SPRING 2017
School of Education
The University of Texas at Tyler

Independent Study: Children’s & YA Literature – 3 credits
EDUC5399.001 (20128)
MW 2:30 – 3:50
HPR 262

LOCATION OF CLASSES WILL VARY OFTEN BETWEEN THE ROBERT R. MUNTZ LIBRARY AND THE HPR/BEP CLASSROOM – CHECK SCHEDULE PRIOR TO EACH CLASS.

SYLLABUS TABLE OF CONTENTS
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A. Instructor Information
Name: Annamary L. Consalvo, Ph.D., Assistant Professor, Literacy
Email: aconsalvo@uttyler.edu best way to reach me
Office Address: BEP 212D
School of Education, 3900 University Blvd. Tyler, TX 75799
Office Phone: (903) 566-5576
Office Hours: Physical Office—Mondays 1:00-2:00; Tuesdays 3:00-4:00; Thursdays 3:00-4:00 and by appointment
Virtual Office—by Zoom by appointment Go to Zoom.us Click on “Join a Meeting” follow the set-up prompts; Meeting ID 242-669-0795

B. Course Description
This independent study permits the graduate student to study children’s and young adult literature genres, examples, authors, history, context and potential uses in educational settings.
Catalog description for READ 3330 Children’s Literature (since student will attend this class by prior agreement): “History and analysis of children’s literature. Designed primarily for preschool and elementary education majors.”
http://uttyler.cmsiq.com/2015-2016/Catalog/Courses/READ-Reading-Education/3000/READ-3330

C. Course Agreement
Student will come to scheduled classes for READ3330.01 Children’s Literature taught by Dr. Consalvo; she will purchase the books associated with READ 3330 as well as the Bucher & Hinton YA Lit textbook listed below. As we read about a type of literature in Tunnell et al., *(Children’s Literature, Briefly)* the student will read it too – plus read a corresponding chapter in Bucher & Hinton. As well, she will examine YA texts that correspond to a given chapter in Tunnell et al (many recommendations are present in both books). Student will do all the work on the syllabus for READ 3330.01; and, in addition she will:

- **Review Scholarship:**
  Find at least one scholarly article per week given that week’s topic and other readings in recognized educational and literary journals that focus on children’s literature and young adult literature. Dr. Consalvo will provide a list.

- **Blog:**
  Summarize, append, connect to, and explore implications for each week’s readings (including scholarly articles) through a blog that is shared with instructor on a weekly basis.

- **Final product:**
  Type of children’s (or YA) literature study paper; explores sub genre’s origins, place in popular culture, history, significant works, and more – uses at least 12 scholarly citations outside of class textbooks; annotated bibliography of no fewer than 20 books in that category.

Textbooks (and tradebooks – see list on page 5. 

2. YA Lit book Bucher & Hinton
3. Reading Magic by Mem Fox

C. Course Objectives:

<table>
<thead>
<tr>
<th>NCTE Guideline for teacher prep of children’s and YA lit</th>
<th>Course objective (learning outcomes)</th>
<th>IRA Reading Teacher Preparation Standards (2010)</th>
<th>Texas Educator Standards</th>
<th>Assessment</th>
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</thead>
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### By the end of the course, students will have:

<table>
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<tr>
<th>(Children's Literature Assembly 2004)</th>
<th>Teacher candidates will be exposed to “critical study of a wide selection of books for children and adolescents, including texts from diverse cultures, genres, and historical periods…”</th>
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<tbody>
<tr>
<td>defined children’s literature and its qualities;</td>
<td>Teacher candidates will be exposed to “critical study of a wide selection of books for children and adolescents, including texts from diverse cultures, genres, and historical periods…”</td>
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<td>acquired knowledge of the different genres of children’s literature, including the history and development of each type, from the perspective of the academic discipline;</td>
<td>Teacher candidates will be exposed to “critical study of a wide selection of books for children and adolescents, including texts from diverse cultures, genres, and historical periods…”</td>
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<td>read representative samplings of different genres;</td>
<td>Teacher candidates will be exposed to “critical study of a wide selection of books for children and adolescents, including texts from diverse cultures, genres, and historical periods…”</td>
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<td>experienced multicultural literature from diverse perspectives;</td>
<td>Teacher candidates will be exposed to “critical study of a wide selection of books for children and adolescents, including texts from diverse cultures, genres, and historical periods…”</td>
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<td>developed standard criteria in selection of children’s</td>
<td>Teacher candidates will be exposed to “critical study of a wide selection of books for children and adolescents, including texts from diverse cultures, genres, and historical periods…”</td>
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<tr>
<th>Standard 1: Foundational Knowledge</th>
<th>TX Standard 1: Instructional Planning and Delivery.</th>
<th>Quizzes; discussions; book clubs; Genre Project</th>
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<tbody>
<tr>
<td>Standard 3: Assessment and Evaluation</td>
<td>TX Standard 2: Knowledge of Students and Student Learning.</td>
<td>Genre project; quizzes; library work; Read-Alouds</td>
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<tr>
<td>Standard 5: Literate Environment</td>
<td>TX Standard 5--Data-Driven Practice.</td>
<td>Quizzes; Library work; Poetry Project</td>
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<tr>
<td>TX Standard 2: Knowledge of Students and Student Learning.</td>
<td>TX Standard 6--Professional Practices and Responsibilities.</td>
<td>Quizzes; library work; Read-Aloud project</td>
</tr>
<tr>
<td>TX Standard 3--Content Knowledge and Expertise.</td>
<td>One pagers; Library work; Read-Alouds</td>
<td>Quizzes; library work; Read-Aloud project</td>
</tr>
<tr>
<td>TX Standard 4--Literate Environment.</td>
<td>TX Standard 4--Learning Environment.</td>
<td>Quizzes; library work; Read-Aloud project</td>
</tr>
<tr>
<td>TX Standard 6--Professional Practices and Responsibilities.</td>
<td>TX Standard 6--Professional Practices and Responsibilities.</td>
<td>Quizzes; library work; Read-Aloud project</td>
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</table>

**Teacher candidates will be exposed to “critical study of a wide selection of books for children and adolescents, including texts from diverse cultures, genres, and historical periods…”**
relations to media presentations).”

|----------------------------------------------------------------------|--------------------------------------|-------------------------------------|-----------------------------------------------|-------------------------------------|-------------------------------------------------|-----------------------------------|---------------------------------|----------------------------------------|------------------------------------------|------------------------------------------|

D. 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. For EDUC 5399.001 the graduate student will undertake each of the assignments below as well as these additional assignments.

Tasks, and Points/Percentages (T=115 points=100%)

Notes: (A) Bolded and underlined numerals are what add up to 100 points  
(B) Course grade is calculated on total percentage of overall grade.  
(C) Grades are posted on BlackBoard’s GradeBook for easy access.

Scholarly articles (10 points 10/10=100%) 
Blog Posts (10 points 10/10=100%) 
Quizzes (10 points 10/10=100%) 
5 One-Pagers (@ 2 points (10 points 10/10=100%) 
Role sheets from readings (10 points 10/10=100%) 
Read-aloud Project (10 points 10/10=100%)

ILA Reading Professionals Standards (2010)
http://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals
NCTE Guideline on Preparing Teachers with Knowledge of Children’s and Adolescent Literature (CLA 2004)
http://www.ncte.org/positions/statements/chiladollitguideline
Poetry Project (10 points 10/10=100%)
Participation in Discussions – Weekly – (10 points 10/10=100%)
   F2F & Blackboard/online discussions no matter what the mode
   (e.g. In-Class; Meet and Greet; Scribe; Bb discussions; and/or social media)
Library work (10 points 10/10=100%)
Genre Exploration Project (25 points 25/25=100%)

Note: Course grade is calculated on total percentage of overall grade.

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<th>Performance standards</th>
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<tr>
<td>Points</td>
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<tr>
<td>93-100</td>
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<td>84-92</td>
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<td>75-83</td>
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<tr>
<td>66=74</td>
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<td>00-65</td>
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TEXTS

TEN REQUIRED TRADEBOOKS: (in alphabetical order) that we will read as a class.


9. Lang, A. (Editor). (1996) Cinderella and Other Stories from "The Blue Fairy Book" (Dover Children’s Thrift Classics) [Unabridged] [Paperback]. Mineola,
NY: Dover Publications.


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.

Course Methodology and Format:

These strategies will be employed through the semester: lecture/presentation; discussion/questioning; creating visual illustrations; independent learning; computer application; and viewing or listening to, followed by discussion; mini-lessons; literature circle collaboration.

We will experience these texts through a variety of means. Among them are shared, whole class texts and response papers; studying about Children’s Literature; small group/individual multigenre response projects; thematic connectivity of these texts to areas of personal interest as well as to larger social issues. Your engaged and active discussion of texts is critical. The course methodology will include writing and speaking opportunities that include textual support for your opinions, discussions led by group members, literature circles to explore texts, small group activity, and an oral presentation of your major course project.

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. 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! 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.uttyler.edu/citations

COURSE REQUIREMENTS

Detailed instructions to follow....

AND if you are not sure what to do....
I will explain assignments in my lectures. 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 (via FAQs)– 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.

**Review Scholarship: (10/10=100%)**

Find at least one scholarly article per week given that week’s topic and other readings in recognized educational and literary journals that focus on children’s literature and young adult literature. Dr. Consalvo will provide a list.

**Blog: (10/10=100%)**

Summarize, append, connect to, and explore implications for each week’s readings (including scholarly articles) through a blog that is shared with instructor on a weekly basis.

**QUIZZES (10/10=100%)**

For each chapter in the textbook, you will take a quiz. Research shows that quizzes help to reinforce learning\(^1\). Most quizzes are scheduled and online. Some will be pop quizzes. **Bring your books to class if you want to do well on the pop quizzes.**

**FIVE ONE-PAGERS (10 points 10/10=100%) (see schedule for due dates)**

1) *Reading Magic*
2) *Ramona* book of your choice see directions
3) *Fables OR Greek Myths*
4) *Grimm’s*
5) *Seedfolks*

A one-pager is:

Reflective writing at the conclusion of your reading of a particular work. Bare minimum of one full page; ideally 1.5 to 3.0 pages, double spaced. Under your name and date,

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please include complete APA citation for book [e.g. Hesse, K. (1997). *Out of the Dust*. New York: Scholastic.] Also, in your discussion, please include page numbers to anchor your quotes and comments securely to the evidence in the text.

**Discuss this book as:**

**A reader:** What was particularly engaging? What was problematic? What kinds of images did you see/hear/taste/smell? What kinds of connections did you make to this text a) personal, b) to other texts (including films, etc.), c) to the world?

**A writer:** What part of this do you wish you had written? What elements of craft did you notice that this author used effectively?

**As a thinker:** What did this bring up for you? What sorts of things are you noticing that you might not have noticed before reading this book?

**As a recommender:** To whom would you recommend this book? How?

**Detailed instructions to follow…**

**FACE TO FACE AND ONLINE DISCUSSIONS (10 points 10/10=100%)**

Blackboard/online discussions no matter what the mode (e.g. Bb; Twitter, Facebook, Zoom, etc.). Directions will accompany each discussion. (Includes Scribe role).

In general, it is imperative that any 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 100 and 250 words of well-developed and coherent connection to, and thinking about, a given topic. In your replies to other students, strive to maintain a positive and appreciative tone. If you do not agree with someone – then own it – 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, I don’t understand the connection between point c and point d…”; or, “maybe here’s another way to look at it…”. As professional educators, being able to disagree and maintain a positive relationship is a valuable skill well worth continuous development (throughout one’s career).

**SCRIBE: (1 point 1/1=100% once a semester)**

Note-take and post to SCRIBE discussion forum on Bb. You will have signed up for a class for which you will offer this service to the class. An example will be composed by the instructor as the first SCRIBE set of notes posted. Each person will fulfill SCRIBE role at least once during semester.

**READING AND ROLE SHEETS (10 points 10/10=100%)**

Literature circle role sheets, assigned responses to readings (e.g. two column notes) and evidence of talking points. You will read both whole class children’s books and have at least two opportunities to choose from a short list. Detailed instructions to follow.

**PICTURE BOOK READ ALOUD PROJECT -collaboration- (10 points 10/10=100%)**

Presentation– with a partner or in a small group (to be determined), select an award winning picture book (lists are in your textbook), read it aloud, and provide an overview
of its place in the field, the author, why you selected it, and a handout. Detailed instructions to follow.

**POETRY PROJECT -collaboration- (10 points 10/10=100%)**
Presentation --With a partner or in a small group (to be determined), select an award winning children’s poet, select no fewer than three books of their poetry, share no fewer than four of their poems; read aloud, and provide an overview of the poet, his or her place in the field, and why you selected this author and the poems that you did. Create a handout. Detailed instructions to follow.

**LIBRARY WORK (10 points 10/10=100%)**
We will meet regularly in the Robert R. Muntz Library for entire class periods (see schedule of activities). There we work closely with the Children’s Literature Librarian, and will undertake a number of hands-on/minds-on activities associated with helping you become familiar with genres, texts, authors, illustrators, grade levels, and more. You are expected to be on time, participate fully, and to stay for the entire class, as well, to stay with the class for the duration of our class period, unless instructed specifically to do otherwise. Instructions will be given at the beginning of each library session.

**GENRE EXPLORATION RESEARCH PROJECT (25 points 25/25=100%)**
This is an opportunity for you to do an in-depth investigate of a sub-genre of Children’s Literature and explore its use as a future teacher. Across the semester, notice which genres, titles, and authors resonate within you, and which you are drawn to or, even, troubled by. Later in the semester, you will choose a subgenre, that I will approve. In your project, you will discuss the subgenre’s features, history, and key authors; you will cite literary criticism that you will look up; regarding its use in your teaching, you will discuss ways that you will teach this sub-genre; and, you will provide an extensive annotated bibliography (a data-base for yourself) on the subgenre. And, you will turn in a polished essay that follows APA style formatting. Detailed instructions to follow.

**Final product:**

Type of children’s (or YA) literature study paper; explores sub genre’s origins, place in popular culture, history, significant works, and more – uses at least 12 scholarly citations outside of class textbooks; annotated bibliography of no fewer than 20 books in that category.

**PRESENTATION OF PROJECT (5 points 5/5=100%)**
You will present your findings orally from the genre study paper, and your reflections on where you will go from here as both an appreciator and a teacher of children’s literature. You will also address how your use of children’s literature will help you to reinforce content. Detailed instructions to follow.
COURSE POLICIES

TECHNOLOGY
Internet; email; Blackboard
Technology will serve as our main tool for communication. Important announcements and readings will be posted on Blackboard. UT-Tyler email and emails generated through Blackboard will be utilized as a communication tool, as well. This is a face-to-face/hybrid course – 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 and BlackBoard is built for its best functioning on a computer.

It is expected that you will check your UT-Tyler email daily, and Blackboard 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.

For any difficulties associated with technology, you may contact IT Support on their 24/7 student webpage, http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8645 Or by phone, 888.892.9068 or by email blackboard@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 either APA style or in the style associated with your content area (see Style Guide in Course Documents). IT sells deeply discounted MS Suite software to students - -take advantage of this!

When you post something to a Bb Discussion Forum, either write your message directly into the message pane, or pre-write in a Word document and then copy and paste your text into the message pane.

IMPORTANT: you may also attach a document but do not expect myself or classmates to have to open your documents to read your post or your response.

For uploading assignments: PDF is the most stable of the formatting options; however MS Word will work for uploading assignments on Blackboard as well. Any assignments that you upload need to be intact and in ONE DOCUMENT – I will not accept bits and pieces. The university's IT department sells very inexpensive Microsoft products to students at an amazing discount.

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 (Bb discussion,
wikis), as well as Power Point (Prezi; Keynote) presentations may also be a feature of this class.

**Clear identification of work: Name, Date. Topic (in full).**
All work must be neat, paginated, and properly identified with your name and page number on subsequent pages. At the top of your 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—Your responsibility:**
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. **I will not accept bits and pieces of assignments.**

**Instructor’s Rescheduling Activities for Class:**
If, for some reason (especially illness or weather-related), I must cancel class I will make every effort to send an email using the *Announcements* feature on Bb to all students by 6AM.

**Timeliness and Participation: REALLY IMPORTANT!**
You are expected to keep up with assignments (readings, discussions, etc.), and to complete and turn them in according to timeline in the syllabus’ Activities Schedule and/or by the timeline on any given assignment’s handout. To not do so WILL affect your grade. Assignments are due on the day on which they appear in the syllabus’s Activities Schedule.

As a professional preparation class, engagement in every session is critical for ongoing building of your knowledge. As a developing professional, 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 teaching profession and are factored into your grades.

**Absences and Tardies**
Absences and tardiness may result in a permanent grade change. If you have to miss class, you should not miss more than TWO sessions. I will not check medical notes, funeral documentation, etc. **You have two absences – excused or unexcused (emailing me to explain why you are gone does not negate the absence) – to use as you see fit. Suggestion: “spend” them wisely (my suggestion is to save them for true emergencies). After TWO absences, you will receive a two point deduction for each absence, #3 and beyond. 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 be 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.

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

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.***

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 classes.**

**Turning in of Work and 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:**

Late assignments without prior, written permission from the instructor or without the presence of documentable (by you), extenuating circumstances will result in a 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.

**How the Grading Works for Late Assignments:**

For each day that an assignment is late, the final grade will be docked one letter grade for up to three calendar days, assuming that it is “A” quality work; then, on day #4, it reverts to 50%; then, on day #6 the grade reverts to zero.
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 Bb discussions and other discussions if they are part of a day’s assignments.

3. Keep your materials organized. Visit and re-visit your files, folders, binders, cases. All course materials require tending and reorganizing across a semester - -whether online or in a face to face environment.

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.

6. PARTICIPATE IN DISCUSSION – 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. Drafts of projects – 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.

UNIVERSITY POLICIES

UT Tyler Honor Code
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

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.uttler.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

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, kreteks, 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

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. (For Fall, the Census Date is January 30.) 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 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 (January 30) 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 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, 3.4, 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.

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**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.
(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/authorized 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/authorized 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
Tasks, and Points/Percentages (T=115 (115/115) points=100%)

Notes: (A) **Bolded** and **underlined** numerals are what add up to **100 points**
(B) Course grade is calculated on total **percentage** of overall grade.
(C) Grades are posted on BlackBoard’s GradeBook for easy access.

Quizzes (**10 points 10/10=100%**)
5 One-Pagers (**2points each = 10 points 10/10=100%**)
   1) **Reading Magic** due 2/6/17
   2) **Ramona** book of your choice see directions due 2/22/17
   3) **Fables OR Greek Myths** due 3/6/17
   4) **Grimm’s** due 4/3/17
   5) **Seedfolks** due 4/17/17

Role sheets (e.g. Literature Circles) from readings (**10 points 10/10=100%**)

Review Scholarship 10/10

Blog 10/10

Read-aloud Project (**10 points 10/10=100%**)

Poetry Project (**10 points 10/10=100%**)

Talking points, preparedness and participation in Discussions ~ Weekly – (**10 points 10/10=100%**)

F2F & Blackboard/online discussions no matter what the mode (you must do the reading to be successful) (e.g. Reading Life Notebook; In-Class; Meet and Greet; Scribe; Wiki; Bb discussions; and/or social media)

Library work (**10 points 10/10=100%**)

Genre Exploration Project (**25 points 25/25=100%**)

| # Class | Tentative Schedule of Activities and Assignments Due | Note In-Library Dates BELOW
| MW | On selected MONDAYS 2:30 – 3:50 pm | Be at Library for start of class in Children’s Lit room, first floor.
| 2:30 – 3:50 pm |

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<tr>
<th>Week #</th>
<th>Class #</th>
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<td>Important: The instructor reserves the right to change/adjust any assignments and/or due dates in the best interest of the class. Ample notice (three day minimum) will be given to students for any such changes.</td>
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<tr>
<th>Week 1</th>
<th>Class #1</th>
<th>Wed 1/18/17</th>
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<tr>
<td>What is children’s literature? The read-aloud; and, (introduce) The five elements of effective literacy instruction (National Literacy Panel)</td>
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<td>Overview and Introductions</td>
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<td>- The Syllabus</td>
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<td>- Talking points</td>
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<td>- One pagers</td>
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<td>- Getting which books now (textbook, Reading Magic, Charlotte’s Web); a heads-up to get the other books by the end of the first week in February; signing up for reading groups for choice reading</td>
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<td>- Introduce “Childhood Friends Wiki Assignment”</td>
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<td>- Introduce Literature Circles and Role Sheets</td>
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<td>- Introduce Meet &amp; Greet</td>
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<tr>
<th>Week 2</th>
<th>Class #2</th>
<th>M 1/23/17</th>
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<tr>
<td>Emergent reading and picture books; The five elements of effective literacy instruction (National Literacy Panel)</td>
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<tr>
<td>READ: Read Ch. 1 Tunnell et al. “Read, read, read” (Due: three talking points)</td>
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<td>READ: Ch. 7 “Picture Books” (Due: three talking points)</td>
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<tr>
<td>Week 2</td>
<td>Class #3</td>
<td>W 1/25/17</td>
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<td><strong>DUE</strong>(by the start of class): <em>Meet and Greet (part A)</em> Bb whole class discussion forum “meet and greet” Post short self-introduction; short bio, photo; fun fact.</td>
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<td></td>
<td>In-class quiz: 5 elements effective literacy instruction</td>
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<td><strong>Choosing children’s books – what is literary quality? What is a well-written book?</strong></td>
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<td><strong>Introduce One Pagers (#1 is <em>Reading Magic</em> due 2/6/17)</strong></td>
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<td><strong>Introduce: Notebook Noticings</strong></td>
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<td><strong>READ:</strong> Tunnell et al., Ch. 2 “What is a good book?” (<strong>Due:</strong> three talking points)</td>
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<td>**Read Ch. 3 “How to recognize a well written book” (<strong>Due:</strong> three talking points)</td>
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<td><strong>DUE (by the start of class): <em>Meet and Greet</em> part B, get around to at least five people and say a quick and friendly hello.</strong></td>
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<td><strong>DUE (by 11:59pm): ONLINE Quiz over Ch. 1 Tunnell et al. “Read, read, read”</strong></td>
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<td><strong>DUE (by 11:59pm): Two (2) entries “Childhood Friends” Class Wiki on Bb</strong></td>
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<td></td>
<td>#1 Blog post (with scholarship)</td>
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<td>Week 3</td>
<td>Class #4</td>
<td>M 1/30/17</td>
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<td></td>
<td>Read to a child from Day #1 – for the child and for you</td>
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<td><strong>DUE Read: <em>Reading Magic</em> – first half book pp. 1-74 come ready to discuss.</strong></td>
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<td><strong>DUE (by 11:59pm): online Quiz over Chp. 2 “What is a good book?” and Chp. 3 “How to recognize a well-written book”</strong></td>
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<td>Week 3</td>
<td>Cognitive and moral benefits of early and daily</td>
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<tr>
<td>Class #5</td>
<td>read alouds.</td>
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<tr>
<td>Class #5</td>
<td>Due Notebook Noticing #1</td>
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<tr>
<td>Class #5</td>
<td>Introduce: <em>Charlotte’s Web</em> (and lit circle role sheets)</td>
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<tr>
<td>Week 4</td>
<td>DUE: <em>Reading Magic</em> – second half book pp. 75-156, come ready to discuss.</td>
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<tr>
<td>Week 4</td>
<td>#2 Blog post (with scholarship)</td>
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| Week 4 | *Illustrations: Their power and the reality of visual literacy* |
| Week 4 | DUE: Read in Tunnell et al. Chapter 4 “How to recognize a well-illustrated book” (Due: three talking points) |
| Week 4 | DUE: Read first half *Charlotte’s Web* (3 lit circle role sheets) through ch. 11 |
| Week 4 | DUE: One-Pager *Reading Magic* (in online turnin folder by 11:59pm) |

| Week 4 | Varieties of Picture Books |
| Week 4 | DUE Notebook Noticing #2 |
| Week 4 | DUE Read: 2nd half *Charlotte’s Web* (3 lit circle role sheets) ch. 12 to end. |
| Week 4 | DUE: Quiz over Ch. 4 Tunnell et al. “Illustrations” (by 11:59pm) |
| Week 4 | #3 Blog post (with scholarship) |

| Week 5 | History and Trends |
| Week 5 | Introduce Ramona choice book club: Choose ONE – Cleary, B. *Ramona & Her Father* OR *Ramona the Brave* OR *Ramona the Pest* OR *Beezus & Ramona*. Harper Collins. You will be in a book club (in class) and you will produce a One-Pager due: |
| Week 5 | Introduce writing center and its use |
| Week 5 | DUE: Read Chapter Ch. 5 “Children’s books: |
| Week 5 | Why choice reading, book clubs, and multigenre projects? Pedagogical, instructional, and relational implications for teachers  
- Introduce Picture Book Read Aloud project presentation due on Week 7,  
  – time to find group and do some planning – sign up for 2/22 OR 2/24.  
|---|---|
| Class #9 | DUE Notebook Noticing #3  
DUE: Read first half of your *Ramona* book (role sheets); book club time in class. Be prepared to discuss.  
DUE: Quiz over Ch. 5 History & Trends, by 11:59pm  
| W 2/15/17 | #4 Blog post (with scholarship)  
|---|---|
| Week 6 | Reading levels and books: Determining credible systems; books; on your own. Content vs Reading Level  
- Picture Book Read Aloud project: 10 minutes to do some planning  
DUE: Read second half of your *Ramona* book (role sheets); 15 minutes book club time in class. Be prepared to discuss.  
(President’s Day – NOT an observed holiday)  
| Class #10 | Content vs reading level  
Credible sources for reading levels  
Hands-on practice, exercises, and assessment with books on shelves and at your tables.  
| M 2/20/17 | LIBRARY SESSION #2 of 7  
|---|---|
| Week 6 | PRESENTATIONS: Read Aloud Picture Book presentations 1 of 2  
DUE Notebook Noticing #4  
- Sign up (in class) for EITHER *James and the Giant Peach* OR *My Father’s Dragon* for next week’s lit circles meeting (*both examples of modern fantasy*).  
DUE: Read Chapter 10 “Modern Fantasy”  
(3 tkg points)  
| Class #11 | DUE: One pager *Ramona* (by 11:59pm)  
<p>| W 2/22/17 |---|---|</p>
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Class #12</th>
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<tbody>
<tr>
<td>2/27/17</td>
<td><strong>PRESENTATIONS: Read Aloud Picture Book presentations 2 of 2</strong></td>
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<td>o Sign up for One Pager (due class #15 3/8/17) over EITHER Aesop’s Fables or Greek Myths.</td>
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<td><strong>DUE:</strong> Read all of Aesops Fables (3 talking points – one over each of three fables)</td>
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<td><strong>DUE:</strong> Quiz Chapter 10, Modern Fantasy by 11:59pm</td>
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<tr>
<th>Week 7</th>
<th>Class #13</th>
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<tr>
<td>W 3/1/17</td>
<td><strong>Folklore: Durability of heroes and superheroes – how they change and how they stay the same</strong></td>
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<td><strong>DUE:</strong> Read Greek Myths (three talking points – one over each of three Greek Myths)</td>
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<td><strong>DUE Notebook Noticing #5</strong></td>
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<td><strong>DUE:</strong> Read in Tunnell et al. Chapter 9 “Folk Literature: Stories from the Oral Tradition”</td>
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<tr>
<th>Week 8</th>
<th>Class #14</th>
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<tr>
<td>M 3/6/17</td>
<td><strong>LIBRARY SESSION #3 of 7</strong></td>
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<tr>
<td></td>
<td><strong>Children’s poetry: The importance of word play to language development</strong></td>
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<td></td>
<td>➢ <strong>Introduce Poetry Project/Presentation</strong></td>
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<td></td>
<td><strong>DUE:</strong> Read Ch. 8 Tunnell, et al., “Poetry” 3 talking points</td>
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<td><strong>DUE:</strong> Quiz over Ch. 9 “Folk Tradition” (by 11:59pm)</td>
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<td><strong>DUE online:</strong> One-Pager Greek Myths OR Aesop Poetry in the classroom</td>
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<td>Hands-on practice, exercises, and assessment with books on shelves and at your tables.</td>
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<tr>
<th>Week 8</th>
<th>Class #15</th>
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<tbody>
<tr>
<td>W 3/8/17</td>
<td><strong>Categories and genres in children’s literature</strong></td>
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<tr>
<td></td>
<td>➢ <strong>Planning time (15 min. Poetry Project/Presentation)</strong></td>
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<td><strong>DUE:</strong> Read in Tunnell et al. Chapter 6 “Organizing Children’s Literature by Genre” three talking points</td>
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#6 Blog post (with scholarship)
<table>
<thead>
<tr>
<th>Week 9</th>
<th>Class #16</th>
<th>M 3/20/17</th>
<th>LIBRARY SESSION #4 of 7</th>
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<tbody>
<tr>
<td>Fairy tales, graphic novels, and genre…. What does it all mean?</td>
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<tr>
<td>➢ Introduce Genre Project (long term)</td>
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<tr>
<td>o Proposal due Wednesday (half page)</td>
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<td>DUE: Read at least TWO tales from your Cinderella and Other Stories from &quot;The Blue Fairy Book” (be ready to discuss!)</td>
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<tr>
<th>Week 9</th>
<th>Class #17</th>
<th>W 3/22/17</th>
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<tbody>
<tr>
<td>Learning theories and children’s literature</td>
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<tr>
<td>➢ Presentation planning time for Poetry Project/Presentation (30 minutes)</td>
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<td>➢ Conferencing with instructor over your Genre Project Proposal ideas</td>
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<tr>
<td>➢ Drafting your Genre Project Proposal ideas</td>
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<tr>
<td>DUE online: half page Genre Project proposal (by 11:59pm)</td>
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<tr>
<th>Week 10</th>
<th>Class #18</th>
<th>M 3/27/17</th>
<th>Durability of Grimms: Poetry, Myth, Morality</th>
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<tbody>
<tr>
<td>PRESENTATIONS DUE: Children’s Poetry Project</td>
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<tr>
<td>DUE: Read Grimms (three talking points ready – one for each of three stories)</td>
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<tr>
<th>Week 10</th>
<th>Class #19</th>
<th>W 3/29/17</th>
<th>Historical Fiction: Value, Use, and Relevance</th>
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<tbody>
<tr>
<td>DUE: Read Chapter 12, “Historical Fiction” be ready to discuss</td>
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<td>DUE Notebook Noticing #8</td>
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<tr>
<td>Week 11</td>
<td>Class #20</td>
<td>M 4/3/17</td>
<td><strong>LIBRARY SESSION #5 of 7</strong></td>
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<tr>
<td>#9 Blog post (with scholarship)</td>
<td>Aligning your books, lessons, and standards: Reviewing ELA literature TEKS</td>
<td>Library session for selecting scholarly and research and other texts for Genre Paper, session #1 of 2 (you need both). Upstairs – Lab.</td>
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<td>DUE: Read in Tunnell et al., Ch. 17, “Teaching with children’s books”</td>
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<td>DUE: One-pager <em>Grimms</em> (by 11:59pm)</td>
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<tr>
<th>Week 11</th>
<th>Class #21</th>
<th>W 4/5/17</th>
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<tr>
<td>Week #21</td>
<td><strong>Informational Texts</strong></td>
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<td><strong>Q&amp;A</strong>: 30 minutes dedicated time to work on polishing genre project.</td>
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<td><strong>DUE Notebook Noticing #9</strong></td>
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<td><strong>DUE</strong>: Read Tunnell et al., Ch. 13 “Biography” Three talking points</td>
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<td><strong>#10 Blog post (with scholarship)</strong></td>
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<tr>
<th>Week 12</th>
<th>Class #22</th>
<th>M 4/10/17</th>
<th><strong>LIBRARY SESSION #6 of 7</strong></th>
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<tr>
<td>Week #22</td>
<td><strong>Introduce Cormier book club.</strong></td>
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<td>o Organize who is in what group.</td>
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<td>o Online small discussion groups between now and 4/24/17 when all books must be completed</td>
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<td><strong>DUE</strong>: Read Tunnell et al., Ch. 14, “Informational Books” Three talking points</td>
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<td><strong>DUE</strong>: Read Tunnell et al., Chapter 11, “Contemporary Realistic Fiction”</td>
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<td><strong>#11 Blog post (with scholarship)</strong></td>
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<td></td>
<td><strong>Hands-on research session #2 for Genre Paper</strong></td>
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<tr>
<th>Week 12</th>
<th>Class #23</th>
<th>W 4/12/17</th>
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<tr>
<td>Week #23</td>
<td><strong>Multicultural Children’s Lit and Representation of Many Walks of Life</strong></td>
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<td><strong>DUE Notebook Noticing #10</strong></td>
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<td><strong>DUE</strong>: <em>Seedfolks</em> (read it) DUE: Small group posts in Cormier book clubs</td>
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<td><strong>#11 Blog post (with scholarship)</strong></td>
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<tr>
<th>Week 13</th>
<th>Class #24</th>
<th>M 4/17/17</th>
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<tr>
<td>Week #24</td>
<td><strong>Children and Youth Need to See Themselves in the Books They Encounter: Steps toward Culturally Responsive Pedagogy</strong></td>
<td>Utilizing multicultural books in the classroom</td>
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<td><strong>#12 Blog post (with scholarship)</strong></td>
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**LIBRARY SESSION #7 of 7**

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<tr>
<th>Week 13 Class #25</th>
<th>Teaching with Children’s Books – factors to bear in mind as a teacher and as a stakeholder</th>
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<tbody>
<tr>
<td>W 4/19/17</td>
<td>Introduce Final Exam format</td>
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<tr>
<td></td>
<td>DUE online: Genre Project (by 11:59pm)</td>
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<td>DUE: your WC report form (by 11:59pm)</td>
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<tr>
<th>Week 14 Class #26</th>
<th>Using web based resources in your teaching: The Archive</th>
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<tr>
<td>M 4/24/17</td>
<td>Book Club time: 30 minutes</td>
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<td>Come having finished your Cormier book</td>
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<td><em>(Tunes: After the First Death; or, We All Fall Down)</em></td>
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<td>Using an archive to “talk” to an author (bring laptop or web connected device and powercords)</td>
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<td>Share overview of your book with whole class.</td>
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<td>(LAST) #12 Blog post (with scholarship)</td>
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<tr>
<th>Week 14 Class #27</th>
<th>ONLINE CLASS</th>
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<tr>
<td>W 4/26</td>
<td>Topic: Censorship</td>
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<td></td>
<td>Read in Tunnell, et al., Chapter 16 “Controversial Books” be ready to discuss on Bb</td>
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<td>Online Bb discussion (see instructions on Blackboard discussion forum “Censorship”</td>
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<td><img src="https://www.youtube.com/watch?v=fuhp3VTQQ2Q" alt="YouTube Link" /> Judy Blume (3 min)</td>
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<td><img src="https://www.youtube.com/watch?v=AbBtMNTuzrY" alt="YouTube Link" /> Overview of censorship in 21st C (3 minutes).</td>
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<tr>
<td></td>
<td>Author addresses censored novel “Looking for</td>
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Hands-on practice, exercises, and assessment with books on shelves and at your tables.
Alaska” [https://www.youtube.com/watch?v=69rd-7vEF3s](https://www.youtube.com/watch?v=69rd-7vEF3s) (3 min. 18 sec). He asks some BIG questions.

**Post in whole class Bb discussion forum “Censorship” by 3pm; Comment on two classmates’ posts by 4pm.**

`NOTE: I am attending and presenting at American Education Research Association annual meeting, San Antonio – April 27-May 1, 2017`

| FINAL TBD | Monday May 1st is “Study Day”  
Finals: May 2-6 |