



READ 5302.060 [Online]
Issues in the Teaching of Literacy
Using Children's and Adolescent Literature
Summer II 2026
The University of Texas at Tyler

A. Instructor Information	Joanna Neel, Ed. D., Associate Professor
Semester & Year:	Summer II 2026
Time & Day:	Online
Location:	Virtual
Office:	BEP 248 B
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. <i>Appointments available-please email to schedule.</i> Zoom meetings will be scheduled throughout the five-week course.
First Day of Class:	July 6, 2026
Census Date:	July 9, 2026
Last Day to Withdraw:	July 29, 2026
Final Exam:	August 7, 2026
Grades Submitted:	August 11, 2026

[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).

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

The 2021 International Society for Technology in Education (ISTE) Standards are integrated throughout the course.

2.1 Educators: Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

2.2. Leader Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.

2.3 Citizen: Educators inspire students to positively contribute to and responsibly participate in the digital world.

2.4 Collaborator: Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

2.5 Designer: Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

2.6 Facilitator: Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.

2.7 Analyst: Educators understand and use data to drive their instruction and support students in achieving their learning goals.

Candidates in READ 5302 will design a variety of learning contexts that include positive physical environment (e.g., tables, chairs, lighting, nooks, book options, anchor charts, audio books, plus time and routines for exploration), social literacy rich learning environments (e.g., students have opportunities to read, be read to, partner reading, develop strategies for selecting books for themselves, genre selection, book clubs, literature circles, and reading conferences), grouping structures (e.g., whole group, small group, partners, and individual), and social interactions such as collaboratively developed behavioral mores, opportunities for discussions in whole group, small group, and pairs to discuss books' language, authorial choices, illustrations, and more.

Class discussions, class expectations for collaborative conversations, literature groups, buddy reading, book talks, and readers' theater are examples for implementing literacy.

C. Course Goals; Student Learning Outcomes; Assessments; and Related International Literacy Reading Association (ILA)/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.
2. **Increased knowledge of children's and adolescent literature**, including relatively new literary forms and the defining characteristics of genre, the textual and visual elements of children's and adolescent literature, and salient works by key authors and illustrators.
3. **Increased knowledge of how to design a variety of learning contexts that include a positive physical environment** (e.g., tables, chairs, lighting, nooks, book options, anchor charts, audio books, plus time and routines for exploration), social literacy rich learning environments (e.g., students have opportunities to read, be read to, partner reading, develop strategies for selecting books for themselves, genre selection, book clubs, literature circles, and reading conferences), grouping structures (e.g., whole group, small group, partners, and individual), and social interactions such as collaboratively developed behavioral mores, opportunities for discussions in whole group, small group, and pairs to discuss books' language, authorial. (ILA 5.4)

International Literacy Association Standards are incorporated into the following Student Learning Outcomes:

Student Learning Outcomes:

- 1: Foundational Knowledge;
- 2: Curriculum and Instruction;
- 3: Assessment and Evaluation,
- 4: Individual Student Needs (3 Issue Papers), & Character Studies
- 5: Literate Environment.
6. Professional Learning & Leadership

Standards Matrix:

Student Learning Outcomes	Activities	Assessment	Standards Alignment
1. Build Foundational Literacy Knowledge: Develop a basic understanding and increased awareness of both current and perennial issues relating to selection & use of children's/ adolescent literature in PreK-Grade 12 classrooms, you will clarify and develop <i>your own positions</i> on these issues.	Course Readings	(3 Issue Papers)	ILA: 1.1, 1.2
2. Literacy Curriculum & Instruction/ 3. Literacy Assessment & Evaluation Attain & implement an increased knowledge of children's and adolescent literature , including relatively new literary forms, and, also, an increased awareness of the development and	Course Readings		ILA: 4.2 TEExES: Standard IV TES: 6:Cii

breadth 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.			ILA: 2.1. 2.2, 2.3, 2.4, 3.2, 3.3, 6.2, 6.3, 6.4 InTASC: 6
4. Individual Student Needs (3 Papers), & Character 5: Literate Environment. Increased knowledge of how to design a variety of learning contexts that include positive physical environment (e.g., tables, chairs, lighting, nooks, book options, anchor charts, audio books, plus time and routines for exploration), social literacy rich learning environments (e.g., students have opportunities to read, be read to, partner reading, develop strategies for selecting books for themselves, genre selection, book clubs, literature circles, and reading conferences), grouping structures (e.g., whole group, small group, partners, and individual), and social interactions such as collaboratively developed behavioral mores, opportunities for discussions in whole group, small group, and pairs to discuss books' language, authorial choices, illustrations, and more.		Class Environment Plan/ Social Literacy-Rich - Environment to include class expectations, collaborative conversations, lit. groups, buddy reading, book talks, & readers theatre Effective Grouping Practices Assignment	ILA: 5.4

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: The Hate U Give, Long Way Down; Before the Ever After; Farmer Boy; The Watsons Go to Birmingham; The Sign of the Beaver; Hunger Games; Hatchet; Charlotte's Web; order you read them in is up to you.** You will write a total of three, informal 4-5 page **Issue Papers** relating to said book(s) (see due dates, guidelines, and criteria for writing Issue Papers separate from this syllabus).
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.
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 (ILA/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.

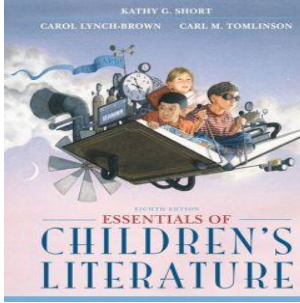
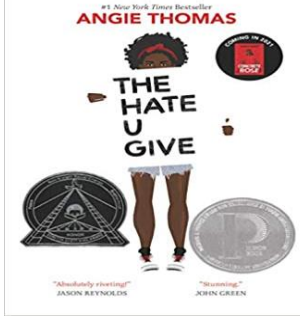
Specific guidelines and grading criteria for each assignment are available on Canvas, separate from this syllabus.

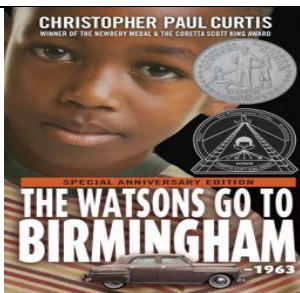
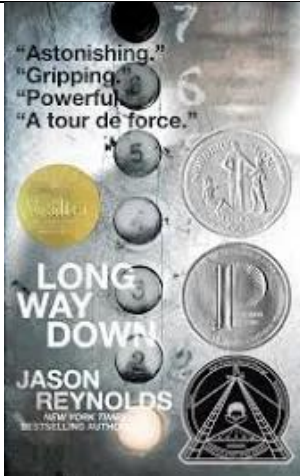
D. Teaching Strategies:

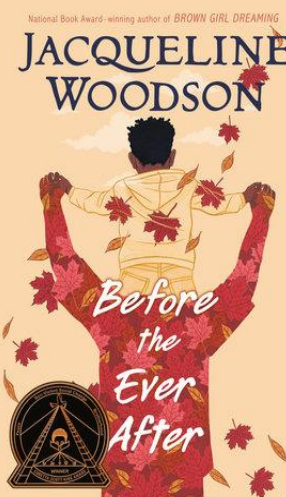
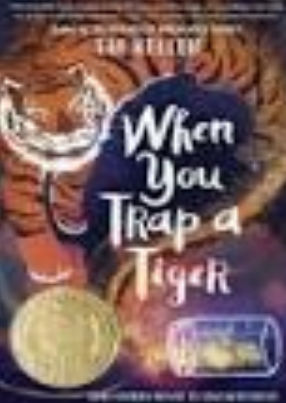
Web 2.0 learning tools (blogs, discussion boards, etc.); online, narrated *PowerPoint lectures*, videos, etc.; cooperative/collaborative learning; readings from the Internet; multimedia components; distance learning, peer responses, etc. (Lectures have accompanying lecture notes in pdf form for you.)

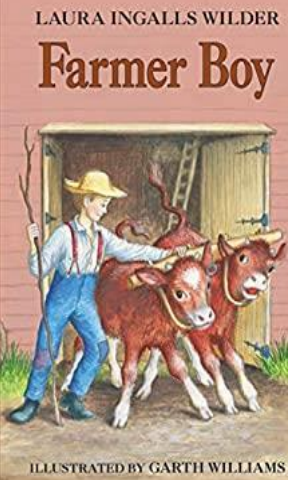
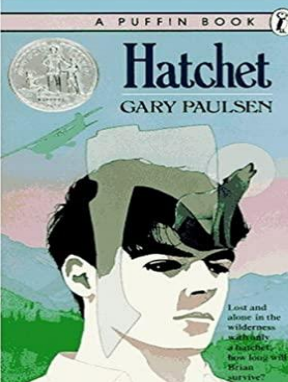
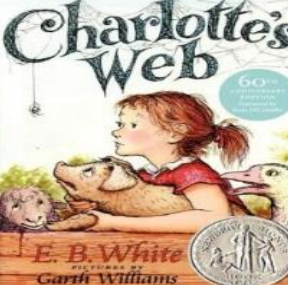
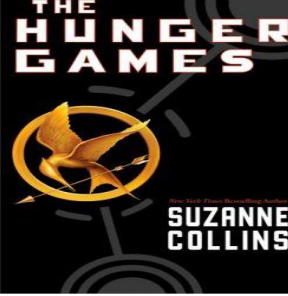
E. Required and Recommended Texts, Materials, & Supplies:

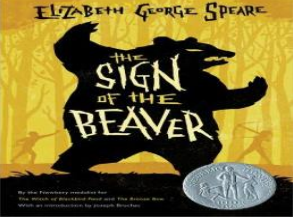
READ 5302 460 Summer 2023 Book List:

Book Cover:	Title & Author:	Publisher & ISBN #'s	Awards:
	Essentials of Children's Literature 8 th Edition By: Kathy G. Short; Carol Lynch-Brown; Carl M. Tomlinson	Pearson ISBN: 9780133066739	
	The Hate U Give By: Angie Thomas	9780062498533	• 2017 Goodreads Choice Awards Best Young Adult Fiction ^[34] • 2017 Goodreads Choice Awards Best Debut Goodreads Author winner ^[35] • 2017 National Book Awards longlist for young adult literature. ^[36] • 2018 William C. Morris Award for best debut book for teens ^[37] • 2018 Michael L. Printz Award ^[38] • 2018 Coretta Scott King Book Award Honor Book ^[39] • 2018 Waterstones Children's Book Prize for Older Fiction ^[40] • 2018 Odyssey Award for Excellence in Audiobook Production ^[41]

			• 2018 British Book Awards Children's Book of the Year Shortlist ^[40] • 2018 Goodreads Choice Awards Best of the Best winner^[42] • 2018 Carnegie Medal shortlist ^[43] • 2018 Deutscher Jugendliteraturpreis in the "young adult jury" section^[44] • 2018 Audie Award for Young Adult novel^[45] • 2018 Audie Award for Best Female Narrator ^[45] • 2018 Edgar Award Nominee for Best Young Adult ^[46] • 2018 Indies Choice Award for Young Adult Book of the Year
	The Watsons Go to Birmingham by: Christopher Paul Curtis	Penguin Random House Publishers 1997 ISBN:9780440414124	Newbery Honor 1996, a Coretta Scott King (wife of Dr. Martin Luther King, Jr.) Honor, and the Golden Kite Award.
	Long Way Down by: Jason Reynolds African-American Author	Publisher: Simon & Schuster 9780571335121	• A Newbery Honor Book • A Coretta Scott King Honor Book • A Printz Honor Book • A Time Best YA Book of All Time (2021) • A Los Angeles Times Book Prize Winner for Young Adult Literature • Longlisted for the National Book Award for Young People's Literature • Winner of the Walter Dean Myers Award • An Edgar Award Winner for Best Young Adult Fiction • Parents' Choice Gold Award Winner • An Entertainment Weekly Best YA Book of 2017 • A Vulture Best YA Book of • 2017A Buzzfeed Best YA Book of 2017

	Before the Ever After By: Jacqueline Woodson African-American Author	Publisher: Nancy Paulsen Books 9780399545436	• Winner of the NAACP Image Award • Winner of the Coretta Scott King Author Award • National Book Award winner Jacqueline
	New Kid by: Jerry Craft Author is African-American	Publisher: Harper Collins 2119 9780062691200	• Newbery Award • Coretta Scott King Award • 2020 Kirkus Prize
	When You Trap a Tiger by: Tae Kellar Author is from Korea.	Published 2020 9781524715700	• 2021 Newbery Award

 LAURA INGALLS WILDER Farmer Boy ILLUSTRATED BY GARTH WILLIAMS	Farmer Boy By: Laura Ingalls Wilder	Harper Publishing 97890060885380 Year Published: 1933	
 A PUFFIN BOOK Hatchet GARY PAULSEN Lost and alone in the wilderness - suddenly - a hatchet - how long will he survive?	Hatchet by: Gary Paulsen	Puffin Books Published: 1988 9780140327243	• John Newbery Award 1988; • Dorothy Canfield Fisher Award for Children's Literature 1989
 Charlotte's Web E. B. White PICTURED BY Garth Williams	Charlotte's Web By: E.B. White	Harper Publishing 1952 9780380709595	• Newbery Award • George C. Stone Center for Children's Book/Merit Award • Laura Ingalls Wilder Award
 THE HUNGER GAMES SUZANNE COLLINS	The Hunger Games By: Suzanne Collins	Scholastic 9780439023528	• #1 New York Bestseller • #1 USA Today Bestseller • Wall Street Journal Bestseller • New York Times • Notable Children's Book of 2008 • An American Library Association • Top Ten Best Books for Young Adults Selection • ALA Notable Children's Book • 2009 ALA Amelia Bloomer • Project List 2008 Cybil Award- • Fantasy & Sci. Fiction • 2009 Children's Choice Book

			• Award Teen Choice Book of the Year Finalist YALSA'S • Teens' Top Ten, 2009 • School Library Journal Best Books of 2008 etc..
	Sign of the Beavery By: George Speare	HBC Trade 9780547577111	

Bibliography:

Birr, E.M., Afflerbach, P.P., Enciso, P., Lesaux, N.K., (2020). Handbook of Reading Research, Volume V. Routledge, Oxfordshire, UK.

Bomer, R. (2017). What would it mean for English language arts to become more culturally responsive and sustaining? Voices from the Middle, 24(3), 11-15.

Calkins, L.M. (1994). The art of teaching reading. Heinemann, Portsmouth, NH.

Goodman, K. (1996). On Reading. Heinemann. Portsmouth, NH.

Goodman, K. (1993). Phonics Phacts. Heinemann. Portsmouth, NH.

Harvey, S., Goudvis, A. (2000). Strategies That Work. Stenhouse Publishers. Portsmouth, NH.

Rosenblatt, L. (1978). The Reader, The Text, The Poem: The Transactional Theory of the Literary Work, Carbondale, IL: Southern Illinois University Press (reprint 1914).

Vygotsky, L.S. (1962). Thought and Language. MIT Press. Cambridge, MA.
1st Edition

☐ **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 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.utttyler.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 Over the content of the online instructor-created lectures)	10 Points	Quiz 1,2,3 Week #2 Open Tues. 8:00 AM Due: Sun. 11:59 PM Quiz 4,5,6 Week #3 Open Mon. 8:00AM Due: Sun. 11:59 PM

		Quiz 7,8 Week #4 Open Mon. 8:00AM Due: Sun 11:59 PM Quiz 9,10,11,12 Week #5 Open Mon. 8:00AM Due: Sun; 11:59PM
Discussion- Students will respond to critical issues raised by professor. Respond with a brief rationale for/ clarification of/ support of your positions.	10 Points	Due Weekly
Physical Class Environment Plan: Design a variety of literacy learning contexts that include positive physical environments (e.g., tables, chairs, lighting, nooks, book options, anchor charts, audio books, plus time and routines for exploration).	5 Points	Due Week 2
Social Literacy-Rich Environment Design Design ways to foster social interactions to include class expectations for collaborative conversations, lit. groups, buddy reading, book talks, & readers theatre.	5 Points	Due Week 3
Effective Grouping Practices Assignment: Design and plan effective grouping practices to best meet the unique literacy learning needs of students by providing a variety of dynamic learning groups (Whole group, partners, and individual), and social interactions such as collaboratively developed behavioral mores, opportunities for discussions in whole group, small group, and pairs to discuss books' language, authorial choices, illustrations, and more.	10 Points	Due Week 4
READ 5302: Paper #1 Book: <u>The Hate U Give</u> by Angie Thomas. Instructions: Please read <u>The Hate U Give</u> by Angie Thomas. Identify the following in the book: (1) setting: time & place (2) characters and character development (3) issues and problems faced by characters (4) solutions to issues/ problems (5) themes in the book (6) how the author addresses diversity throughout the book. Write a five-page, (double-spaced paper, Times New Roman Font 12) discussing your findings. Once you have completed the first issue paper, upload it to the tab in Canvas entitled: Issue Paper #1.	20 Points	Paper #1: Due Sunday Week #2. by 11:59 PM
Issue Paper #2: PAPER #2 BOOKS: New Kid & Watsons Go to Birmingham Read the required books. Please note that since The Hate U Give was used in Issue Paper #1, it may not be one of the books you use for this assignment. <u>New Kid</u>	20 Points	Issue Paper #2 Due Sunday Week #3 11:59 PM

<u>Watsons Go to Birmingham.</u> Compare the two books you selected that have similar themes and compare the two books with a recent news article. STEPS: 1) Read the two books you selected. 2) Select & read an article or transcript from a news story from 2017-2026 about educational events to compare and contrast to one of the books you have read. 3) Write a four - page issue paper discussing the books and the article, comparing and contrasting the two books and article, discussing themes, perspectives, tensions, similarities and differences. Please include implications and lessons from the two books and articles that you can implement into your teaching and possibly into a staff professional development session for teachers at your school/ district. You may note how this body of literature could be used in future lessons, what extension activities students could do to reinforce the lesson. 4) Submit the paper into Canvas into the Paper #2 The Watsons Birmingham; New Kid & Article		
Paper #3 Goal: Comparing historical fiction or contemporary realistic fiction or nonfiction through the lens of diversity. Review your completed Text Comparison Chart of information from the literature assigned for this course. Based on the information on the chart, select one or more of the books that have similar themes. Next, watch the movie(s) you select. Please compare & contrast the text and movie, discussing the big themes of the book & movie. Please note that if you wish, you may compare more than one of the books and movies. Please explain your rationale and discussion of the theme that is evident in both. For example: Dances with Wolves could be paired with Sign of the Beaver under the big overarching themes of survival, westward expansion, shifting societies, migration west, settling of the wild frontier, hardships and dangers, etc. Please post your paper to the Issue Paper/ Project #3 Tab. Books: <u>The Hate U Give</u> <u>New Kid</u> <u>When You Trap a Tiger</u>	20 Points	Paper #3 Due Sunday Week #4 by 11:39 PM

<u>Before the Ever After</u> <u>Long Way Down</u> <u>Charlotte's Web;</u> <u>Sign of the Beaver;</u> <u>The Hunger Games;</u> <u>Hatchet;</u> <u>Watsons Go to Birmingham .</u> Movies: *Dances With Wolves starring Kevin Costner *Hostiles (released in 2017) *Open Range Kevin Costner, Robert Duvall *Remember the Titans starring Denzel Washington *Guess Who's Coming to Dinner?- with Spencer Tracy & Kathryn Hepburn *Hidden Figures starring Octavia Spencer *To Kill a Mockingbird starring Gregory Peck *The Hunger Games STEPS: 1) Compare two books that have similar themes and a movie from the lists. 2) Write a compare/ contrast paper noting the similarities & differences between the book and movie, noting how the themes, plot, characters are similar. 3) Post the paper into Canvas under Issues Paper 3 Thread.		
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- **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. Students are expected to submit relevant documentation (e.g. doctor's note, funeral notice, tow-truck receipt, etc.) when requesting a make/up activity.

- **Written Assignments.** Written assignments MUST be typed using **double spaced lines and have page numbers**. 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 only materials with minimal or no errors will receive high scores. **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%. No assignments will be accepted after 48 hours unless arrangements have been made with the instructor.

- **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.

- **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!**

- **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, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), 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 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](#).

UT Tyler School of Education

Undergraduate Instructional Notification & PIP Initiation Form

Purpose: This form serves as the primary tool for identifying and remediating professional disposition concerns. It documents the progression from an informal faculty discussion to a formal committee review.

Part 1: Student & Program Information

- **Student Name:** _____ **Student ID:** _____ **Date:** _____
- **Major/Program:** _____ **Phase:** _____
- **Faculty Initiating Form:** _____ **Course Name/Number:** _____

Part 2: Area(s) Identified for Improvement

Check all that apply based on Professional Dispositions:

DISPOSITION	AREAS OF CONCERN	COMMENTS
Responsibility and Accountability		
• Accepts responsibility for personal actions or decisions	☐	
• Displays a professional demeanor	☐	
• Complies with university and school district policies and procedures	☐	
• Follows university, school, and/or district policies for professional appearance	☐	
• Engages in professional, legal, and ethical conduct	☐	
Commitment to Effective and Professional Communication		