Fall 2019
Term dates: August 26-December 14, 2019

School of Education
The University of Texas at Tyler

Syllabus EDFB4338.001
Literacy in the Content Areas (Grades 5-12)
(81161) 3 Credits
Thursdays 5:00 to 7:45pm
Where: BEP 218

Last day to withdraw from course: November 4, 2019

TABLE OF CONTENTS
Course description, alignment matrix, texts, grading, and instructor information: pp. 1-5
Course requirements (assignments overview): pp. 5-8
Course policies: pp. 8-11
Bibliography: pp. 11-12
University policies; School of Education mission, policies, and program standards: pp. 12-21.
Tentative Course Schedule of Activities and Assignments with Due Dates: pp. 22–end.

A. Instructor Information
Name: Annamary L. Consalvo, Ph.D., Associate Professor, Literacy
Email: aconsalvo@uttyler.edu (best way to reach me)
Office Address: School of Education, 3900 University Blvd. (HPR 267) Tyler, TX 75799
Office Phone: (903) 565-5576
Office Hours: By appointment and/or Mondays and Thursdays 2:30-4:00pm

B. Course Description
Focus on content literacy at the middle and secondary levels, includes particular emphasis on teaching and learning strategies that develop and refine students' literacy skills. Prerequisites: Admission to the School of Education.

C. Knowledge Base(s)
This undergraduate course builds upon the knowledge base and experiences gained in prior undergraduate coursework, field, and actual classroom experiences that address language and literacy issues. The course addresses disciplinary literacy and how, as teachers, we communicate the literacy practices of our disciplines effectively and in ways that build bridges for students to grasp, understand and apply concepts. Both disciplinary literacy and strategy awareness in reading and writing will be emphasized leading to enabling an
upper-elementary, middle and/or high school teacher to better develop an effective program of instruction for all students.

**LEARNING OUTCOME/ASSESSMENT/STANDARDS MATRIX**

<table>
<thead>
<tr>
<th># SLO</th>
<th>Student Learning Outcome (SLO): <em>The student will...</em></th>
<th>Assessment</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Explain the rationale for teaching disciplinary literacy skills, including the premise that reading is a constructive process based on the interactions of a reader’s prior knowledge, the text, and the context of the reading situation</td>
<td>Weekly Jottings, Think-Aloud, Text Set Presentation</td>
<td>*TES 1Ai; 1Aiii; 2Bi; 6A1; 6Aii&lt;br&gt;*InTASC 1d; 1e; 2m; 2n; 2o; 4l; 5a; 7h; 8j&lt;br&gt;*TEKS 1A; 1B&lt;br&gt;*ISTE 1a&lt;br&gt;*ELPS 4H; 5B; 5C&lt;br&gt;*TxCCRS IA1; IB1; IB2; IF3</td>
</tr>
<tr>
<td>2</td>
<td>Design and plan disciplinary literacy-infused lessons which include instructional strategies, methods, and materials that *stimulate interest, increase motivation, tap prior knowledge, activate engagement of students as they speak, read, and write across modes, and that *promote optimum reflection and synthesis after they speak, read and write across modes.</td>
<td>Think-Aloud, Text Set, Professional Learning Communities/Twitter, Weekly Jottings</td>
<td>*TES 1Bi; 1Bii; 3Biii; 3Biiv; 3Ci; 3Cii&lt;br&gt;*InTASC 1g; 3b; 3f; 4a; 4b; 5b; 6b; 7b; 10a&lt;br&gt;*TEKS 1A; 1B; 1C; 1D; 2A; 9A-D; 10A-B; 12A-C&lt;br&gt;*ISTE 1b; 1c; 2e; 3a&lt;br&gt;*ELPS 4D; 4E; 4F&lt;br&gt;*TxCCRS 1C2; 1C3</td>
</tr>
<tr>
<td>3</td>
<td>Gain knowledge and experience in integrating technology as a way of enhancing literacy and disciplinary learning for all students</td>
<td>Professional Learning Communities/Twitter, Text Set Presentation</td>
<td>*TES 4Aiii; 6Cii&lt;br&gt;*InTASC 1c; 3m; 4g; 9b; 9c; 9d; 10f; 10g&lt;br&gt;*TEKS 1E&lt;br&gt;*ISTE 1b; 4a; 4c; 7a&lt;br&gt;*ELPS 4D; 5C; 5D; 5E&lt;br&gt;*TxCCRS IIE1; IIE2; IIE3</td>
</tr>
</tbody>
</table>
COURSE EVALUATION

E. Course Projects, Evaluation and Grading: The assignments and projects outlined below are designed to contribute in a different, and yet complementary way in achieving the stated course objectives.

Tasks, and Points/Percentages (T=100 points=100%)

- **Bolded and underlined numerals are what add up to 100 points**
- **Course grade is calculated on total percentage (%) of overall grade** (not points)
- **Grades available to you through Canvas online grade center**

- Participation in Discussions & Class Activities 20 points
- F2F & online discussions & Practice Journal
- Professional Learning Communities/Twitter 20 points
- Text Set 20 points
- Think Aloud(s) 10 points, total
- Jottings: Weekly Chapters, Videos, Vocabulary 25 points
- Final exam 5 points

<table>
<thead>
<tr>
<th>Points</th>
<th>Percent</th>
<th>Grade</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>90%+</td>
<td>A</td>
<td>Outstanding</td>
</tr>
<tr>
<td>80-89</td>
<td>80%+</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>70-79</td>
<td>70%+</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>60-69</td>
<td>60%+</td>
<td>D</td>
<td>Poor</td>
</tr>
<tr>
<td>00-59</td>
<td>59% or below = “F”</td>
<td>F</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

TEXTS

REQUIRED TEXTBOOK (PRIMARY TEXTBOOK FOR CLASS) to purchase:


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.

UT-Tyler Bookstore link: (click on “Textbooks” top left tab above image on home page)
https://uttyler.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=65060&catalogId=10001&langId=1

Recommended (not required) Textbooks for Your Go-To Classroom Library Bookshelf:

Recommended (not required) Textbooks for Your Go-To Classroom Library Bookshelf:

May be required: No cost to you:
Articles/chapters from various professional journals. Class website, Muntz library or via handouts: Various articles pertinent to weekly topics, written by experts in your disciplinary area. Instructions to follow.

<table>
<thead>
<tr>
<th>Professional journals include (but not limited to) the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal of Adolescent &amp; Adult Literacy</td>
</tr>
<tr>
<td>The Reading Teacher</td>
</tr>
<tr>
<td>Reading &amp; Writing Quarterly</td>
</tr>
<tr>
<td>Intervention in School and Clinic</td>
</tr>
<tr>
<td>Reading Improvement</td>
</tr>
<tr>
<td>Mathematics Teacher</td>
</tr>
<tr>
<td>Mathematics Teaching in the Middle School</td>
</tr>
<tr>
<td>Middle School Journal</td>
</tr>
<tr>
<td>Science Scope</td>
</tr>
<tr>
<td>The Science Teacher</td>
</tr>
<tr>
<td>Journal of Science Teacher Education</td>
</tr>
<tr>
<td>Journal of American History</td>
</tr>
<tr>
<td>OAH Magazine of History</td>
</tr>
<tr>
<td>Educational Leadership</td>
</tr>
<tr>
<td>Library Media Connection</td>
</tr>
</tbody>
</table>

Highly Recommended (not required) PROFESSIONAL ORGANIZATION MEMBERSHIP
A student membership ($20-$40 depending on your discipline) in your content area’s national professional organization. A membership in your discipline’s national organization will give you access to your Specialized Professional Associations (SPA) guidelines, policy statements, standards, position statements, lesson plans, journals, invitations to professional engagement, and much more.

- National Science Teachers Association (NSTA) [http://www.nsta.org/](http://www.nsta.org/)
- National Council of Teachers of Mathematics (NCTM) [http://www.nctm.org/membership/](http://www.nctm.org/membership/)
- National Council of Teachers of English (NCTE) [https://secure.ncte.org/store/individual-membership](https://secure.ncte.org/store/individual-membership)
- National Council of Teachers of Social Studies (NCTSS) [http://www.socialstudies.org/membership](http://www.socialstudies.org/membership)
- National Association for Sport and Physical Education [https://www.shapeamerica.org](https://www.shapeamerica.org)
- National Association for Music Educators [http://www.nafme.org](http://www.nafme.org)
- National Association for Art Educators [http://www.arteducators.org](http://www.arteducators.org)

And….International Literacy Association (ILA) [http://www.reading.org/](http://www.reading.org/) is very teacher friendly – at all levels and through all content areas.
SOME ADDITIONAL READINGS AND RESOURCES
STEM – Edutopia http://www.edutopia.org/groups/stem-education
Top Ranked Websites for Teachers: http://www.edutopia.org/groups/stem-education
Access ERIC. http://www.eric.ed.gov (ERIC is a non-peer-reviewed, free database of educational research)

CITATION HELP
Correct attribution of work that someone else did is expected of an educated person. In this class, as educators, you will adhere to the accepted “style” called APA – for the American Psychological Association. See Citation Help – APA folder in “Course Documents” on Bb.
The OWL at Purdue: The Online Writing Lab at Purdue University AKA The OWL at Purdue is a powerhouse of free, accessible, understandable, correct, and relevant resources for you; use it! Here at UTT we have many citation resources available to you.
➢ The OWL at Purdue http://owl.english.purdue.edu/owl/section/2/10/
➢ Style and Citation Guides available through UT-Tyler http://libguides.uttler.edu/citations

COURSE REQUIREMENTS

AND if you are not sure what to do…. I will explain assignments both in-person and online; and, I will distribute detailed instructions for each assignment. In most cases, I will provide you with several examples of completed assignments. If an assignment is unclear, confusing, or in any way frustrating -- or you have questions -- discuss the problem with me. I welcome clarifying questions: you do the whole classroom community a service by raising them. Often, I will share the answers to such questions with the classroom community – without attributing a student name to the question. However, not all questions can be resolved in this way. Please note that I have office hours set aside for just such occasions. If my office hours do not work for you, we can make an appointment for a mutually convenient time.

SOCIAL MEDIA(TED) PROFESSIONAL LEARNING COMMUNITIES (TWITTER) – EXPANDING YOUR WORLDS (20 points 20/20=100%) Specific instructions and schedule to follow.
Across four weeks, we will look beyond UT-Tyler and our field-placement schools for professional affiliation, inspiration, and support. Using Twitter’s educational “chats,” you will participate in meet-ups, read relevant posts by other experts in your field, contribute to those discussions, and methodically collect ideas, strategies, and resources for your own use in your teaching career.

THINK-ALOUD(s) (10 points) Specific instructions and schedule to follow.
Think-Aloud Protocols are an excellent way a teacher can make his or her specialized disciplinary knowledge visible to students. This is an oft-overlooked, critically important step in “explicit” or “direct” instruction. Students in K12 needs to be able to see HOW we (as disciplinary experts) think about solving problems in our areas, then (and often, only then), can they solve them on their own. You will select a discipline-specific task and then “perform” the Think-Aloud. As if you were by yourself, and, as if the audience had a front row seat inside your head, you will talk through all of your thinking about the task you
are accomplishing. you will confine your pronoun use to “I”, “me”, “my” – first person only – no “you” usage, direct or implied. Seven to ten minutes of thinking aloud. Peer comments to follow. You will have specific guidance and examples. We will engage with Think-Alouds two times in the first half of the semester during face-to-face class meetings. You will be in small groups. In advance of Think-Aloud #1, and you will come up with a concept and plan for your presentation during Think-Aloud #1. Then, taking the feedback you received from peers and your own sense of improvement, you will, for Think Aloud #2, offer a refined and improved version of the earlier Think-Aloud. As well, as a team member, your collegial, thoughtful, encouraging, and honest feedback is critical to your peers’ growth and will count toward your grade.

**FACE-TO-FACE and ONLINE ACTIVITIES (20 points 20/20=100%)**

- **Discussions** Face to face, AND digitally mediated discussions.
- **Learning Activities (online and/or face-to-face, material and/or digital):** Examples might include quizzes, discussions in various formats, various writing assignments (e.g. quick writes; keeping a practice notebook, etc.); quizzes.
  - **Grading:** Grading will vary from week to week and from one activity to another. Your attendance and participation are expected.

**Etiquette for Discussions:**

**Face to Face:** A pedagogical stance that values dialogue, will propel a teacher (you) to find meaningful ways to incorporate talk into his/her class. By *talk*, I mean open-ended connections, queries, and extensions -- not fill-in-the-blank, right/wrong kinds of responses. By *dialogic*, I mean that a discussion is not one that the teacher strictly controls. Instead, the teacher initiates and guides a topic; responses should be from and between students (two to four “pongs” between students before moving on). It is this *student voice* factor that is critical. To this end, we will hold weekly discussions in various formats. You will be required to be prepared to engage in an informed, interesting, and expansive discussion by bringing in talking points from the week’s readings to participate fully in this construction of meaning.

**Online:** In general, it is imperative that any online discussion maintain a polite and collegial tone. Moreover, it is important that each person express him/herself fully and with supporting detail. Generally, each post should be between 150 and 250 words of well-developed and coherent connection to and thinking about a given topic. In your replies to other students, we should strive to maintain a positive and appreciative tone.

**What if I don’t agree?** If you do not agree with someone – then own it (by using “I”-statements) – rather than saying, “that’s ridiculous!” try something more like, “I appreciate that you were in a very challenging situation”. Or, “Could you say a little more about how part “a” connects to part “b”?”, or, “That’s an interesting perspective. In my experience – I saw it a little differently” (then, explain). As professional educators, being able to disagree and maintain a positive relationship is a valuable skill.

**WEEKLY JOTTINGS: CHAPTERS; VIDEOS; OCCASIONAL ADDITIONAL ARTICLES; VOCABULARY (25 points 25/25=100%)** Closely follow detailed instructions for each week – separate directions and schedule.

By necessity, doing the weekly readings (both textbook and articles), watching videos, and writing about them, will provide you with valuable content that can significantly ramp up your teaching. As well, you will explore vocabulary root words (in your discipline) as a way to help YOU help your future students better retain your discipline’s technical vocabulary.
Prior to each class, you will:
1. Complete all the readings,
2. View the video(s),
3. Do vocabulary exercises (separate directions below)
4. Write about the readings and the videos using the template in separate instructions.

The “Jottings” assignment’s aim, across the semester, is to support you in becoming a reflective practitioner and to help you collect a wide variety of teaching ideas, materials, and strategies.

- **TURNING IT IN**: Turn in on Canvas (on each week’s module page) prior to the start of class.
- **GRADING**: Each Weekly Jottings is worth 2.27 points. 2.27 (points) X 11 weeks = 25 points (25/25=100%).

**TEXT SET (20 points 20/20=100%) Specific directions and resources to follow.**

[A] The Text Set is due (as one PDF document) (20 points)

[A] The Text Set: In order to help adolescent students to develop areas of interest/motivation/engagement in your discipline (e.g. care about what they are being taught), you will assemble a “Text Set” that you could use in your classroom. This will be a 20+ page document that you will upload to an Assignment folder in Canvas. You will get specific instructions.

**Around a theme or topic you will**
- select several short, high interest, reader-friendly, authentic texts/excerpts and develop a multi-day, in-class engagement using your Text Set. The texts you select should be **highly interesting to adolescent students**.
- Include specific literacy strategies that you discover through the course’s lectures, activities, readings, and videos.

**FINAL (5 points)**
[B] Presenting (Part #1) and Responding to others’ presentations (Part #2) of Text Sets (online)

- **Part #1 PRESENTATION**: Using at least 10 slides but no more than 15, walk us through your text set – what it is; why it’s important to what students; your texts; and a close-up of at least one day’s worth of instruction. What are the texts for that day and how are students interacting with them, and each other?
- **Part #2: RESPONDING**: Then, using a Notice/Appreciate/Extend protocol (e.g. Happy-Grams), you will comment collegially on each class member’s presentation. Visit the posts of at least four classmates.
  - **Grading**
    - Part #1 Presenting (up to 4.0 points)
    - Part #2 Responding to others’ presentations (@0.25 x 4 Happy Grams = up to 1.0 points)

**COURSE POLICIES**

Everything **Canvas**: [http://www.uttlyer.edu/canvas/](http://www.uttlyer.edu/canvas/)
DEVICES IN CLASS: 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.

TECHNOLOGY: Internet; email; Canvas
Technology will serve as a tool for communication. Important announcements and readings will be posted on Canvas. UT-Tyler email and emails generated through Canvas will be utilized as a communication tool, as well. This course uses a hybrid format with both face-to-face meetings and other classes held entirely online – it is up to you to have reliable and continuous access to high speed internet. This class is formatted for computer use – that is, laptop or desktop.

- It is expected that you will check your UT-Tyler email daily, and Canvas regularly for information and announcements.
- It is expected that everyone will have and use his/her email account associated with UT-Tyler and keep their information current with the university.
- It is your responsibility to find and maintain a stable internet connection. I suggest you locate two or three back up Wi-Fi friendly sites (e.g. Starbucks, your local public library; a friend or family member’s home) in the event that your home internet service fails.

Technology Troubles?
Start here: http://www.uttyler.edu/canvas/

For any difficulties associated with technology, you may contact IT Support on their 24/7 student webpage, http://www.uttyler.edu/it/support/student-support.php
Or by phone, 800-UT TYLER or 903-565-5555 or, by email itsupport@uttyler.edu

Computer Literacy Requirement

You are expected to use word processing for all assignments (unless otherwise instructed); that is, a document submitted in Plain Text is not acceptable, while Times New Roman in MS Word, is acceptable. All assignments (unless instructed otherwise) must be typed, doubled-spaced and formatted in APA style. If you do not have Microsoft Word on your computer (or device), UT-Tyler’s IT department sells DEEPLY DISCOUNTED software packages for students: http://www.uttyler.edu/ccs/purchases.php

PDF is the most stable of the formatting options; however, MS Word will work for uploading assignments.

When you post something to a Discussion Forum, copy and paste your text into the message pane; do not attach a document unless the assignment specifically instructs you to do so. Do not expect myself or classmates to have to open your documents to read your post or your response. We won’t. You’ll lose points.

Internet research: Throughout this course, you will be expected to use the Internet as a source of research, as well as that of library sources. Online discussions (Discussion, wikis), as well as Power Point (Prezi; Keynote) presentations may also be a feature of this class.

UT-Tyler Online Library: As a student at The University of Texas at Tyler, you are paying for and have access to a robust and networked university library and professional librarians whose job it is to help you. You are expected
to use the library, and to ask for help when you need it. [http://library.uttler.edu](http://library.uttler.edu) This link is the homepage of the UTT library, visit it and note the CHAT feature. This can be a lifesaver!!!! Check out this help page too [http://library.uttler.edu/help](http://library.uttler.edu/help)

Clear identification of work: Name, Date, Topic
All work must be neat, paginated, and properly identified with your name and page number on subsequent pages. All files and posts must be labeled logically and informatively (e.g. Consalvo_Text Set; or Consalvo_Short Bio_meet & greet; or, Consalvo_Final Learning Portfolio_date). At the top of your submitted work, you must have your first and last name, name of assignment, date due, date completed (if applicable). I will not spend my time figuring out (for example) what chapter questions you have turned in if it is not clearly stated in your heading. You will get a zero.

Plan for Printing and Scanning
You may discover that you need to work both on- and off-line. Some readings and some writing tasks are simply better learning experiences done using paper and pencil. To that end, it is important that you establish immediately regular and reliable access to printing and scanning services whether you own your own printer, or, that you locate two or three printers on campus and understand how they work, how to pay for copies, etc. Or, you may need to find out where the nearest copy shop is to you and set aside money for that. Access to a scanner can be a lifesaver – as some assignments may require you to hand draw or write, and to scan in those documents as a required part of the assignment as a whole.

Neatness and professionalism in submitted work:
I will not accept bits and pieces of assignments, rather, it is up to you to compile your projects and submit each as a single and continuous pdf. To do this you may have to 1) format each individual page; 2) print it out; and/or 3) scan it in to make a single pdf out of the whole document. This is where access to a print shop, like Staples or Office Max can be a life-saver. For example, when you submit an article for your Text Set, be sure to format it neatly and remove any ads or extraneous verbage or pages. The design of your work is an important factor in its readability.

APA Citation help:
Correct attribution of work that someone else did is expected of an educated person. In this class, as educators, you will adhere to the accepted “style” called APA – for the American Psychological Association.

See our class’s Muntz Library Guide > tab APA Citations [http://libguides.uttler.edu/c.php?g=773092](http://libguides.uttler.edu/c.php?g=773092)

The OWL at Purdue: The Online Writing Lab at Purdue University AKA The OWL at Purdue is a powerhouse of accessible, understandable, correct, and relevant resources for you; use it!

- The OWL at Purdue
  - [http://owl.english.purdue.edu/owl/section/2/10/](http://owl.english.purdue.edu/owl/section/2/10/)
- Here at UTT we have many citation resources available to you. Style and Citation Guides available through UT-Tyler
  - [http://libguides.uttler.edu/citations](http://libguides.uttler.edu/citations)

Timeliness and Participation: REALLY IMPORTANT!
Since this class meets BOTH in-person AND online, you are expected to keep up with assignments (readings, discussions, etc.), and to complete and turn them in according to established due dates. To not do so WILL affect your grade. Assignments are due on the day and by the time on which they appear.
THIS IS A professional preparation class, thus, your full engagement in every session is expected, and is critical for ongoing building of your knowledge and your professional dispositions. As such, you are expected to complete all assignments to the best of your ability and according to the timelines established. Moreover, you are to communicate with the instructor regarding any extenuating circumstances that may arise, in advance. Your timeliness and participation are factored into my assessment of your readiness and suitability for the being a teacher.

Students who must miss a number of classes due to extenuating circumstances should contact the Dean’s Office.

**Students are responsible for all work despite any missed modules/classes.**

Absences and Tardies
Since this is a professional preparation class, any missed class time is serious. Absences and tardiness will result in a permanent grade change. I will not check medical notes, funeral documentation, etc. You have one “free” absence – emailing me to explain why you are gone does not negate the absence, though it does communicate professionalism – to use as you see fit. Suggestion: “spend” it wisely (my suggestion is to save it for a true emergency). When a student has TWO absences, she will receive a two-point deduction, from the final course grade, for each absence. If you miss more than four classes, you will be asked to withdraw from the class.

Two tardies (late arrivals or early departures) will count as one absence. If you are absent when your group is presenting, you will receive a 0 for the presentation part of the session, regardless of reason for absence.

Students who must miss a number of classes or who have a conflict with the final exam due to extenuating circumstances should contact the Dean’s Office. Arriving late or leaving early (also a “Tardy”) distracts the class from the work of the day. Consistent tardies will impact your grade. Participation in class discussions and cooperative groups is expected. All students are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time.

Completion of assigned reading is imperative to your individual development as a professional as is coming to class prepared to engage in substantive discussion over the assigned readings.

***All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.***

Late/Incomplete Work
Unless otherwise stated, all work will be completed and turned in on the day, and by the time it is due. Late assignments without prior, written permission from the instructor or without the presence of documentable (by you), extenuating circumstances will result in a significant lowering of the assignment grade. If you have gotten written instructor permission, print out the email and attach to your work. I am not responsible for keeping track of such matters. It falls on you to present your documentation in a professional manner.

Ten Suggestions for Success in Course
1. Do all of the readings – Not completing the readings is always very tempting. However, you will find it much more challenging to participate in discussion, or write convincing rationales, and your learning will be impacted. You don’t know what you don’t know.

2. Do your homework for each class; including participating in online discussions and other discussions if they are part of a day’s assignments.

3. Keep your materials organized. Re-visit your files and folders, both paper and digital. All course materials require tending and reorganizing across a semester.

4. Print out and read and re-read the syllabus. Print out and read and re-read assignment instruction handouts. Check items off as they are completed.

5. Make connections between readings; learn to think about ways strategies CAN be tweaked to serve YOUR students. Collect promising lesson ideas and file carefully.

6. Some of the best insights for understanding texts and deciding on topics for essays comes from sounding ideas off of other people; use the discussion settings as opportunities to do this. Also, the class will be more interesting for everyone if there is lively discussion.

7. The importance of working on early drafts and soliciting feedback cannot be stressed enough. Turning in papers that have not been reread, revised, and proofread will result in a lower grade. Most importantly, you will produce better work if you give yourself time to think through various concepts.

8. Plan ahead.

9. Outside reading – It is perfectly appropriate and is encouraged for students to do readings and research outside of what is assigned; this will help to generate more discussion in class and will make writing easier.

10. Talk to me – If there is a problem or a question, please talk to me either before or after class, in my office, or by email.

**BIBLIOGRAPHY**


**UNIVERSITY POLICIES (Fall 2019)**

**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.

**Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: [http://www.uttyler.edu/wellness/rightsresponsibilities.php](http://www.uttyler.edu/wellness/rightsresponsibilities.php)

**Campus Carry**

We respect the right and privacy of students 21 and over 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](http://www.uttyler.edu/about/campus-carry/index.php)

**Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kretels, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [http://www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free)

**Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (Stewart Hall 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at [http://www.uttyler.edu/registrar](http://www.uttyler.edu/registrar). Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.
Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

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 Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have 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 an Accessibility Case Manager. For more information, including filling out an application for services, please visit the SAR webpage at http://www.uttyler.edu/disabilityservices, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.
Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct: Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:
- copying from another student’s test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

(iv) All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

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/

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.

**Texas Educator Standards**

**Title 19: Chapter 149, Subchapter AA**

**Rule: 149.1001**

(a) Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.

(b) Standards.

(1) Standard 1: Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

   (A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

      (i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

      (ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

      (iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

   (B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

      (i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

      (ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

      (iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

   (C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

      (i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

      (ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

      (iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

   (D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

      (i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

      (ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

      (iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

   (E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

      (i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(2) Standard 2: Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) Standard 3—Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

(ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

(i) Teachers organize curriculum to facilitate student understanding of the subject matter.

(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

(i) Teachers teach both the key content knowledge and the key skills of the discipline.

(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

(4) Standard 4—Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

(i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.

(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

(iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

(i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.

(ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

(i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.

(ii) Teachers maintain a strong culture of individual and group accountability for class expectations.

(iii) Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

(i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.

(ii) Teachers maximize instructional time, including managing transitions.

(iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

(iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(5) Standard 5—Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(A) Teachers implement both formal and informal methods of measuring student progress.

(i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

(ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

(iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.
(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) Standard 6—Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

SCHOOL OF EDUCATION PROGRAM STANDARDS

The School of Education has adopted program standards that guide the development of teacher candidates in their understanding of the complexity of teaching. These standards are based on those developed by the Interstate New Teacher Assessment and Support Consortium (InTASC) and shared by other accredited universities in Texas and across the United States. The Standards are broad understandings and practices gained throughout the program using a constructivist model in which new learnings are assimilated and attached to prior understandings, thus, over time, building a mental structure (schema) of educational concepts.

Standard #1: Learner Development (students in general)
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Texas Teacher Practice Standards: 1.2, 2.1, 2.2, 2.3, 4.1

Standard #2: Learning Differences (individual students)
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Texas Teacher Practice Standards: 1.3, 2.1, 2.2, 2.3, 4.1
Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

*Texas Teacher Practice Standards: 1.3, 1.4, 1.6, 2.3, 4.1, 4.2, 4.3, 4.4*

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

*Texas Teacher Practice Standards: 1.2, 1.5, 1.6, 3.1, 3.2, 3.3, 5.2*

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

*Texas Teacher Practice Standards: 1.5, 3.2, 3.3*

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

*Texas Teacher Practice Standards: 1.6, 5.1, 5.2, 5.3, 5.4, 6.2*

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

*Texas Teacher Practice Standards: 1.1, 1.2, 1.3, 5.1, 5.3, 5.4*

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

*Texas Teacher Practice Standards: 1.4, 1.5, 1.6, 5.4*

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

*Texas Teacher Practice Standards: 3.2, 3.3, 6.1, 6.2, 6.4*

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*Texas Teacher Practice Standards: 6.3, 6.4*

Standard #11: Technology
The teacher is able to create, implement, and evaluate technology to enhance teaching, student learning, and other obligations (e.g. reports, grades, tests, etc.) required of teachers.

*Texas Teacher Practice Standards: 1.5*

**Teacher Ethics:** The School of Education is committed to producing highly ethical educators for the K-12 students of Texas. Our program interweaves the Code of Ethics and Standard Practices for Texas Educators throughout our program.

**Code of Ethics and Standard Practices for Texas Educators**

*Texas Administrative Code*

**TITLE 19**  
EDUCATION

**PART 7**  
STATE BOARD FOR EDUCATOR CERTIFICATION

**CHAPTER 247**  
EDUCATORS’ CODE OF ETHICS

**RULE §247.2**  
*Purpose and Scope; Definitions*

(b) Enforceable Standards.

*(1) Professional Ethical Conduct, Practices and Performance.*
 Literacy in the Content Areas

(A) **Standard 1.1.** The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) **Standard 1.2.** The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) **Standard 1.3.** The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) **Standard 1.4.** The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) **Standard 1.5.** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) **Standard 1.6.** The educator shall not falsify records, or direct or coerce others to do so.

(G) **Standard 1.7.** The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) **Standard 1.8.** The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) **Standard 1.9.** The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) **Standard 1.10.** The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) **Standard 1.11.** The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) **Standard 1.12.** The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) **Standard 1.13.** The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) **Standard 2.1.** The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) **Standard 2.2.** The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) **Standard 2.3.** The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) **Standard 2.4.** The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) **Standard 2.5.** The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) **Standard 2.6.** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) **Standard 2.7.** The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

(A) **Standard 3.1.** The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) **Standard 3.2.** The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) **Standard 3.3.** The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) **Standard 3.4.** The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
(E) **Standard 3.5.** The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) **Standard 3.6.** The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) **Standard 3.7.** The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) **Standard 3.8.** The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) **Standard 3.9.** The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

**Source Note:** The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242
**Fall 2019**

**EDFB 4338 Tentative Schedule of Due Dates and Activities**

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date</th>
<th>Overview of class, expectations, &amp; textbook</th>
</tr>
</thead>
</table>
| Week 1 | Th 8/29 F2F | Syllabus  
• Icebreaker  
• Introduce Meet and Greet (Due Week 2)  
• Introduce Weekly Jottings #1 out of 11 (Due Week 3)  
• Introduce Think-Alouds (Due Week 4 & Week 6)  
• General overview Twitter project: (Due: Weeks #5, #9, and #10)  
• Mandatory Phase III Orientation with Dr. Dykes and Mrs. Sherman 6:30-7:30 |
| Week 2 | Th 9/5 | UT-TYLER CONFERENCE DAY  
Career Success Conference [https://www.uttyler.edu/career-success-conference/](https://www.uttyler.edu/career-success-conference/)  
⌘ DUE: Summary and reflection on ONE whole session you attended. See Module 2 for specifics. Worth up to 2.0 points (Due 9/5/19 by 11:59pm)  
⌘ DUE: Meet and Greet online discussion (Due 9/5/19 by 11:59pm) |
| Week 3 | Th 9/12 F2F | What is disciplinary literacy?  
*Full introduction of Twitter project and time to connect and practice  
*Introduce Practice Journal  
DUE: Wolsey & Lapp: Chapter 1 “What is disciplinary literacy?” [pp. 3-17] (come having read the chapter – bring your book – be ready to discuss)  
⌘ DUE: Think-Aloud planning-permission form  
⌘ DUE: Jottings #1 of 11 (due online by the start of class). |
| Week 4 | Th 9/19 F2F | **Identifying the literacy demands of experts in the disciplines (including you!)**  
DUE: Chapter 2, “What are the literacy demands of experts in the disciplines?” [pp. 18-52]  
** DUE: In Class – Think-Aloud #1 of 2  
** DUE: Jottings #2 of 11 |
|---|---|---|
| Week 5 | Th 9/26 ONLINE | **Lecture and Quiz:** Instruction that supports academic language development in the disciplines. Socratic seminar and other talk structures  
DUE: Chapter 3, “Saying it well: Instruction that supports academic language development in the disciplines” [pp. 53-69]  
** DUE: Jottings #3 of 11  
** DUE: Twitter #1 of 4 (due online by 11:59pm)  
** DUE: E-learning Activity TBD |
| Week 6 | Th 10/3 F2F | Instruction that supports academic vocabulary use in the disciplines  
DUE: Chapter 4, “Choosing the right words: Instruction that supports academic language development in the disciplines” [pp. 70-87]  
** DUE: Jottings #4 of 11  
** DUE: In Class – Think-Aloud #2 |
| Week 7 | Th 10/10 ONLINE | **Lecture and Quiz:** Instruction that supports communication in the disciplines  
DUE: Chapter 5, “Arguing it well: Instruction that supports communication in the disciplines” [pp. 88-106]  
** DUE: Jottings #5 of 11  
** DUE: Twitter #2 of 4 (due online by 11:59pm)  
** DUE: E-learning Activity TBD |
| Week 8 | Th 10/17 F2F | Instruction that supports reading in the disciplines  
  
  - Experiencing a text set #1 of 2 sessions  
DUE: Chapter 6, “Reading it carefully: Instruction that supports reading in the disciplines” [pp. 107-125]  
** DUE: Jottings #6 of 11 |
| Week 9 | Th 10/24 F2F | Instruction that supports close reading in the disciplines  
  
  - Experiencing a text set #2 of 2 sessions |
<table>
<thead>
<tr>
<th>Week 10</th>
<th>Th 10/31</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happy</td>
<td>Lecture and Quiz: Instruction that supports writing in the disciplines; use of graphic organizers</td>
</tr>
<tr>
<td>Halloween!</td>
<td>DUE: Chapter 8, “Writing it down: Instruction that supports writing in the disciplines” [pp. 170-182]</td>
</tr>
<tr>
<td>ONLINE</td>
<td>✖️ DUE: Jottings #8 of 11</td>
</tr>
<tr>
<td></td>
<td>✖️ DUE: Twitter #4 of 4 (due online by 11:59pm)</td>
</tr>
<tr>
<td></td>
<td>✖️ DUE: E-learning Activity TBD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Th 11/7</th>
</tr>
</thead>
<tbody>
<tr>
<td>F2F</td>
<td>Prior to class, Lecture and Quiz: Introduce Text Set Assignment &amp; Presentation</td>
</tr>
<tr>
<td>HELD IN MUNTZ LIBRARY</td>
<td>Choosing short, high-interest (to TEENS) texts for inclusion in your classroom library and/or your Text Set. Hands-on time with high-interest (to teens) excerpts, chapters, articles, poems, etc.</td>
</tr>
<tr>
<td></td>
<td>In Library: 1) Scavenger Hunt, AND 2) Potential Idea for Text Set (both due at end of library session)</td>
</tr>
<tr>
<td></td>
<td>Read prior to class DUE: Chapter 9, “Organizing it well: Using graphic organizers in the disciplines” [pp. 183-198]</td>
</tr>
<tr>
<td></td>
<td>✖️ DUE: Jottings #9 of 11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Th 11/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONLINE</td>
<td>Multimodality across the disciplines</td>
</tr>
<tr>
<td>1:1 Conference</td>
<td>DUE: Chapter 10, “Presenting it well: Using multimodal tools in the disciplines” [pp. 199-210]</td>
</tr>
<tr>
<td></td>
<td>✖️ DUE: Jottings #10 of 11</td>
</tr>
<tr>
<td></td>
<td>✖️ DUE: Rough Draft of Text Set (see directions) in your Writing conference made by appointment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 13</th>
<th>Th 11/21</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONLINE</td>
<td>Lecture and Quiz: Supporting English Learners in the Disciplines</td>
</tr>
<tr>
<td></td>
<td>Readings: Articles online –see Module</td>
</tr>
<tr>
<td></td>
<td>✖️ DUE: 3-2-1 Online Discussion</td>
</tr>
<tr>
<td></td>
<td>DUE: Chapter 11, “Conclusion: Looking forward” [pp. 211-216]</td>
</tr>
</tbody>
</table>
Pro Tip: Keep working on your Text Set!! Use the normally scheduled class time to make your text set an amazing piece of your own curriculum.

I am attending and presenting at National Council of Teachers of English Annual Conference, Baltimore, MD.

<table>
<thead>
<tr>
<th>Holiday Week</th>
<th>No Class on Th. 11/28</th>
<th>Monday-Friday Thanksgiving Holiday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 14</td>
<td>Th 12/5 F2F</td>
<td>Web 2.0 Web 3.0 and New Literacies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bring Laptop</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Done in-class – Tool Talk (5 points)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>DUE: full TEXT SET (by 11:59pm)</strong></td>
</tr>
</tbody>
</table>

**Week 15 --Finals Week for UT-Tyler**

**Study Day Mon. 12/9/19**

<table>
<thead>
<tr>
<th><strong>Tuesday</strong></th>
<th><strong>Wednesday</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Online</strong></td>
<td></td>
</tr>
</tbody>
</table>

**DUE ONLINE—FINAL**

(Text Set Presentation via ppt)

Post: Tuesday 12/10

Comment: Wed. 12/11

**End of Term**

December 13 or 14

Commencement exercises for UT-Tyler depending on your program