Spring 2015–The University of Texas at Tyler

EDUC 4399.002

Independent Study on English Lang. Arts (ELA) Methods for Middle & Secondary School

Fall Semester: Jan.12-May 2

Thursdays, 9:30-11 a.m., BEP 219; Tuesdays in the Field Dates TBA;

Required Phase III Orientation: TBA

A. Instructor Information

Dr. Olga Fischer, Professor, School of Education

E-Mail: ofischer@uttyler.edu (the best way to contact me; I check it at least 2x daily, including weekends)

**Use this subject line in your email please: Educ 4399.002

Office: BEP 222A

Mail Box & Secretary: BEP 247; the SOE Secretary is Mrs. Sprayberry

Office Hours:

1. **Face-to-Face Office Hours during On-Campus Weeks: Email for appointment please:** tentatively Thurs., 9-9:30 a.m., 11 a.m.-12:30, and 1:45-2:45 p.m. in BEP 222A and Wed., 4:30-5 p.m and 7-8 p.m. in BEP 222A or TBA; will be confirmed at our first class. Please e-mail the day before to request a face-to-face appointment and include your concerns/questions so I can prepare to use your time effectively.

2. **Virtual Office Hours during Online Weeks: TBA at Face-to-Face meeting #1.**

(I'm here to help; contact me by e-mail any time if you've questions/concerns re: your independent study, even weekends—don’t let them slide! I’ll answer w/in 12-24 hours of receiving your email; if I don’t, please recheck address and resend.)

B. Course Description:

**Educ 4399.002 is an independent study,** i.e., the primary responsibility for learning is yours. Everyone enrolled in this independent study has his/her learning facilitated by me through individual conferences, minilectures, group meetings, online venues, and reading/other assignments; however, it’s your responsibility to keep up with semester projects; to manage your reading, research, assignments; to complete all required work, and, if you have a question/concern, to contact me proactively.

**Educ 4399.002 has a required field experience and covers similar content to Educ 4315,** serving as preparation to teach English Language Arts (ELA) Grades 4-12. Educ 4315 is “The study of English language arts curriculum, materials, and selected instructional techniques in the middle and high school. Field experience required.”

**As with Educ 4315, you should’ve been accepted into our teacher education program and Phase III in order to be eligible for Educ 4399.002.**

**Educ 4399.002 content** will be pursued actively by you using our two course texts and other resources since this is an independent study; however, you are also required to prepare for and attend on-campus classes; prepare for and attend three individual conferences with me; and attend small group meeting days. Additionally, there is an on-line component: **Blackboard** will be used for communication; to provide content and distribute materials, to provide Discussion Board and Blog participation, to enable peer evaluation, and to enable online testing.

C. Course Rationale/ Why Take It:

Educ 4399.002 is an independent study opportunity provided to you, a Phase III student for whom Educ 4315 isn’t available; you should’ve been admitted to the teacher education program and Phase III. To teach English Language Arts in Grades 4-12 requires that you have extensive knowledge of both content and pedagogy relating to literature, reading, written composition, oral language, and new literacies. Unlike Educ 4315, where such content and pedagogy is acquired predominately through my traditional classroom lectures and activities, in Educ 4399, I serve as your facilitator as you develop and implement an individually-appropriate plan to acquire the necessary information via individual, self-designed activities and independent readings. I will give you nontraditional mini-lectures (videolectures) via Blackboard, which you can view/listen to independently, as many times as you need to do so. You’ll benefit from idea sharing, book reviews, and activities describe on our Blog and Discussion Board. Additionally, I’ll meet with you at select times throughout the semester to approve your plan, to review the status of your plan, to look over your progress over assignments, to discuss your performance on assessments, and to assist you in this preliminary stage of preparation to apply for a teaching position.

D. Course Goals, Student Learning Outcomes, Assessments, Related INTASC Standards, and relevant International Reading Assoc. (IRA)/National Council of Teachers of English (NCTE) Standards:
Student Learning Outcomes
You'll:

- Design your Individual Learning Plan, present it to the course instructor for approval, complete it during the semester, and evaluate with me (See the suggested form provided on our course Blackboard site.)
- Create your own Self-Designed project, present your project plan to the course instructor for approval, complete the related research and product, share the results with your peers towards the end of the semester—INTASC # 1; NCTE/IRA # 1-12
- Keep a Reflective Journal upon your required readings, the required lessons you planned, and class activities which demonstrates the degree of your integration of course learning.—INTASC # 1, 6, 7, 9; NCTE/IRA # 5, 6, 12
- Create a Thematic Unit Plan Web (Small Group PBL) with your classmates, integrating all language arts and responsive to diversity.—INTASC # 7, 1, 3; NCTE/IRA # 1-12
- Create one original, Written Composition Experience Design—INTASC #7, 1; NCTE/IRA 3-12—(It may involve persuasive, descriptive, expository, or narrative writing, and must include an evaluation rubric/scale.)
- Create one original, Direct Instruction (D.I.) Vocabulary Lesson Plan—INTASC #7, 1; NCTE/IRA 3-12
- Create one original Inquiry (5E) Literature Lesson Plan—INTASC #7, 1, 3; NCTE/IRA 1-12
- Prepare for and engage in ELA conferences with me to discuss course content and evaluate your progress—INTASC # 1; NCTE/IRA 1-12
- Post three Young Adult (YA) book reviews on our Discussion Board; comment on three different classmates’ posts, and participate in our evaluation of the posted reviews.—INTASC # 1; NCTE/IRA 1-12. The books should have Latino protagonists and Latino authors.
- Demonstrate your comprehension of ELA instruction on an objective and essay test, INTASC#1
- Post one vocabulary activity and one oral language activity on our Blog; and you’ll participate in our evaluation of the posted activities.—INTASC #7, 1, 3; NCTE/IRA Standards 1-4; 6,12

Course Goals:
You’ll make significant progress towards acquiring:

- An appreciation of interrelationships and differences among the ELA and the complexity of middle/secondary school ELA curricula and instruction.
- An understanding of the responsibilities of middle/secondary ELA teachers and various approaches to planning instruction
- A sense of professionalism and a plan to ensure your continuous professional development in the area of ELA instruction after certification
- The ability to apply appropriate theoretical, research and developmental considerations in reading, literature, research, and vocabulary instruction
- An understanding of and the ability to apply appropriate theoretical, research and developmental considerations in oral language instruction
- An understanding of and the ability to apply appropriate theoretical, research and developmental considerations in written composition instruction, including spelling, formal and informal papers, the implementation of studio environments, assessment alternatives, and communication within new electronic environments
- An understanding of and the ability to apply traditional and nontraditional forms of ELA assessment and evaluation

E. Course Evaluation & Grading:

- Agreement or disagreement with my personal opinions has absolutely no bearing on your grade. Please feel free to ask questions & offer pertinent comments and/or dissenting opinions during conferences, meetings, on the class discussion board or blog, and in your journal.
- Guides, templates, models, and/or criteria for each assignment and lecture notes are on Blackboard!
- Turn-around Time for Instructor Grading:

  Tests—objective parts: instantaneous, on Blackboard; essays will take one week
  Posts—one week—or—until all posts and peer ranking/evaluation of your posts/comments are completed
  Plans and Papers— one week—or— until all peer ranking/evaluation of your work is completed
- Grading and Key (use the form on the next page to keep track of your grade
### Course Grading and Key

**Individual Learning --Instructor Approval, 3 Conferences, Self-Evaluation (10 pts. possible):**

--Required Conferences with Dr. Fischer:
- Thurs., Thurs., Jan.22 Conf. 1—due: Self-Designed Independent Learning Project Plan
- Thurs., Thurs., Jan.29 Conf. 2—due: Writing Process Experience design, DI vocabulary (4 Spanish words) lesson plan, Thematic Unit Web thematic question and centerpiece book
- Thurs., Thurs., April 16 Conf. 3—due: completed Self-Designed Independent Learning Project; completed Reflective Journal, 5 E (Spanish lit) lesson plan

--Considerations: Professionalism, preparedness, meaningful participation in conferences

--Additional Conferences: May be required by the instructor or requested by you as necessary on course content or resume, job applications, etc.

**ELA Learning Activity Blog -- 2 Activity Descriptions (10 pts. possible):**
- 1 vocabulary activity (5 pts. possible) due online before 11:59 p.m., Feb. 12
- 1 oral language activity (5 pts. possible) due online before 11:59 p.m., March 19

**YA Book Review Discussion Board --3 Young Adult (YA) Book Reviews & 3 Comments on Peer Reviews (15 pts. possible):**
- 1 YA nonfiction book review + 1 comment on a peer nonf. review (5 pts. possible) before 11:59 p.m., Feb. 19
- 1 YA graphic novel review + 1 comment on a peer graphic novel review (5 pts. possible) before 11:59 p.m., March 5
- 1 YA realistic/historical fl. review + 1 comment on a peer real/hist. fl. review (5 pts. possible) before 11:59 p.m., April 9

**Test on Maxwell & Wong Readings & all Video-Lectures, April 23-April 30 (45 pts. possible):**

**Lesson Plans and Writing Experience Design and their Peer-commented-upon Drafts (45 pts. possible):**
- Writing Experience Design with Related Rubric (15 pts. possible) due Jan.29
- Lesson Plan 1 DI vocabulary (15 pts. possible) due Feb.5
- Lesson Plan 2 5E literature (15 pts. possible) due April 2

**Reflection Journal (30 pts. possible):**
- All required entries with specific references and professional question/s for future learning due April 23

**PBL Thematic Unit Web, responsive to multicultural and other diversity (30 pts. possible) due April 16:**
- Attendance and participation on Thematic Unit Group Work Days
- All required elements present
- PBL elements present
- Peer ranking and self-evaluation

**Self-Designed Project (30 pts. possible) due April 16:**
- Approved, specific, and clearly stated learning outcomes
- Research plan
- Completion of project
- Summary/Sharing about project on Blog
- Self-evaluation of project
- Peer ranking of project

**Field/Clincial Experience is graded, separately, by your UTT Supervisor:**

**Total Points in Course (215 possible):**

Course Grading Key
- A=194-215 pts., all the above completed, and a satisfactory clinical/field experience
- B=172-193 pts., all the above completed, and a satisfactory clinical/field experience
- C=151-171 pts., all the above completed, and a satisfactory clinical/field experience
- F=0-150 pts., or not having completed all the above or an unsatisfactory clinical/field experience

*No extra credit or negotiation, please, at the end of the semester; given the generous windows and evaluation, your grade is, simply put, what you earned during the semester, even if you are 1 pt. away from a higher letter grade.*
F. Spring 2015 Educ 4399.002 Independent Study Schedule, Topics, & Due Dates

Topics and Due Dates for January 2015:

Do independently in January:

1. If not done already, make appointment with the SOE Academic Advisor, Ms. Lisa Dempsey, BEP 247F, ldempsey@uttyler.edu or 903-566-7022 to be sure your degree plan progress is okay!
2. Apply for Field through our Clinical Experience Office, BEP 247G, look over our SOE “Clinical Experience” Blackboard site for test dates, application deadlines, etc.
3. Check TEA website to be sure of certifications you want; make an appointment with Mrs. Fender, BEP 247C, afender@uttyler.edu or 903-566-7279 if you’ve questions.
4. Optional: Look over the Cybrary lesson plans (if you have TaskStream) on TaskStream.
5. Optional: Good resource: Dr. Lamb made a video for students who need to scan multiple documents and upload them. If you want, you can see it at http://youtu.be/yKS5bwZZZ1w.
6. Feel free to email me any time at ofischer@uttyler.edu with questions regarding our course.

Online Tues., Jan. 13 (Online and Independently)

a. Attend Phase III Orientation.
   b. Get a Patriot email address, check that you can access Blackboard, and have good internet connections and a reliable computer before our first class meeting!
   c. Get our two texts (Rhoda Maxell’s Teaching English in Middle and Secondary Schools and Harry Wong's The First Day of School) read the Syllabus, and look over our course site (Syllabus, Due Dates, Getting Started, Discussion Board, Class Blog, Self-Designed Project, Reflective Journal).

Face-to-Face Thurs., Jan. 15 (BEP219)

a. Exchange emails & phone nos. with your classmates to set up your independent meeting times to work on your PBL Thematic Unit Web outside of those assigned and required by Dr. F.
   b. Bring any questions you have for Dr. F. to class today about your Writing Experience Design assignment which is due Jan.29.
   c. Begin reading our texts and work on the related Reflective Journal (see form in Reflective Journal in our course menu).

Online Tues., Jan.20 (Online and Independently)

a. By today, have viewed narrated video-lectures on:
   ---Overview of the History, Philosophies, & Scope of English Language Arts Instruction (in January Module)
   ---Written Composition Instruction (in January Module)
   b. Continue to work on your Reflective Journal and Self-Designed Project Plan
   c. Work on your Writing Experience Design which is due Thurs., Jan.29.

Face-to-Face Thurs., Jan. 22 (BEP 222A and BEP 219)

a. Turn in your signed, Individual Course Learning Contract (at end of this Syllabus) today in class
   b. Turn in your typed, Self-Designed Independent Learning Project Plan (see Self-Designed Project in course menu) and be ready to discuss it with Dr. F. in your Conference 1 today.
   c. Meet with your PBL group briefly to assign roles for your Thematic Unit Web work; select a Director (to nag, represent you, and keep you on target), a Scribe (to take notes at your group meetings and send each member the notes via email), and a Timer who will watch the clock. Please have your Scribe give me your roles by 11 a.m. today.

Tues., Jan. 27 Field begins—John Tyler High School, 8:45-12:30, Tuesdays (Will end on April 14)

a. By today, have viewed narrated video-lectures on:
   ---Direct Instruction Planning (in January Module)
   ---Vocabulary Instruction (in January Module)
   b. Continue to work on your Self-Designed Project (in course menu)
   c. Continue to work on your Reflective Journal (in course menu) and related required text reading.
   d. Work on your Writing Experience Design which is due Thurs., Jan.29. Its writing prompt should be one that could be written by your Spanish students.

Face-to-Face Thurs., Jan. 29 (BEP 222A and BEP 219)

a. Turn in a final, hard copy of your Writing Experience Design in class during Conference 2 today.
   b. Continue reading our texts and writing the journal entries for them (see Reflective Journal in course menu)
   c. Meet with your PBL group to select a centerpiece, whole-class book for your unit and to create a theme/ exploration question for the unit. Have your scribe email your theme and the centerpiece book your group has chosen to me by 11:59 p.m. tonight.
   d. Bring any questions you may have regarding your Direct Instruction vocabulary lesson plan to ask Dr. F. today; the plan is due Feb.5.
Topics and Due Dates for February 2015:

Online Tues., Feb. 3 (Online and Independent)
- Continue reading our texts and writing the journal entries for them (see Reflective Journal in course menu)
- Continue work on your share of the PBL Thematic Unit Web
- Find and begin to read a child’s or YA Nonfiction book for Middle or Secondary Sch. students and a child’s or YA Graphic Novel appropriate for Middle or Secondary Sch. students; the books should have Latino protagonists or Latino settings or Latino authors/illustrators. (Mrs. Vandy Dubre of our Children’s Lit room in our UTT Library may be of help; you may also want to google the Pura Belpre Award for their list of winners)
- Finish your Direct Instruction vocabulary lesson plan over 4 Spanish words which is due by Feb. 5

Online Thurs., Feb. 5 (Online and Independent)
- Turn in your typed Direct Instruction vocabulary lesson plan over 4 Spanish words
- Have completed the extra, posted readings on
--Writing Process
--Six Traits of Writing
--Additional Written Comp lecture notes
- Continue reading our texts and writing the journal entries for them (see Reflective Journal in course menu)
- Have arranged a division of labor with your PBL group; work on your part of the Thematic Unit Web.
- Have your scribe email me what each of your responsibilities is by 11:59 p.m. tonight.
- Read your YA or children’s Nonfiction book with Latino protagonists or settings or Latino authors (biographies, autobiographies, informative books, etc.) (Get to know the Pura Belpre Award via the Internet, a very helpful list of books!)

Online Thurs., Feb. 12 (Online and Independent)
- Due before 11:59 p.m. tonight: post a Vocabulary Activity to our Blog (see Class Blog in course menu).
- This activity should be explained fully in your own words. Remember: this is not a lesson plan, it’s just a short activity you could use within a lesson plan to help reinforce, introduce, or review vocabulary learning.
- Continue reading our texts and writing the journal entries for them (see Reflective Journal in course menu)
- Continue working on the parts you agreed to do for the PBL Thematic Unit Web.
- Continue working on your Self-Designed Learning Project.
- Finish your YA or children’s nonfiction book with Latino protagonists or settings or Latino authors (biographies, autobiographies, informative books, etc.) (Also, get to know the Pura Belpre Award via the Internet, a very helpful list of books!)

PBL Small Group Required Meeting, Face- to -Face Thurs., Feb. 19 (BEP 219)
- Post a YA/children’s nonfiction book review and a response to a peer’s review before 11:59 p.m. tonight (see Discussion Board 1 in course menu)
- By today, have read and completed journal entries for Maxwell, Chapters 1-5
- Meet with your small group and share what you’ve worked on separately. Bring a copy (keep the original) for your scribe so she can put them together into a rough draft. Your scribe will send me a copy of the rough draft by Feb. 26 or leave a hard copy with Mrs. Sprayberry in BEP 247.

Online Thurs., Feb. 26 (Online and Independent)
- Continue reading our texts and writing the journal entries for them (see Reflective Journal in course menu)
- The scribe should have assembled by today your PBL Thematic Unit Web "rough draft." Your scribe will send me a copy of the rough draft by today or leave a hard copy with Mrs. Sprayberry in BEP 247 by 4 p.m. today.
- Optional: Check of Vital Signs: Email me, a confidential, short description of how you’re doing in field and in our course, and any questions/areas in which you need help/support from me.
- Finish reading the YA graphic novel you selected so you will be ready to post your review of it by March 5.
Topics and Due Dates for March 2015:

Online Thurs., March 5 (Online and Independent)
a. Post a YA graphic novel book review & a response to a peer’s review before 11:59 p.m. (see Discussion Board 2 in course menu)
b. View by today the narrated video-lectures on
   -- Punctuation
   -- Oral Language
c. Continue reading our texts and writing the journal entries for them (see Reflective Journal in course menu)
d. Continue working on your Self-Designed Project

e. Continue working, as needed, on the parts you agreed to do for the PBL Thematic Unit Web.
f. Find an oral language activity (an activity, not a lesson plan, that could support/reinforce/give your students practice in oral Spanish.)

Spring Break, Thurs., March 12 (March & April Modules are open for anyone who needs to get ahead)
a. Be finishing your Reflective Journal (see Reflective Journal in course menu) You should be about done with Maxwell chapters 6-12 (and journal entries) and ready to read the Wong text
b. Continue working on your Self-Designed Project (you should be finished your rough draft by now)
c. Read guidelines/ materials for 5E lesson-planning. Be ready to ask Dr. F. any questions March 19 about the 5-E lesson plan assignment due March 26.

d. Continue revising and copyediting your draft of your Self-Designed Independent Learning Project

d. Complete any additional work you have for the PBL Thematic Unit Web. Send it to your scribe today so she’ll put it into your final Web draft due April

e. Continue work on your 5-E, literature-related lesson plan which is due by April 2.

Free to Face Thurs., March 19 (BEP 219 and BEP 222A)
a. View, by today, the narrated video-lecture on
   -- Poetry
b. Post, by 11:59 p.m. tonight, your Oral Language Activity (either speech or listening or both) to our Blog. This isn’t a lesson plan; it is just an oral language activity that you could use to support/reinforce/give your students practice in oral Spanish.
c. Meet with your PBL Thematic Unit Web group to revise the draft of your PBL Thematic Unit Web. Bring your copy of the rough draft with you and be ready to share any additional materials to be added. Also be ready to ask Dr. F. any questions today in class regarding this group project.
d. Finish our Wong text and be almost finished writing your journal entries (see Reflective Journal in course menu)
e. Read the guidelines and materials for 5-E lesson-planning in the February Module. Be ready to ask Dr. F. any questions today regarding the 5-E model or the 5E lesson plan assignment that is due April 2.
f. Continue revising and copyediting your draft of your Self-Designed Independent Learning Project

Online Thurs., March 26 (Online and Independent)
a. View the narrated video-lectures on
   -- Grammar and usage
   -- Spelling
b. Have finished Maxwell and Wong, and be almost finished writing your journal entries (see Reflective Journal in course menu)
c. Continue working on your Self-Designed Project
d. Complete any additional work you have for the PBL Thematic Unit Web. Send it to your scribe today so she’ll put it into your final Web draft due April

e. Continue work on your 5-E, literature-related lesson plan which is due by April 2.
Topics and Due Dates for April 2015:

PBL Small Group Required Meeting, Face-to-Face Thurs., April 2 (BEP 219)
- Submit your 5-E, literature-related lesson plan by tonight at 11:59 p.m. (guidelines & submission folder in February Module)
- With your PBL group copyedit your final draft of the Thematic Unit Web due April 16.

Online Thurs., April 9 (Online and Independent)
- Post a YA historical or contemporary realistic fiction book review and respond to a peer’s review before 11:59 p.m. (see Discussion Board 1 in course menu).
- Continue reading our texts and writing the journal entries for them (see Reflective Journal in course menu) Your journal is due April 23.
- Continue working on your Self-Designed Project as needed; it’s due April 16.
- Continue work on your PBL Thematic Unit Web as needed; it’s due April 16.

Tuesday, April 14, Last Day of Field--Don’t forget to send the teacher and your supervisor a thank-you note!

Face-to-Face Thurs., April 16 (BEP 219 and BEP 222A)
- Conference 3 –your Self-Designed Project, including your evaluation of it, is due today in class
- The PBL Thematic Unit Web, your self-evaluation and peer ranking is due today in class

Online Thurs., April 23 (Online and Independent)
- Reflection Journal due today!
- Continue reading our texts and writing the journal entries for them (see Reflective Journal in course menu)
- Continue working on your Self-Designed Project
- Finish reading the Wong book and writing entry for Wong book
- Have viewed the narrated, video-lectures on
  --Response to Literature
  --Study and Reference Skills
  --Classroom Library

***April 23–30 is the Window to take the Readings &Video-lectures Test***

G. Teaching Strategies for this Independent Study:

- Small-Group Thematic Unit Web PBL
- Required Readings and Your Reflective Journal
- Independent Study Discussion Board
- Independent Study Blog
- Individual Project
- Individual Learning Contract
- Individual Conferences
- Book Reviews
- ELA Activities
- Mini-Lectures and Online Materials: together, these complement and enrich (without duplicating) course readings.
- Related Community Service Opportunities
- UTT Library Tour and Presentation: a good resource for you now and during student teaching

H. Clinical /Field Experience:

- Please see the School of Education’s “Clinical Experiences” website to keep up with deadlines, applications, meetings, etc.
- Application for field/clinical experience is your responsibility. Please take care of this asap.
- Mandatory Orientation and Induction is held . . .
- Clinical Experience Dates and Times . . .
- John Tyler High School: 8:45-12:30, on Tuesdays: Jan.27-April 14.
- You’ll be supported, encouraged, and evaluated by your UTT Supervisor and your Public School Cooperating Teacher.
I. Required Texts, Materials, & Supplies:
(Buy new/used at UTT, online, or in stores off-campus; or borrow from friends if available.)
- Rhoda Maxwell’s *Teaching English in the Middle and Secondary Schools.*
- Harry Wong’s *The First Days of School.*

J. Technical Information:
- **You need:** Blackboard access; Patriot email
- **To get Technical Support:**
  If you experience technical problems, obtain assistance by emailing itsupport@patriots.uttyler.edu or call 903.565.5555. You may also visit the Help Tab in Blackboard or check out On Demand Learning Center for Students http://ondemand.blackboard.com/students.htm.

K. Course-Specific Policies
(to ensure your optimal learning environment)
- **a. Other Students:** you’ve chosen to learn the content independently, but you need the support of the other students enrolled, so please exchange phone numbers or emails to help one another.
  Communicate with your PBL group regularly to collaborate on the Thematic Unit Web and remind one another of deadlines as much as you can please. If problems arise with your PBL group, let me know right away. Emails, discussion board and blog posts, and face-to-face interactions should be courteous, tolerant, respectful, confidential, and kind.
- **b. Face-to-Face Class or Conference Absence:**
  More than 1 missed class or individual conference lowers your final course grade by a minimum of 1 letter grade.
  Child care problems, vacations, honeymoons, personal/family issues, car problems, appointments during class and non-emergency doctor’s visits aren’t excusable.
  For your protection, anyone who comes with fever, flu, or contagious symptoms will be told to leave immediately. No penalty is assigned if a doctor’s/nurse practitioner’s note regarding that specific date and time’s illness is given to me at our next meeting.
  I’m happy to work with you in true emergency situations, e.g., emergency surgery, etc.
  **Required Procedure to follow in advance for an absence:**
  1. Contact your PBL group by emailing or phoning for notes, etc.
  2. Email (not phone) me at glischer@uttyler.edu, use subject line **Educ 4399.002** to send the following in advance:
     *[your first & last names] is ill and can’t come to class/conference. I’ve notified my group. I can be reached at [your phone number]. I’ll be back on (day, date) with a doctor’s/nurse practitioner’s note.*
- **c. Lateness to Class or Conference, Leaving & Returning to Class, Leaving Class Early:**
  1 time = 1 absence. Be unobtrusive please. After class, see your group about missed notes. See me right after class. If a medical requirement for leaving the room exists, please inform me immediately.
- **d. Face-to-Face Class or Conference Use of Cell Phones & Electronics:***
  - **Phones:** on “vibrate” only, in your pocket or purse, not visible.
  - **Laptops, iPads, etc.:** need prior approval from me; only can be used for our class note-taking.
- **e. Face-to-Face Class Right to Learn & other Disposition-related Issues:**
  Out of respect for your right to learn in a course for which you paid tuition, I reserve the option to have anyone disrupting the learning of others or distracting the presenter leave the room. *I hope this option is never used.*
- **f. UTT Writing Lab:**
  Make use of this fine support; see our “Writing Lab Form” on Blackboard. Writing quality impacts your grade!
- **g. Testing** (in addition to standard Univ. test-taking policies)
  - Test is on-line, “item pools” used; randomized objective items, timed; window to take test given.
  - **No makeups/retakes.**
  - If you’re having computer / Internet trouble, use your UTT computer labs.
  Don’t take a chance; take the test as soon as you can, as one tends to have computer problems when you take it at the last moment; it can’t be fixed within the deadlines at that point.

L. University Policies:

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://www2.uttyler.edu/wellness/rightsresponsibilities.php

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 (ADM 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. 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 those 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 (September 9) 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
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

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;
- 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. All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

M. CEP Vision, Mission, & Program Standards

CEP 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.

CEP 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.

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—new learnings are assimilated and attached to prior understandings, thus, over time, building a mental structure (schema) of educational concepts.

Standard #1: Learner Development
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.

Standard #2: Learning Differences
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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

Code of Ethics and Standard Practices for Texas Educators

Texas Administrative Code

Title 19: Education
Part 7: State Board for Educator Certification
Chapter 247: Educator’s Code of Ethics
(b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

[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 processes.

[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 coercer others to do so.

[G] Standard 1.7. The educator shall comply with state regulations, written 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 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, age, gender, disability, 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.

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**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

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**Spring 2015, UT Tyler**

**Independent Study Educ 4399.002 Individual Learning Contract**

I have read, understand, and agree to all policies, assignments, procedures, deadlines, and content of the Educ 4399.002 Syllabus. Additionally, I agree to:

- take primary responsibility for my learning of course content;
- work cooperatively, tactfully, responsibly, and courteously with my PBL group and other students;
- email Dr. Fischer proactively and in a timely fashion when I have questions or problems;
- check my email and Announcements on a regular, frequent basis;
- act with professionalism and integrity on the test and in all coursework;
- acknowledge any sources from which I get ideas, materials, quotes, etc.;
- design an original Independent Project.

Your Signature ________________________________