FALL 2018  
School of Education  
The University of Texas at Tyler

Children’s Literature in the Classroom – 3 credits  
READ 3323.001 (81503)  
Tuesdays 5:00-7:45pm  
HPR 262  
Last Day to Withdraw from Course: November 5, 2018

LOCATION OF CLASSES WILL VARY BETWEEN THE ROBERT R. MUNTZ LIBRARY, THE HPR CLASSROOM, AND, OCCASIONALLY ONLINE – CHECK SCHEDULE PRIOR TO EACH CLASS.

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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: BEP 212D School of Education, 3900 University Blvd. Tyler, TX 75799  
   Office Phone: (903) 565-5576  
   Office Hours: By appointment or Tuesdays and Thursdays 2:30-4:00pm.

B. Course Description
   Catalog description: Study of features, history, selection, and use of Children's Literature. Designed for teachers in preparation in the Pre-K through elementary levels.

C. Knowledge Base(s)
   Children’s Literature is a required course for everyone in teacher preparation programs, i.e., students preparing to teach EC-6. You’re encouraged to take READ 3323 early in your program because its content provides practical and pedagogical support to your subsequent and clinical experiences. Most importantly, what you learn about children’s literature will help you throughout your teaching career, regardless of your job’s content area or grade level. In addition, you’ll also be able to use what you learn in READ 3323 in your personal life, as you share books with your own families, friends, and communities. This undergraduate level course builds upon the knowledge base and experiences gained in prior undergraduate coursework and toward which you will build in field experiences that address language and literacy issues. The course addresses Children’s Literature and its effective educational use, selection, and history.

D. Matrix: Learning Outcomes/Assessments/Standards
## LEARNING OUTCOME/ASSESSMENT/STANDARDS MATRIX

<table>
<thead>
<tr>
<th># SLO</th>
<th>Student Learning Outcome (SLO): The student will…</th>
<th>Assessment</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Define children’s literature and its qualities; acquire knowledge of the different genres and forms of children’s literature, including the history and development of each type</td>
<td>Quizzes, Library Work Sessions, One Pagers, Final Reflection</td>
<td>*TES 3Ai; 3Aiii&lt;br&gt;*InTASC 2e; 2g; 3n; 3p; 4j; 5c; 5i; 5j; 5k&lt;br&gt;*TEKS b1A, b1F, b1G&lt;br&gt;*PreK Guidelines IIIA1&lt;br&gt;*ISTE 1a; 1e&lt;br&gt;*ELPS c1A; c1F&lt;br&gt;*TxCCRS A3; A2; A3; A6; A8; B1</td>
</tr>
<tr>
<td>2</td>
<td>Appreciate and understand representative samplings of different genres/forms; review contemporary societal issues in children’s literature; and, analyze contexts of children’s literature</td>
<td>Library Work Sessions, Quizzes, One Pagers</td>
<td>*TES 3Biii&lt;br&gt;*InTASC 1a; 3b; 4b; 5d; 9e; 9f&lt;br&gt;*TEKS b4A; b4B; b5A-D; b7&lt;br&gt;*PreK Guidelines IIID2; IIID3&lt;br&gt;*ISTE 4a; 4b&lt;br&gt;*ELPS c2A; c2D&lt;br&gt;*TxCCRS D1; D2</td>
</tr>
<tr>
<td>3</td>
<td>Develop awareness of differentiation of book selection for diverse student populations including make recommendations to specific students or to classes of students regarding quality children’s literature for use in lesson planning in order to stimulate interest, increase motivation, tap prior knowledge, and activate engagement of students.</td>
<td>Bookshelf/Database Project and Presentation, Library Work Sessions, Final Reflection</td>
<td>*TES 1Ci; 2Aii; 2Bi; 2Bi; 3Ci; 3Ci; 4Ai; 4Aii; 4Aii; 6Aii; 6Bi&lt;br&gt;*InTASC 1b; 1c; 1f; 1i; 2b; 4b; 8e&lt;br&gt;*TEKS b5-A-D; b8A-B; b9&lt;br&gt;*PreK Guidelines IIIE3&lt;br&gt;*ISTE 3a; 3b; 5a&lt;br&gt;*ELPS c2E; c2F&lt;br&gt;*TxCCRS C1; C2; C3; C4</td>
</tr>
<tr>
<td>4</td>
<td>Apply knowledge gained to make judgements about children’s books for literary and academic (e.g. disciplinary) value including reading level and grade level.</td>
<td>Bookshelf/Database Project and Presentation, Literature Circle Role Sheets, Library Work Sessions, One Pagers</td>
<td>*TES 1Aii; 4Bi; 4Di; 5Ai; 5Ai; 6Ai; 6Bi&lt;br&gt;*InTASC 1c; 4f; 4g; 5q; 5r; 7f; 7g; 9e; 9f&lt;br&gt;*TEKS b6-A-D; b10A-D; b11A-B&lt;br&gt;*PreK Guidelines IID4&lt;br&gt;*ISTE 4a; 4d; 7a; 7b; 7c&lt;br&gt;*ELPS c4F; c4G&lt;br&gt;*TxCCRS A1; A5; A7; B3; C4</td>
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Standards may be viewed here: [http://www.uttyler.edu/education/studentresources.php](http://www.uttyler.edu/education/studentresources.php)

**E. Course Projects Overview, Grading, Textbooks, and Descriptions of Projects:** The assignments and projects outlined below are designed to contribute in a different, and yet complementary way in achieving the stated course objectives.
Projects & Grading Criteria

<table>
<thead>
<tr>
<th>Class Projects</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes 16 chapters</td>
<td>(16 points 16/16=100%)</td>
</tr>
<tr>
<td>5 One-Pagers</td>
<td>(10 points 10/10=100%)</td>
</tr>
<tr>
<td>Lit Circle Role Sheets</td>
<td>(10 points 10/10 =100%)</td>
</tr>
<tr>
<td>Read-aloud Project</td>
<td>(10 points 10/10=100%)</td>
</tr>
<tr>
<td>Poetry Project</td>
<td>(5 points 5/5=100%)</td>
</tr>
<tr>
<td>Participation in Discussions</td>
<td>(10 points 10/10=100%)</td>
</tr>
<tr>
<td>Library work [7 sessions/7 quizzes]</td>
<td>(14 points 14/14=100%)</td>
</tr>
<tr>
<td>Classroom Bookshelf Project</td>
<td>(20 points 20/20=100%)</td>
</tr>
<tr>
<td>Presentation of Bookshelf</td>
<td></td>
</tr>
<tr>
<td>Project=Final Exam</td>
<td>(5 points 5/5=100%)</td>
</tr>
</tbody>
</table>

Performance standards

<table>
<thead>
<tr>
<th>Points</th>
<th>Percent</th>
<th>Grade</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>90-100%</td>
<td>A</td>
<td>Superior</td>
</tr>
<tr>
<td>80-89</td>
<td>80-89%</td>
<td>B</td>
<td>Above Average</td>
</tr>
<tr>
<td>70-79</td>
<td>70-79%</td>
<td>C</td>
<td>Average</td>
</tr>
<tr>
<td>60-69</td>
<td>60-69%</td>
<td>D</td>
<td>Below Average</td>
</tr>
<tr>
<td>00-59</td>
<td>0-59%</td>
<td>F</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

REQUIRED TEXTBOOKS to purchase:


REQUIRED TRADEBOOKS: (in alphabetical order)

1. (for Childhood Friends discussion) (on own & across semester) Self-selected picture books representing various genres/forms.


3. **On your own find and Choose TWO - Cinderella variants** (fairytales)
4. **Choose ONE** – Cleary, B. *Ramona Quimby, Age 8* OR *Ramona & Her Father* OR *Ramona the Brave* OR *Ramona the Pest*. Harper Collins.


**Bookstore at UT-Tyler** [http://uttyler.bncollege.com/]

**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.

**DESCRIPTIONS OF PROJECTS AND ASSIGNMENTS**

**The central purpose of this course:**

This course is designed specifically to sequentially build your understanding of and practical ability to effectively use Children’s Literature in teaching any subject. Each and every assignment is a rung on the ladder that will lead you to a greater level of competence in your teaching around the use of children’s literature.

**How will I know 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 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.

**QUIZZES (16 points 16/16=100%)**

a. **Textbook chapters:** Research shows that quizzes help to reinforce learning. Most quizzes are scheduled and online. Some may be pop quizzes.

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1 Benefits of testing memory: Best practices and boundary conditions. Roediger III, Henry L.; Agarwal, Pooja K.; Kang, Sean H. K.; Marsh, Elizabeth J.
b. **Topical video lectures:** Prior to every Library Work Session, you will be expected to view an instructional video that will prepare you for that particular library visit. After each video lecture, you can expect to take a quiz over the content.

**SEVEN LIBRARY WORK SESSIONS (14 points 14/14=100%)**

At scheduled times during the semester, the class will meet at the start of class, for topical hands-on work at the Children’s Section of the Muntz Library (behind the circulation desk on the main floor). Topics covered will include Illustrations; Poetry; Content Level vs Reading Levels, among others. Prior to every Library Work Session, you will be expected to view an instructional video that will prepare you for that particular library visit. After each video lecture, you can expect to take a quiz over the content. During the Library Work Session, you will examine selections of books and complete activities designed to help you notice and understand particular literary and literacy features of these books. The familiarity with types, genres, and forms gained during the Library Work Sessions will contribute toward your successful accomplishment of the final project (Bookshelf/database project).

**FIVE ONE-PAGERS (10 points 10/10=100%)**

Reflective writing at the conclusion of your reading of a particular work. Under your name and date, 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 book page numbers to anchor your quotes and comments securely to the evidence in the text. Specifically discuss each book as:

- **Reader:** What was particularly engaging? What was problematic? What kinds of images did you see/hear/touch/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? What did this bring up for you? Did you have an emotional response? What was the emotion? Why?
- **Recommender:** To whom would you recommend this book? Why or Why not?

The Five Book One-Pagers will include:

1) *Reading Magic*
2) *Ramona* book of your choice
3) *Out of the Dust*
4) *Seedfolks*

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

In general, it is imperative that any discussion (face-to-face and/or Canvas) maintain a polite and collegial tone. Moreover, it is important that each person express him/herself fully and with supporting detail. Generally, each Canvas discussion 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, we should strive to maintain a positive and appreciative tone. As professional educators, being able to disagree and maintain a positive relationship is a valuable skill well worth continuous development.

**LITERATURE CIRCLE ROLE SHEETS (10 points 10/10=100%)**

During this course, you will learn about and participate in literature circles (see Daniels, 2002). As a part of these literature circles you will be required to read children’s books/novels and complete various role sheets in preparation for your book club/circle discussions.

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

Select an award-winning picture book. Videotape yourself reading it aloud to a child. Try to get the child actively engaged in the read aloud. After the read aloud, write a reflection on how you did. Answer the following questions:

- **Project Information:**
  - Describe the child. Name, Age, Gender, Relationship to You? (*You must receive written permission to videotape this child. Permission slips will be distributed in class.*)
  - Describe the book. APA Book Citation

- **Contextual Information:**
  - Describe where the read aloud took place?
  - Describe when the read aloud took place? Date/Time?
  - Describe if there were any eternal distractions during the read aloud.
  - Describe how you and the child were positioned during the read aloud.
  - Describe how long the read aloud took.

- **Project Reflection:**
  - Why did you choose this book to read aloud?
  - Describe the read aloud. What did you do? What did the child do?
  - How did you try to get the child actively engaged in the read aloud (i.e. used character voices, used props, asked questions, make predictions, make connections)?
  - How did the child respond to the read aloud?
  - Were you surprised by the child’s response? Why/Why not?
  - On a scale of 1-3 (1 = negative experience, 2 = neutral experience, 3 = positive experience) rate your performance during the read aloud. Why did you give yourself this rating?
  - If you could do the read aloud again would you do anything differently? Why/Why not?

- **Project Presentation:**
  - Upload the video and reflection in Canvas. On the scheduled read aloud day be prepared to share your video with the class and talk about your overall experience completing the read aloud.

**POETRY CAFÉ -collaboration- (5 points 5/5=100%)**

Poetry is meant to be read aloud and enjoyed. With a partner, select an award-winning children’s poet from a list provided in class. Research this poet and find at least one book
of their poetry to share with the class. Create a one page handout that showcases the life and work of the poet. Submit the handout in Canvas at least one week in advance of the POETRY CAFÉ. During the POETRY CAFÉ be prepared to masterfully read aloud at least two poems (1 poem for each partner). Prior to the poetry café you will meet with the course instructor to practice reciting the poems. Bonus points will be awarded to anyone that memorizes their poem. The POETRY CAFÉ is an opportunity to be exposed to many different poets and see how you can make poetry meaningful and exciting for your future students. You will not be college students on this day. You will be transformed into poets, so you will be expected to act and dress appropriately. More detailed directions will be shared in class.

BOOKSHELF/DATABASE PROJECT (20) & PRESENTATION/FINAL EXAM (5)
(25 points 25/25=100%)

- **Project:** You will choose 25 children’s books from various genres/formats to create a simulated future classroom bookshelf – the beginnings, perhaps, of your own classroom library over which you will create an annotated bibliography. These books will coincide with the different genres/formats that we will study throughout the semester. Entries for each book should include, for example: book picture and book title, the author/illustrator, copyright date (2010-2017), genre/format, reading level, TEKS standards for classroom use, and book summary (in your own words). This is an opportunity for you to start thinking about your classroom library of children’s literature and explore the potential use of this literature, as a future teacher. Detailed instructions to follow.

- **Presentation of your Bookshelf Project AND Final Exam (5 points):** In an online and synchronous environment (e.g. Canvas discussion forum using FlipGrid), during Finals Week, you will record yourself showing and discussing your three top book selections and their implications for use in your classroom. You will then get around to five classmates’ recordings and offer at least one specific and appreciative comment and one “I wonder…” or “I might run with that and do something similar but…..”

**COURSE POLICIES**

Everything Canvas: [http://www.uttyler.edu/canvas/](http://www.uttyler.edu/canvas/)

**DEVICES IN CLASS:** Out of respect for your fellow students, your professor, and the educational process, all technology devices (i.e. cell/smart phones, lap tops, iPads, etc.) must be powered down and put away unless otherwise indicated by the professor. Cell phones may be left on vibrate for emergency notification purposes only. Students will be allowed to use the electronic devices during designated technology breaks. Texting or other cell phone use during class time may result in a reduction of your participation points.

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

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

**Technology Troubles?**
Start here: [http://www.uttyler.edu/canvas/](http://www.uttyler.edu/canvas/)

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

**Computer Literacy Requirement**

**You are expected to use word processing using Microsoft Word** 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, double-spaced and formatted in APA style.

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

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

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

**UT-Tyler Online Library:** As a student at The University of Texas at Tyler, you are paying for and have access to a robust and networked university library and professional librarians whose job it is to help you. **You are expected to use the library, and to ask for help when you need it.** [http://library.uttyler.edu](http://library.uttyler.edu) This link is the homepage of the UTT library, visit it and note the CHAT feature. This can be a lifesaver!!!! Check out this help page too [http://library.uttyler.edu/help](http://library.uttyler.edu/help)
Clear identification of work: Name, Date, Topic
All work must be neat, paginated, and properly identified with your name and page number on subsequent pages. All files and posts must be labeled logically and informatively (e.g. Consalvo_Text Set; or Consalvo_Short Bio_meet & greet; or, Consalvo_Final Learning Portfolio_date). At the top of your submitted work, you must have your first and last name, name of assignment, date due, date completed (if applicable). I will not spend my time figuring out (for example) what chapter questions you have turned in if it is not clearly stated in your heading. You will get a zero.

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

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

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

Timeliness and Participation: REALLY IMPORTANT!
Since this class meets BOTH in-person AND online, you are expected to keep up with assignments (readings, discussions, etc.), and to complete and turn them in according to timeline in the syllabus’s 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 and by the time on which they appear in the syllabus’s Activities Schedule.

As a professional preparation class, your full engagement in every session is critical for ongoing building of your knowledge and your professional dispositions. As such, you are expected to complete all assignments to the best of your ability and according to the timelines established. Moreover, you are to communicate with the instructor regarding any extenuating circumstances that may arise, in advance. Your timeliness and participation are factored into my assessment of your readiness and suitability for the being a teacher and are factored into your grades.

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

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

**Absences and Tardies**

Absences and tardiness will 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.

If you miss more than four classes, you will be asked to withdraw from the class.

Two tardies (late arrivals or early departures) will count as one absence. If you are absent when your group is presenting, you will receive a 0 for the presentation part of the session, regardless of reason for absence. Students who must miss a number of classes or who have a conflict with the final exam due to extenuating circumstances should contact the Dean’s Office.

Consistent tardies will impact your grade. Participation in class discussions and cooperative groups is expected.

*All students are responsible for meeting required timelines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional as is coming to class prepared to engage in substantive discussion over the assigned readings.*

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

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

Ten Suggestions for Success in Course

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

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

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

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

8. Plan ahead.

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

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


UNIVERSITY POLICIES (F18)

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

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

**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. 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 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 reenrolled 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. 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(iii) Teachers cultivate student ownership in developing classroom culture and norms.
(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

   (i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
   (ii) Teachers maximize instructional time, including managing transitions.
   (iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
   (iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students’ achievement goals.

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

   (A) Teachers implement both formal and informal methods of measuring student progress.
   (i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
   (ii) Teachers vary methods of assessing learning to accommodate students’ learning needs, linguistic differences, and/or varying levels of background knowledge.

   (B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.
   (i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
   (ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.
   (iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students’ goals and progress.

   (C) Teachers regularly collect, review, and analyze data to monitor student progress.
   (i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
   (ii) Teachers combine results from different measures to develop a holistic picture of students’ strengths and learning needs.

   (D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.
   (i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
   (ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

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

   (A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.
   (i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.
   (ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students’ needs.
(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students’ academic and social-emotional needs.
(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.
   (i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.
   (ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.
(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.
   (i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
   (ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.
(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.
   (i) Teachers adhere to the educators’ code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
   (ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
   (iii) Teachers serve as advocates for their students, focusing attention on students’ needs and concerns and maintaining thorough and accurate student records.

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

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

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

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

*Texas Teacher Practice Standards: 1.3, 2.1, 2.2, 2.3, 4.1*

**Standard #3: Learning Environments**
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

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

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

*Texas Teacher Practice Standards: 1.2, 1.5, 1.6, 3.1, 3.2, 3.3, 5.2*
Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
*Texas Teacher Practice Standards: 1.5, 3.2, 3.3*

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
*Texas Teacher Practice Standards: 1.6, 5.1, 5.2, 5.3, 5.4, 6.2*

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
*Texas Teacher Practice Standards: 1.1, 1.2, 1.3, 5.1, 5.3, 5.4*

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
*Texas Teacher Practice Standards: 1.4, 1.5, 1.6, 5.4*

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
*Texas Teacher Practice Standards: 3.2, 3.3, 6.1, 6.2, 6.4*

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
*Texas Teacher Practice Standards: 6.3, 6.4*

Standard #11: Technology
The teacher is able to create, implement, and evaluate technology to enhance teaching, student learning, and other obligations (e.g. reports, grades, tests, etc.) required of teachers.
*Texas Teacher Practice Standards: 1.5*

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

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

**Texas Administrative Code**

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(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/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

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

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

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

   (ii) the subject matter of the communication;

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

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

   (v) whether the communication was sexually explicit; and

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

**Source Note:** The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242
### READ 3323.001: CLASS CONTENT AND READING ASSIGNMENTS / DUE DATES

**Tentative Schedule Fall 2018**

**Topical Outline & Schedule:** The following tentative course calendar is subject to change. Adjustments to class sessions will be made as determined by progress made in accomplishing the objectives of each class session.

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<td>Get your Textbooks</td>
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<td>8/28/18</td>
<td>What is children’s literature?</td>
<td><strong>ONLINE Discussion:</strong> Meet and Greet</td>
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<td>Read, Read, Read</td>
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<td><strong>Genre vs Form- using Graphic Novels in the Classroom</strong></td>
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<td>9/4/18</td>
<td>What is a Good Book?</td>
<td>READ: Tunnell et al., Ch. 2</td>
<td>Hands-on practice, exercises, and assessment with books on shelves and at your tables.</td>
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<td><strong>LIBRARY SESSION #2 of 7</strong></td>
<td>ONLINE Discussion: Two (2) entries “Childhood Friends”</td>
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<td>Week 3</td>
<td>Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever</td>
<td>READ: Fox, <em>Reading Magic</em></td>
<td></td>
</tr>
<tr>
<td>9/11/18</td>
<td><strong>LIBRARY SESSION #2 of 7</strong></td>
<td>ONLINE Quiz: Tunnell, Ch. 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>How to Recognize a Well-Written Book</td>
<td>READ: Tunnell et al., Ch. 3</td>
<td><strong>Illustrations:</strong></td>
</tr>
<tr>
<td>9/18/18</td>
<td>How to Recognize a Well-Illustrate Book</td>
<td>READ: Tunnell et al., Ch. 4</td>
<td>Hands-on practice, exercises, and assessment with books on shelves and at your tables.</td>
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<tr>
<td></td>
<td>Children’s Book Awards</td>
<td>READ: Tunnell et al., Appendix D</td>
<td></td>
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<tr>
<td></td>
<td><strong>LIBRARY WORK: PRIOR TO CLASS</strong></td>
<td>ONLINE One-Pager: Fox, <em>Reading Magic</em></td>
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<tr>
<td>Week 5</td>
<td>Teaching with</td>
<td>READ: Tunnell et al., Ch. 17</td>
<td></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Read/Bring/Activities</td>
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<tr>
<td>9/25/18</td>
<td>Children’s Books</td>
<td><strong>READ:</strong> <em>Charlotte’s Web</em> + 5 LCRS</td>
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<tr>
<td></td>
<td>Literature Circles</td>
<td><strong>PRESENTATION:</strong> Picture Book Read Aloud Project</td>
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<td></td>
<td><strong>ONLINE – DUE BEFORE CLASS</strong> Read Aloud Video + Reflection</td>
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<td><strong>ONLINE Quiz:</strong> Tunnell, Ch. 3 &amp; 4</td>
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<tr>
<td>Week 6</td>
<td>Children’s Books:</td>
<td><strong>READ:</strong> Tunnell et al., Ch. 5</td>
<td></td>
</tr>
<tr>
<td>10/2/18</td>
<td>History and Trends</td>
<td><strong>READ:</strong> Tunnell et al., Ch. 6</td>
<td></td>
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<td></td>
<td>Organizing Children’s Literature by Genre</td>
<td><strong>BRING:</strong> <em>Charlotte’s Web</em> + Literature Circle Role Sheets.</td>
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<td></td>
<td></td>
<td>Inquiry project (as a class: thematically – {Friendship; Loyalty; Growing Up};</td>
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<td>Individuals/Teams– how to structure; how to give kids choice; 3 big categories –</td>
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<td>representative books – (spiders/arachnids [science]; family farm life then and/or now</td>
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<td>[economics]; animal care [cattle, sheep, etc.])</td>
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<td><strong>LIBRARY WORK:</strong> <strong>PRIOR TO CLASS</strong> Topical video lecture (Content Levels) + Online Quiz</td>
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<td></td>
<td>Library Session #3 of 7</td>
<td><strong>Content vs Reading Level</strong> Credible sources for reading levels Hands-on practice,</td>
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<td></td>
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<td>exercises, and assessment with books on shelves and at your tables.</td>
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<tr>
<td>Week 7</td>
<td>Folk Literature: Stories</td>
<td><strong>READ:</strong> Tunnell et al., Ch. 9</td>
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<tr>
<td>10/9/18</td>
<td>from the Oral Tradition</td>
<td><strong>READ:</strong> Tunnell et al., Ch. 10</td>
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<td></td>
<td>Modern Fantasy</td>
<td><strong>READ:</strong> Lobel, <em>Fables</em></td>
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<td><strong>BRING:</strong> Two (2) Cinderella books to share</td>
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<td></td>
<td><strong>ONLINE Quiz:</strong> Tunnell, Ch. 5 &amp; 6</td>
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<td><strong>ONLINE Discussion:</strong> Lobel, <em>Fables</em></td>
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<tr>
<td>Week 8</td>
<td>Poetry</td>
<td><strong>READ:</strong> Tunnell et al., Ch. 8</td>
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<tr>
<td>10/16/18</td>
<td></td>
<td><strong>READ:</strong> Hesse, <em>Out of the Dust</em></td>
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<td><strong>PRESENTATION:</strong> POETRY CAFÉ</td>
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<td></td>
<td><strong>ONLINE Quiz:</strong> Tunnell, Ch. 9 &amp; 10</td>
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<tr>
<td>Week 9</td>
<td>Picture Books</td>
<td><strong>READ:</strong> Tunnell et al., Ch. 7</td>
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<tr>
<td>10/23/18</td>
<td></td>
<td><strong>READ:</strong> <em>Tuck Everlasting OR The Tale of Despereaux</em> + 5 LCRS</td>
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<td></td>
<td>Library Session #4 of 7</td>
<td><strong>ONLINE One-Pager:</strong> Hesse, <em>Out of the Dust</em></td>
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<td><strong>ONLINE Quiz:</strong> Tunnell, Ch. 8</td>
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<td><strong>LIBRARY WORK:</strong> <strong>PRIOR TO CLASS</strong> Topical video lecture (Poetry) + Online Quiz</td>
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<tr>
<td>Week 10</td>
<td>Last day to withdraw 11/5/18</td>
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<tr>
<td>10/30/18</td>
<td>Contemporary Realistic Fiction</td>
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<td></td>
<td>READ: Tunnell et al., Ch. 11</td>
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<td></td>
<td>READ: <em>Ramona</em> book of choice</td>
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<td></td>
<td>BRING: <em>Tuck Everlasting</em> OR <em>The Tale of Despereaux</em> + Literature Circle Role Sheets</td>
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<td></td>
<td>ONLINE Quiz: Tunnell, Ch. 7</td>
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<tr>
<th>Week 11</th>
<th>LIBRARY SESSION #5 of 7</th>
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<tbody>
<tr>
<td>11/6/18</td>
<td>Historical Fiction</td>
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<tr>
<td></td>
<td>READ: Tunnell et al., Ch. 12</td>
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<tr>
<td></td>
<td>ONLINE One-Pager: <em>Ramona</em> book</td>
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<td>ONLINE Quiz: Tunnell, Ch. 11</td>
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<tr>
<th>LIBRARY SESSION #6 of 7</th>
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<tr>
<td>Week 12 11/13/18</td>
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<tr>
<td>Biography Informational Books</td>
</tr>
<tr>
<td>READ: Tunnell et al., Ch. 13</td>
</tr>
<tr>
<td>READ: Tunnell et al., Ch. 14</td>
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<tr>
<td>READ: Lewis, <em>Heroes and She-Roes</em></td>
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<tr>
<td>ONLINE Discussion: Lewis, <em>Heroes and She-Roes</em></td>
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<td>ONLINE Quiz: Tunnell, Ch. 12</td>
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<tr>
<th>HOLIDAY</th>
<th>Thanksgiving Recess Monday 11/19-Friday 11/23</th>
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<tbody>
<tr>
<td>Week 13</td>
<td>Multicultural and International Books</td>
</tr>
<tr>
<td>11/27/18</td>
<td>READ: Tunnell et al., Ch.15</td>
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<td></td>
<td>ONLINE One-Pager: Fleischman, <em>Seedfolks</em></td>
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<td>ONLINE Quiz: Tunnell, Ch. 13&amp;14</td>
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<td>LIBRARY WORK: PRIOR TO CLASS</td>
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<td></td>
<td>Topical video lecture (Multicult + Ban)</td>
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<td>+Online Quiz</td>
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<td></td>
<td>Utilizing Multicultural Books in the Classroom</td>
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<td>Hands-on practice, exercises, and assessment</td>
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<td>with books on shelves and at your tables.</td>
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<thead>
<tr>
<th>Week 14</th>
<th>Controversial Books</th>
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<tbody>
<tr>
<td>12/4/18</td>
<td>READ: Tunnell et al., Ch. 16</td>
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<tr>
<td></td>
<td>READ: Cormier book of choice</td>
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<td></td>
<td>ONLINE: Classroom Bookshelf Project Due</td>
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<td></td>
<td>ONLINE Discussion: “Censorship”</td>
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<tr>
<td></td>
<td>ONLINE One-Pager: Cormier Book</td>
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<td></td>
<td>ONLINE Quiz: Tunnell et al., Ch. 15</td>
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<thead>
<tr>
<th>LAST WEEK CLASSES</th>
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<tbody>
<tr>
<td>Finals Week 12/11/18 ONLINE ONLY</td>
</tr>
<tr>
<td>Classroom Bookshelf Project</td>
</tr>
<tr>
<td>Final exam: PRESENTATION: Classroom Bookshelf Project via Flipgrid and comments to 5 peers</td>
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<tr>
<td>ONLINE – Course Evaluation</td>
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