



READ 3320.060 Literacy Development in the Early Years

Fall 2026

Semester:	Fall 2026-August 24 – December 12
Course Location:	Online (Synchronous Zoom Sessions on Mondays from 6:25 PM – 8:00 PM)
Credit:	3 hours
Instructor Information:	Dr. Jill Carter
Office:	BEP 248-A
Student Hours:	Tuesday & Thursday: 1:00pm – 2:30pm (in person & virtually) You may attend in person in my office or via Zoom. No appointment is needed. Please feel free to drop by! If these hours do not fit with your schedule, I will be happy to meet with you by appointment. You can schedule this by sending me an email request.
Office Phone:	903-565-5669
Email:	jillcarter@uttyler.edu (preferred method of contact)

****Please put your course number and section in your email subject (READ 3320.060)**

The last day to withdraw from this course is Friday, October 30th.

Catalog Description

A study of the specific reading needs of children in the pre-school and primary grades. Areas to be stressed include the interactive reading model, emerging literacy, essential knowledge and skills, lesson planning, literature-based and basal reading materials.

Knowledge Base(s)

This course is designed to help beginning teachers build foundational knowledge relative to literacy assessment and instruction beginning with early childhood and continuing through upper elementary grades. Students learn key concepts, tools, and strategies for identifying students' strengths and needs using formal and informal assessment measures and strategies, and for designing instruction to address identified literacy needs. Clinical or field experiences required. Course content incorporates the following standards for the preparation of reading professionals:

Texas Educator Preparation Standards are integrated into this course. The five major categories included are noted below:

- **Texas Educator Preparation Standard 1-Instructional Preparation.** Teachers understand how students learn, and they prepare for instructional delivery by designing lessons, evaluating instructional materials, leveraging their knowledge of students, and engaging in a thorough process for lesson internalization.
- **Texas Education Preparation Standard 2-Instructional Delivery and Assessment.** Teachers intentionally apply their knowledge of students and the learning process to implement high-quality instruction and assessment practices that are research- and evidence-based and informed by student work.
- **Texas Education Preparation Standard-3-Content Pedagogy Knowledge and Skills.** Teachers show a full understanding of their content and related pedagogy and the appropriate grade-level TEKS
- **Texas Education Preparation Standard 4-Learning Environment.** Teachers maintain a safe and supportive learning environment that is characterized by respectful interactions with students, consistent routines, high expectations, and the development of students' self-regulation skills.
- **Texas Education Preparation Standard 5- Professional Practices and Responsibilities -** Teachers are self-aware and consistently hold themselves to a high standard for individual development. They collaborate with other educational professionals; communicate regularly with stakeholders; maintain professional relationships; comply with federal, state, and local laws; and conduct themselves ethically and with integrity.

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

- *International Literacy Association* standards for the preparation of pre-K and elementary teacher candidates (ILA, 2010);

- *Texas State Board for Educator Certification* standards for the preparation of English Language Arts and Reading Generalist EC-6 teacher candidates (Texas State Board for Educator Certification, 2016);
- *Texas Education Agency Reading Competencies: Reading Domains & Competencies:*
Domain I. Reading Pedagogy – Competencies 001-002

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

Domain IV. Analysis and Response- Competency 013

Student Learning Outcomes

Upon successful completion of the requirements of this course, teacher candidates will have opportunities to:

1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.
2. Explore an understanding of literacy development theories, research, and effective instructional practices, and how they can be used to inform and promote reading, writing, and oral language development in young children.
3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings.
4. Develop a ready understanding of multiple key English Language Arts Terms & vocabulary from the International Literacy Association. Learning these key terms is essential for students to be prepared to teach phonics, phonemic awareness, and literacy, (House Bill 3) and to improve scores on the Texas state content tests for certification.

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.

For this course, to best support your learning, you must complete all graded assignments without the assistance of AI tools to generate any course content (e.g., text, video, audio, images, code, etc.) for any assignment. You may, however, use AI for the following purposes:

- Clarifying concepts you do not understand after completing the assigned readings or videos
- Checking grammar, spelling, or clarity in your writing (AI may not generate substantive content)

- Brainstorming ideas *after* you have written your initial draft
- Creating digital flashcards as a study tool

If you use AI for these purposes, all ideas and wording in the final submitted work must still be your own. Include this statement at the end of your assignment: "AI assistance was used only for grammar/clarity review and not for generating ideas or content."

Violating this AI policy will result in a zero for the assignment and a report filed with the university for violation of academic integrity.

Overview of Topics and Schedule

Students will have multiple opportunities to practice & apply literacy theories & strategies including phonemic awareness, phonics, vocabulary, comprehension, fluency. Schedule is tentative and the most up-to-date information can be found in Canvas.

Week	Content	Readings	Assignments
Week 1 8/24 - 8/30	Literacy Overview Texas Essential Knowledge and Skills (TEKS) STR Competencies The Science of Teaching Reading	• Honig, B., Diamond, L., & Gutlohn, L. (2018). <i>Teaching Reading Sourcebook</i> (3rd ed.). CORE. Read: <i>The Big Picture</i>, pp. 1-18 • Reading Rockets. (n.d.). <i>Science of reading</i>. https://www.readingrockets.org/classroom/evidence-based-instruction/science-reading • National Center for Education Statistics. (2024). <i>The Nation's Report Card: 2024 Reading State Snapshot Report for Texas Grade 4</i>. https://nces.ed.gov/nationsreportcard/subject/publications/stt2024/pdf/2024220TX4.pdf Preview: Texas Essential Knowledge and Skills Science of Teaching Reading Competencies	Discussion Post 1 (Due Friday 8/28 and Sunday 8/30)

Week 2 8/31 – 9/6	The Science of Teaching Reading The Reading Brain	- Honig, B., Diamond, L., & Gutlohn, L. (2018). <i>Teaching Reading Sourcebook</i> (3rd ed.). CORE. Read: Introduction: Decoding and Word Recognition, pp. 161–168 - Archer, A. L., & Hughes, C. A. (2011). <i>Exploring the Foundations of Explicit Instruction</i>. The Guilford Press. Read: pp. 1–7 <i>The Science of Reading 3.0: Widening the Lens on Literacy:</i> Read: - Thompson, D. M., & Snowling, M. (2026). A shift toward language as the foundation of reading. In L. Stewart (Ed.), <i>The Science of Reading 3.0: Widening the Lens on Literacy</i> (pp. 11–13). 95 Percent Group. 95 Percent Group. (2026). Science of learning: Deepening our understanding of how we learn. In L. Stewart (Ed.), <i>The Science of Reading 3.0: Widening the Lens on Literacy</i> (pp. 38–47). 95 Percent Group. - Spencer, T. (2026). Learning how learning works helps teachers teach. In L. Stewart (Ed.), <i>The Science of Reading 3.0: Widening the Lens on Literacy</i> (pp. 48–49). 95 Percent Group. 95 Percent Group. (2026). Mapping instruction onto learning. In L. Stewart (Ed.), <i>The Science of Reading 3.0: Widening the Lens on Literacy</i> (pp. 50–52). 95 Percent Group.	All About Me Power Point (Due Sunday 9/6) Vocabulary Quiz 1 (Due Sun. 9/6) TEKS Guide Accountability Check (Due Sunday 9/6)
Week 3 9/8– 9/13	Oral Language Development	Cavanaugh, C. (2020). <i>Oral Language and Listening Skill Development in Early Childhood</i>. In M. Hougen & S. Smartt (Eds.), <i>Fundamentals of Literacy Instruction and Assessment: Pre-K–6</i> (pp. 84–107). Paul H. Brookes Publishing Co. Read: Chapter 6 pp. 84–107.	Discussion Post 2 (Due Friday 9/11 and Sunday 9/13)

		• Cárdenas-Hagan, E. (2020). <i>Literacy Foundations for English Learners: A Comprehensive Guide to Evidence-Based Instruction</i>. Paul H. Brookes Publishing Co., Inc. Read: Chapter 2 <i>Language and Literacy Development</i>, pp. 15–30 • <i>The Science of Reading 3.0: Widening the Lens on Literacy:</i> Read: ○ Hogan, T. P. (2026). The foundations of all literacy: How oral language shapes reading and writing. In L. Stewart (Ed.), <i>The Science of Reading 3.0: Widening the Lens on Literacy</i> (pp. 14–17). 95 Percent Group. ○ Kaiser, A. (2026). Early language development is the foundation for later reading. In L. Stewart (Ed.), <i>The Science of Reading 3.0: Widening the Lens on Literacy</i> (pp. 18–21). 95 Percent Group. • Texas Education Agency. (2025). <i>English Language Proficiency Standards, Adopted 2024</i> (19 Tex. Admin. Code § 120.20). Read: Choose either K–3 (pp. 1–4) or Grades 4–12 (pp. 5–8), depending on the grade level you would like to teach.	
Week 4 9/14 – 9/20	Word Structure	• Honig, B., Diamond, L., & Gutlohn, L. (2018). <i>Teaching Reading Sourcebook</i> (3rd ed.). CORE. Read: Chapter 1 <i>Structure of English</i>, pp. 19–47 Read: Chapter 2 <i>Structure of Spanish</i>, pp. 49–66	Project1 Read Aloud with Vocabulary Lesson & Video (Due Sun. 9/20) Vocabulary Quiz 2 (Sun. 9/20)
Week 5 9/21 – 9/27	Word Structure Print Awareness		Discussion Post 3 (Due Friday 9/25)

		Honig, B., Diamond, L., & Gutlohn, L. (2018). <i>Teaching Reading Sourcebook</i> (3rd ed.). CORE. Read: <i>Early Literacy Introduction</i>, pp. 69–70; Chapter 3 <i>Print Awareness</i>, pp. 72–82	and Sunday 9/27) Content Quiz 1 (Due 9/27)
Week 6 9/28 – 10/4	Letter Knowledge	- Honig, B., Diamond, L., & Gutlohn, L. (2018). <i>Teaching Reading Sourcebook</i> (3rd ed.). CORE. Read: Chapter 4 <i>Letter Knowledge</i>, pp. 83–110 Read one of the handwriting articles below: - Graham, S. (2009). Want to improve children’s writing? Don’t neglect their handwriting. <i>American Educator</i>, pp. 20-27, 40. https://www.aft.org/sites/default/files/graham.pdf - Van Cleave, W. (2022). Handwriting in a modern world: Why it matters & what to do about it. W.V.C.ED. https://www.wvced.com	Discussion Post 4 (Due Friday 10/2 and Sunday 10/4) Vocabulary Quiz 3 (Due Sun. 10/4)
Week 7 10/5 – 10/11	Phonological Awareness	Honig, B., Diamond, L., & Gutlohn, L. (2018). <i>Teaching Reading Sourcebook</i> (3rd ed.). CORE. Read: Chapter 5 Phonological Awareness, pp. 115–142	Project 2 Alphabet Knowledge Lesson Plan & Video (Due Sun. 10/11) Vocabulary Quiz 4 (Due Sun. 10/11)
Week 8 10/12 – 10/18	Phonemic Awareness	Honig, B., Diamond, L., & Gutlohn, L. (2018). <i>Teaching Reading Sourcebook</i> (3rd ed.). CORE. Read: Chapter 5 <i>Phonemic Awareness</i>, pp. 143–158	Discussion Post 5 (Due Friday 10/16 and Sunday 10/18) Project 3 Part 1 Phoneme Articulation Video (Sun. 10/18)

Week 9 10/19 – 10/25	Phonological Awareness & Assessment	• Smartt, S. M. (2020). Assessment basics. In M. C. Hougen & S. M. Smartt (Eds.), <i>Fundamentals of literacy instruction & assessment: Pre-K–6</i> (2nd ed., pp. 34–41). Paul H. Brookes Publishing Co. Read: Chapter 3 <i>Assessment Basics</i>, pp. 34–40	Vocabulary Quiz 5 (Due Sun. 10/25) Project 3 Part 2 Draft Phonemic Awareness Lesson Plan & Video (Due Sun. 10/25)
Week 10 10/26 – 11/1	Decoding & Word Recognition	• Honig, B., Diamond, L., Gutlohn, L., Cole, C. L., El-Dinary, P. B., Hudson, R., Lane, H. B., Mahler, J., & Pullen, P. C. (2018). <i>Teaching Reading Sourcebook</i> (3rd ed.). CORE. Review: <i>Decoding and Word Recognition Introduction</i>, pp. 159-168 Read: Chapter 6 <i>Phonics</i>, pp. 170-180	Discussion Post 6 (Due Friday 10/30 and Sunday 11/1) Vocabulary Quiz 6 (Due Sun. 11/1) Content Quiz 2 (Due Sun. 11/1)
Week 11 11/2 – 11/8	Phonics Fundamental	• Honig, B., Diamond, L., Gutlohn, L., Cole, C. L., El-Dinary, P. B., Hudson, R., Lane, H. B., Mahler, J., & Pullen, P. C. (2018). <i>Teaching Reading Sourcebook</i> (3rd ed.). CORE. Read: Chapter 6 <i>Phonics</i>, pp. 169–191 • Kim, Y.-S. G. (2023). A tale of two closely related skills: Word reading and spelling development. In Z. A. Philippakos & S. Graham (Eds.), <i>Writing and reading connections: Bridging research to practice</i> (pp. 25–45). Guilford Press. Read: Chapter 2 <i>A Tale of Two Closely Related Skills: Word Reading and Spelling Development</i>, pp. 25–45	Project 3 Part 2 Final Phonemic Awareness Lesson Plan & Video (Due Sun. 11/8) Decodable Texts Accountability Check (Due Sun. 11/8)
Week 12 11/9 - 11/15	Phonics & Assessment	• Honig, B., Diamond, L., & Gutlohn, L. (2018). <i>Teaching reading sourcebook</i> (3rd ed.). CORE. Read: Chapter 6 <i>Phonics</i>, pp. 192-239.	Discussion Post 7 (Due Friday 11/13 and Sunday 11/15)

			Vocabulary Quiz 7 (Due Sun. 11/15)
Week 13 11/16– 11/22	Irregular Word Reading	Honig, B., Diamond, L., Gutlohn, L., Cole, C. L., El-Dinary, P. B., Hudson, R., Lane, H. B., Mahler, J., & Pullen, P. C. (2018). <i>Teaching Reading Sourcebook</i> (3rd ed.). CORE. Read: Chapter 7 <i>Irregular Word Reading</i>, pp. 241–257	Project 4 Phonics Lesson Plans & Video (Due Fri. 11/20)
Thanksgiving 11/23– 11/29	No Topic	No Readings	No assignments due.
Week 14 11/30 – 12/6	Multisyllabic Word Reading	Honig, B., Diamond, L., Gutlohn, L., Cole, C. L., El-Dinary, P. B., Hudson, R., Lane, H. B., Mahler, J., & Pullen, P. C. (2018). <i>Teaching Reading Sourcebook</i> (3rd ed.). CORE. Read: Chapter 8 <i>Multisyllabic Word Reading</i>, pp. 259–318	Discussion Post 8 (Due Friday 12/4 and Sunday 12/6) Content Quiz 3 (Due 12/06) Vocabulary Quiz 8 (Due Sun. 12/6)
Week 15 12/7– 12/11	Finals		Final Electronic Portfolio (Due Wed. 12/9)

Key Assignment Descriptions (Detailed instructions in Canvas):

Attendance (8 points or 8% of course). Attendance and active participation in the weekly Zoom sessions are important components of this course. These sessions provide opportunities to engage with foundational literacy concepts, participate in guided practice activities, collaborate with peers, and receive feedback that supports successful completion of course projects. The skills and instructional practices developed during these sessions are designed to help you apply evidence-based literacy instruction in your future classroom. Regular attendance is required to maximize learning and professional growth.

All About Me Presentation (3 points or 3% of course). You will create a slide deck presentation as a resource to introduce yourself to your future students during the first days of school.

Discussion Posts & Peer Responses (12 points or 12% of course). As a key component of the asynchronous portion of this course, online discussions provide you with opportunities to process, analyze, and apply course content from assigned readings, videos, and online learning resources. Through thoughtful participation and engagement with classmates, you will deepen your understanding of foundational literacy concepts, make connections between theory and practice, and reflect on how these ideas can be implemented in future classroom settings.

Vocabulary Quizzes, Content Quizzes, Accountability Checks (17 points or 17% of course grade) You will complete **eight scheduled vocabulary quizzes** and **three content quizzes** throughout the semester. Vocabulary quizzes will cover key terms that must be mastered for your teacher certification exam. Content quizzes will assess key concepts related to the **Science of Teaching Reading, Oral Language and Vocabulary, Phonological Awareness, Phonics**, and instruction for **emergent bilingual students**. **Accountability Checks** are one-question quizzes designed to demonstrate that you have completed a specific learning activity. You will need to download LockDown Browser prior to taking your first quiz: [Download LockDown Browser](#)

Projects:

Project 1| Read Aloud with Vocabulary Lesson & Video (14 points or 14%). You will write a scripted lesson plan for a read aloud of an excerpt of a children's book with explicit vocabulary instruction. You will then video record yourself teaching your lesson plan.

Project 2| Alphabet Knowledge Lesson Plan & Video Lesson (10 points or 10% of course grade). You will create an alphabet knowledge lesson plan using a provided template. The scripted plan will include teaching the letter name, letter sound and letter formation using explicit instruction and the gradual release of responsibility model. You will video yourself teaching a mock alphabet knowledge lesson using your script.

Project 3| Phoneme Articulation/Phonological Awareness Project Lesson Plan & Videos (14 points or 14% of course grade).

- **Part 1:** You will create a video of yourself properly articulating the consonant and vowel sounds of English with key words.

- **Part 2:** You will write a scripted lesson and create a video of yourself teaching a mock phonemic awareness lesson. The video will include explicit instruction and modeling of how to do the activity before practicing the activity with imaginary students. A draft will be required before submitting the final assignment.

Project 4| Phonics Lesson Plans (3) & Video Lesson (14 points or 14% of course grade).

You will create three scripted phonics lessons based on K-2 TEKS standards using the template provided. The lessons will include activities to develop phonemic awareness, explicit instruction of the phoneme-grapheme correspondence to be taught, activities to develop and practice decoding and encoding skills, and application to connected text. You will then choose one of your lessons and video yourself teaching as a mock lesson.

Final Electronic Portfolio (8 Points or 8% of the course grade). You will design and create an electronic portfolio that documents and highlights course projects and assignments aligned with student learning outcomes, the International Literacy Association (ILA) Standards, and the Science of Teaching Reading Competencies.

Assignments to be included in the portfolio:

1. All About Me PowerPoint
2. Project #1: Read Aloud with Vocabulary Lesson & Video
3. Project #2: Alphabet Knowledge Lesson Plan & Video
4. Project #3: Phoneme Articulation Video/Phonemic Awareness Lesson & Video
5. Project #4: Phonics Lesson Plans (3) & Video Lesson

Electronic Literacy Portfolio

Grading based on a collection of evidence that demonstrates mastery, comprehension, application, and synthesis of a given set of learning objectives. Students must prepare a high-quality portfolio and effectively communicate what they have learned through reflection.

Three Rationales integrated into the Electronic Portfolio:

- Growth: Show growth or change over time, help identify strengths and weaknesses, and can help students with self-reflection and goal setting.
- Showcase Work: students prepare a sample of their best work to share with others.
- Evaluation: Document progress toward standards for grading purposes.

Student Learning Outcomes for the Electronic Portfolio:

- Students will be assessed on their ability to organize, synthesize, and clearly describe their achievements.
- Students will complete varied types of assignments, respond to feedback, and revise their work.

- Students will be evaluated on the progress they make in a course throughout the semester.
- Dialogue and collaborative conversations will take place throughout the semester. The professor will encourage students to analyze, monitor, and update their professional electronic portfolios.

Grading

Key Assignment Summary	Weight	Points
Attendance	8%	8
All About Me Presentation	3%	3
Discussion Posts & Peer Responses	12%	12
Vocabulary Quizzes, Content Quizzes & Accountability Checks	17%	17
Project 1: Read Aloud with Vocabulary Lesson & Video	14%	14
Project 2: Alphabet Knowledge Lesson Plan & Video Lesson	10%	10
Project 3 Phoneme Articulation/ Phonological Awareness Lesson & Videos (Total)	14%	14
Part 1: Phoneme Articulation Video	4%	4
Part 2 Draft: Lesson Plan & Video	5%	5
Part 2 Final: Lesson Plan & Video	5%	5
Project 4: Phonics Lesson Plans (3) & Video Lesson	14%	14
Final: WIX Portfolio	8%	8
Total	100%	100

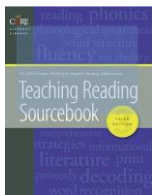
Performance Standards

Points	Percent	Grade	Standard
90-100	90%	A	Excellent
80-89	80%	B	Above Average
70-79	70%	C	Average
60-69	60%	D	Below Average
50-59	59% or Below	F	Not Acceptable

***The minimum grade on submitted assignments is 50%. However, if no assignment is submitted a grade of zero will be earned. Incomplete assignments will not be counted as submissions.**

Required Materials and Texts

Course Textbooks: The following textbook is required for this course. It will also be used in READ 4320.

Textbook Cover:	Title:	Authors:	ISBN#	Publisher:
	REQUIRED Teaching Reading Sourcebook (Core Literacy Library) Third Edition	Bill Honig, Linda Diamond, & Linda Gutlohn	978-1-63402-235-4	Arena Press

*Additional readings to supplement course content may be selected from various journal publications book chapters and reports. These will be provided at no extra cost to students.

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.*

Additional Resources:

- Dehaene, S. (2009). *Reading in the brain: The new science of how we read*. Penguin Books.
- Moats, L. C. (2020). *Teaching reading is rocket science: What expert teachers of reading should know and be able to do*. American Federation of Teachers.
<https://www.aft.org/sites/default/files/Moats.pdf>
- Moats, L. C. (2010). *Speech to print: Language essentials for teachers* (2nd ed). Paul H. Brookes Publishing Co.
- Snowling, M.J., Hulme, C. & Nation, K. (2022). *The science of reading: A handbook* (2nd ed). John Wiley & Sons Ltd.

Course Policies

- **Zoom Meeting.** This course includes a required weekly Zoom session in addition to the online asynchronous work that you are required to do.
- **Attendance.** Participating in learning activities in the classroom is essential for meeting the objectives of this course. You should attend all scheduled Zoom sessions during the semester, but I know that sometimes there are extenuating circumstances that come up making this difficult. Please let me know if you are unable to attend class and be prepared to make up any missed work. If you miss more than three classes during the semester,

please reach out to me, so we can form a plan for your success in the course. Keep in mind that attendance and participation in the Zoom sessions is 8% of your final grade.

- **Make-Up Quiz.** Vocabulary and content quizzes should be completed on time. If you are unable to complete a quiz due to an emergency, please reach out to me to discuss options. You may be expected to submit relevant documentation (e.g., doctor's note, funeral notice, etc.) when requesting a make-up quiz.
- **Written Assignments.** Please complete your written assignment in a 12-point, easy to read font (Times New Roman, Helvetica, Tahoma), double space, and include page numbers. Proofread your assignments so they do not contain typos and grammatical errors. This adds clarity to your work and helps avoid misunderstanding of your message.
- **Late Assignments.** Turning assignments in on time will help you stay on track in the course and avoid accumulating work, making it difficult to catch up. I understand that extenuating circumstances may cause you to need an extension on the due date of a particular assignment. Please reach out to me to request an extension if you will not be able to submit an assignment on time. **Please note that Project #4 must be submitted on time. Points will be deducted from your grade on the project if any part is late.**
 - **All course work other than your final portfolio must be submitted no later than Friday, December 4, 2026 to receive credit.**
- **Academic Dishonesty.** To be successful in this class, you must invest time in studying. 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 syllabus.
- **Canvas:** You will find class notes, assignments, grades, and course information in our UT Tyler Canvas LMS. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas. Please check Canvas regularly for updates and download any class handouts. All course assignments have a designated Canvas page for submission.
- **Cell Phones:** Please limit your cell phone use in class during Zoom sessions. I understand that there are occasions and circumstances that require you to be able to monitor your calls and messages. Just let me know at the beginning of class if this situation arises for you.
- **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](#). Students enrolled in READ 3320 should adhere to and always demonstrate these teacher-candidate dispositions.

University Policies & Resources

Use the following link to review important university policies and information:

[University Policies](#)

Use the following link to access resources available to UT Tyler Students:

[Student Resources](#)

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Core Purpose of the College of Education and Psychology

To prepare competent, caring, and qualified professionals in the field of education, psychology, and counseling; to foster discovery; and to advance the knowledge base in our respective disciplines.

Vision: The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Mission: The School of Education prepares educators and leaders who transform lives through learning. Through excellence in teaching, scholarship, innovation, and partnership, we strengthen the educator workforce, advance educational opportunity, and improve outcomes for learners, schools, and communities across East Texas and beyond.

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 to the [Code of Ethics and Standard Practices for Texas Educators can be accessed here](#).