Book List:

# CHARLOTTE'S WEB

# CHARLOTTE'S WEB

## REQUIRED |*By WHITE*

- **EDITION:** 52
- **PUBLISHER:** HARP PUB
- **ISBN:** 9780064400558
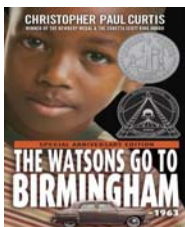
# RAMONA THE BRAVE



# RAMONA THE BRAVE

## REQUIRED |*By CLEARY*

- **EDITION:** 75
- **PUBLISHER:** HARP PUB
- **ISBN:** 9780380709595
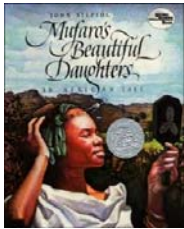
# WATSONS GO TO BIRMINGHAM-1963

# WATSONS GO TO BIRMINGHAM-1963

## REQUIRED |*By CURTIS*

- **EDITION:**  95
- **PUBLISHER:**  PENG RAND
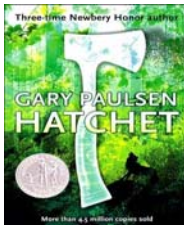- **ISBN:**  9780440414124

# MUFARO'S BEAUTIFUL DAUGHTERS



# MUFARO'S BEAUTIFUL DAUGHTERS

## REQUIRED |*By STEPTOE*

- **EDITION:**  87
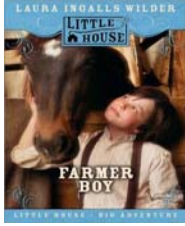- **PUBLISHER:**  HARP PUB
- **ISBN:**  9780688129354

# HATCHET



- **EDITION:**  06
- **PUBLISHER:**  S+S
- **ISBN:**  9781416936473

# HATCHET

## REQUIRED |*By PAULSEN*
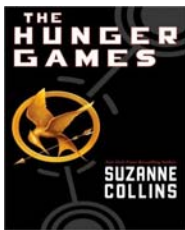
# FARMER BOY

# FARMER BOY

## REQUIRED |*By WILDER*

- **EDITION:** (REV)07
- **PUBLISHER:** HARP PUB
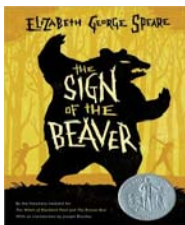- **ISBN:** 9780060885380

## HUNGER GAMES (PAPERBACK)



# HUNGER GAMES (PAPERBACK)

## REQUIRED |*By COLLINS*

- **EDITION:** 08
- **PUBLISHER:** SCHOLASTIC
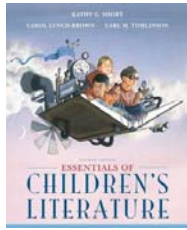- **ISBN:** 9780439023528

## SIGN OF THE BEAVER



# SIGN OF THE BEAVER

## REQUIRED |*By SPEARE*

- **EDITION:** 11
- **PUBLISHER:** HBC TRADE
- **ISBN:** 9780547577111

# ESSEN.OF CHILDREN'S LITERTURE-TEXT

## REQUIRED |*By SHORT*

- **EDITION:** 8TH 14
- **PUBLISHER:** PEARSON

**ISBN:** 97801**Please note Reading List in Canvas.**

☐ **The Internet** will be an additional resource for information on a wide array of current issues. You're encouraged to find, when possible/desirable, relevant articles from reliable sources on the Internet to support positions you may take or to illustrate points you may make as the course unfolds. I will post, in the Class Critical Issues Blog, articles pertinent to issues in selection and use of children's and adolescent literature.

☐ **Recommended Children's and Young Adult Lit books available within modules in Canvas.** These do not need to be purchased; you can get these from a library, etc. Books must be culturally diverse and must be targeted specifically to children, tweens, or teens. They shouldn't be crossovers, i.e., books written for adults but assigned to students. They must have a copyright date after 2004.

**F. Technical Information and Requirements:**
☐ You need Canvas **access and sound capability!**
☐ **Please use *Mozilla Firefox* as your browser rather than *Internet Explorer*.** Internet Explorer can still remain your default browser, but be sure to use *Firefox* every time you access the course on *Blackboard.* You can try *Chrome*, but at this point, we don't have enough data to know if it will work as smoothly as *Firefox*. Use of *Internet Explorer* will definitely make accessing course content more difficult.
☐ Be sure you have **access to Patriot mail** since you need to check it on a **daily** basis for announcements, and communications with me.
☐ **Your short issue papers** must be turned as **Word documents** and **submitted** into our *Canvas* **Assignments folder.** Grades and instructor comments will be accessible to you via *Canvas*.
☐ You'll take short **online quizzes** on the lectures; be **sure** that you have **good Internet connectivity** where you are since no make-ups or retakes are possible.
☐ **Technical Support: If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing itsupport@patriots.uttyler.edu or**

**you can phone the support desk at 903 565 5555 (Option 2).** When you email or call IT Support, be sure to include a complete description of your question or problem including:

o the title and number of the course

o the page in question

o if you get an error message, a description and message number

o what you were doing at the time you got the error message

□ **Plug-ins and Helper Applications:** UT Tyler fully online courses such as ours use *Java, JavaScript*, browser plug-ins, helper applications, and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course:

□ **Adobe Reader** allows you to view, save, and print Portable Document Format (PDF) files. http://get.adobe.com/reader/

□ **Java Runtime Environment** (JRE) allows you to use interactive tools on the web. http://www.java.com/en/download/

□ **Adobe Flash Player** allows you to view content created with Flash such as interactive web applications and animations. http://get.adobe.com/flashplayer/

□ **QuickTime** allows users to play back audio and video files. http://www.apple.com/quicktime/download

□ **Windows Media Player** allows you to view, listen to and download streaming video and audio. http://windows.microsoft.com/en-US/windows/products/windows-media-player

### G. Course Evaluation & Grading:

| Assignment: | | |
|---|---|---|
| Quizzes: (short, recall, comprehension-level items<br>    Over the content of the online instructor-created lectures) | 30 Points | Quiz 1,2,3<br>Open Mon. 7/6 8:00 AM<br>Due: Sun.7/12 11:59 PM<br>Quiz 4,5,6<br>Open Mon. 7/13 8:00AM<br>Due: Sun. 7/19 11:59 PM<br>Quiz 7,8<br>Open Mon. 7/20 8:00AM<br>Due: Sun 7/26 11:59 PM<br>Quiz 9,10,11,12<br>Open Mon. 7/27 8:00AM<br>Due: Sun 8/2 11:59PM |
| Critical Issues Discussion- Students will respond to critical issues raised<br>    by professor.  Respond with a brief rationale for/ clarification of/<br>    support of your positions. | 10 Points | Due Weekly |

| | | |
|---|---|---|
| **The Diversity Project: 3 ISSUES PAPERS** (each is a short 4-5 page paper written over one/ two books read [of the required genre/type and culturally diverse] in which you include: **plot summaries of the book(s), identification of what you see as important issues related to its/their selection & how those issues are important to your students; and how you would utilize the book(s) in your classroom**. | | |
| **Diversity Project Issue Paper #1** | 10 Points | <mark style="background:#00ff00">**Due Thurs. July 16 by 11:59 PM**</mark> |
| **Diversity Project Issue Paper #2** | 10 Points | <mark style="background:#ffff00">**Due Thurs. July 23 by 11:59 PM**</mark> |
| **Diversity Project Issue Paper #3** | 10 Points | <mark style="background:#00ffff">**Due Thurs. July 30 by 11:39 PM**</mark> |
| **Project #1: Character Study: Ten Letters: Students will select two-four characters from different books required for this course and write ten letters between the selected characters. Letters should include appropriate information relating to the geographic place, time in history, socio-economic status of the character or character's family, tensions within the book, evidence of everyday life of the character, community, survival, attributes of the character, problems and solutions from the text that the character faces.** | 15 Points | <mark style="background:#c0c0c0">**Project #1 Due on or Before: Sun. July 26 11:59 PM**</mark> |
| **Project #2: Students will create an extension project from a list of possible projects to reinforce the themes and student learning outcomes of this course. The extension projects could include:**<br>**ABC Book/ Artifact;**<br>**Two weeks of Reader's Workshop Lesson Plans integrating grade level appropriate texts;**<br>**Two weeks of Writer's Workshop Lesson Plans integrating grade level appropriate texts & writing extensions;**<br>**A Student Research Project integrating ELAR & a Content Area such as Social Studies, Science, Economics, Math.**<br>**If you have an additional idea that you would like to submit for Project #2- prior approval is required from Dr. Neel.** | 15 Points | <mark style="background:#ff00ff">**Due: On or Before Thursday, July 30 11:59 PM**</mark> |

**Course Policies:**

- **Attendance**. Your attendance and participation are important and required to do well in this course. **Make/Up exam.** There will be NO make/up activities or exams for this course unless absence is due to an emergency. <u>Students are expected to submit relevant documentation ( e.g. doctor's note, funeral notice, tow-truck receipt, etc.) when requesting a make/up activity.</u>
- **Written Assignments.** Written assignments MUST be typed using <u>**double spaced lines and have page numbers**</u>. In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Proofread all assignments as <u>only materials with minimal or no errors will receive high scores.</u>  **Type assignments in an easily-readable 12 point (e.g. Times New Roman, Helvetica, Tahoma) Late Assignments** (turning in after due date) Assignments are due at the beginning of class. **Assignments that are one day late will be lowered 20%. Papers that are two days late will be lowered 50%. <u>No assignments will be accepted after 48 hours unless arrangements have been made with the instructor.</u>**

- **Academic Dishonesty.** To be successful in this class, you must invest time for study. Honesty is expected. Academic dishonesty (cheating, plagiarism, collusion) will NOT be tolerated and will result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class. Dishonesty is defined as (i) the use of unauthorized materials, (ii) any communication with peers during quizzes, (iii) representing another's work as one's own (i.e. plagiarism) or (iv) fabricating information. The professor reserves the right to determine occurrences of cheating. Additional information on Academic Dishonesty is found in the Selected University Policies section of this syllabi.
- **Canvas:** Students will access class notes, assignments, grades and course information through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas. Students are expected to regularly check Canvas for updates and to download any class handouts.
o **Cell Phone / Pager / PDA / Blackberry usage:** Cell phones, pagers, etc., are not to be used during class. Turn such devices off or on vibrate and do NOT access them during class. The use of cell phone or other electronic communication devices during exams is prohibited. ***Text messaging should be done before or after class!***
o **Person First Language:** Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. Degrading terminology will not be tolerated. In this class we will strive to use "people first" language at all times. "People First" language always refers to the person first and not as a label or a category. For example, refer to "a student with autism" and not "an autistic".
- **Teacher Candidate Dispositions.** The University of Texas at Tyler School of Education has developed **Teacher Candidate Disposition Assessment** outlining professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues and communities. The process assumptions, dispositions to be assessed, and examples of deficiencies within each disposition assessment categories are available at the UT-Tyler School of Education website: www.uttyler.edu/education (access School of Education; School of Education Disposition Assessment). It is expected that all students enrolled in EDSP 4269 will adhere to and demonstrate these teacher candidate dispositions at all times.

**Safe Zone** The professor considers this classroom to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor's expectation that ALL students consider the classroom a safe environment.


*International Reading Standards, Texas Essential Knowledge & Skills, are incorporated throughout the course lectures and assignments.*

*Domain I. Reading Pedagogy – Competencies 001-002*

*Domain II. Reading Development: Foundational Skills - Competencies 003-008*

*Domain III. Reading Development: Comprehension- Competencies 009-012*

*Domain IV. Analysis and Response- Competency 013*

*Please refer to a detailed list of competencies after the bibliography of this syllabus.*


**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/](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/](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 21st 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**.*