FALL 2017
School of Education
The University of Texas at Tyler

Children’s Literature – 3 credits
READ 3330.001 (80294)
Tuesdays 5:00-7:45pm
BEP 218
Last Day to Withdraw from Course: November 6, 2017

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

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A. Instructor Information
Name: Annary 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: READ 3330 Children’s Literature, “History and analysis of children’s
literature. Designed primarily for preschool and elementary education majors.”

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 3330 early in your program
because its content provides very practical, useful support to everything you do in all your other
teacher preparation coursework and clinical experiences. Most importantly, what you learn about
children’s literature and the books you read and hear about 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 3330 in your personal life, as you share books with your own
families or as you participate in community volunteer work.

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

E. Course Projects, Evaluation and Grading: The assignments and projects outlined below are

<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</td>
<td>*TES 3Aii; 3Aiii</td>
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<td></td>
<td></td>
<td>Library Work Sessions</td>
<td>*InTASC 2e; 2g; 3n; 3o; 3p; 4j; 5c; 5i; 5j; 5k</td>
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<td></td>
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<td>Final Reflection</td>
<td>*TEKS b1A, b1F, b1G</td>
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<td></td>
<td>*PreK Guidelines IIIA1</td>
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<td></td>
<td>*ISTE 1a; 1c</td>
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<td></td>
<td>*ELPS c1A; c1F</td>
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<td>*TxCCRS ELA II Reading</td>
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<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>Personal Reading Log</td>
<td>*TES 3Biii</td>
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<tr>
<td></td>
<td></td>
<td>Library Work Sessions</td>
<td>*InTASC 1a; 3b; 4b; 5d; 9e; 9f</td>
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<td></td>
<td></td>
<td>Quizzes</td>
<td>*TEKS b4A; b4B; b5A-D; b7</td>
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<td></td>
<td>*PreK Guidelines IIID2; IIID3</td>
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<td></td>
<td></td>
<td>*ISTE 4a; 4b</td>
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<td>*ELPS c2A; c2D</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>*TxCCRS D1; D2</td>
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<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</td>
<td>*TES 1Ci; 2Aii; 2Bii; 2Biii; 3Ci; 3Cii; 4Ai; 4Aii; 4Aiii; 6Aii; 6Bi</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Personal Reading Log</td>
<td>*InTASC 1b; 1c; 1f; 1l; 2b; 2d; 4b; 8e</td>
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<td></td>
<td></td>
<td>Library Work Sessions</td>
<td>*TEKS b5A-D; b8A-B; b9;</td>
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<td></td>
<td></td>
<td>Final Reflection</td>
<td>*PreK Guidelines IIIE3</td>
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<td></td>
<td></td>
<td>*ISTE 3a; 3b; 5a</td>
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<td></td>
<td></td>
<td></td>
<td>*ELPS c2E; c2F</td>
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<td></td>
<td></td>
<td></td>
<td>*TxCCRS C1; C2; C3; C4</td>
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<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</td>
<td>*TES 1Aii; 4Bii; 4Di; 5Aii; 5Ai; 6Aii; 6Bi</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Reflection</td>
<td>*InTASC 1c; 4f; 4g; 5q; 5r 7e; 7f; 7g; 9e; 9f</td>
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<td></td>
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<td>*TEKS b6A-D; b10A-D; b11A-B</td>
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<td></td>
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<td></td>
<td>*PreK Guidelines IIID4</td>
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<td></td>
<td>*ISTE 4a; 4d; 7a; 7b; 7c</td>
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<td></td>
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<td></td>
<td>*ELPS c4F; c4G</td>
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<td></td>
<td></td>
<td></td>
<td>*TxCCRS A1; A5; A7; B3; C4</td>
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Standards may be viewed here: [http://www.uttler.edu/education/studentresources.php](http://www.uttler.edu/education/studentresources.php)
designed to contribute in a different, and yet complementary way in achieving the stated course objectives.

**Tasks, and Points/Percentages (T=100 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 Canvas GradeBook for easy access.

- **Quizzes (20 points 20/20=100%)**
- **Participation in Weekly Activities (20 points 20/20=100%)**
- **Personal Reading Log (20 points 20/20=100%)**
- **Library Work Sessions (7) 2.14 points each visit (15 points 15/15=100%)**
- **Bookshelf/database project (20) & presentation (5) (25 points 25/25=100%)**

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**Final Exam (5 points 5/5=100%)**

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<thead>
<tr>
<th>Points</th>
<th>Percent</th>
<th>Grade</th>
<th>Standard</th>
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</thead>
<tbody>
<tr>
<td>93-100</td>
<td>93%</td>
<td>A</td>
<td>Superior</td>
</tr>
<tr>
<td>84-92</td>
<td>84%</td>
<td>B</td>
<td>Above Average</td>
</tr>
<tr>
<td>75-83</td>
<td>75%</td>
<td>C</td>
<td>Average</td>
</tr>
<tr>
<td>66-74</td>
<td>66%</td>
<td>D</td>
<td>Below Average</td>
</tr>
<tr>
<td>00-65</td>
<td>65% or below = “F”</td>
<td>F</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

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**TEXTS**

2 **REQUIRED TEXTBOOKS** to purchase:


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

3. A student chooses ONE of the following Beverly Cleary *Ramona books*:
   a. *Ramona & Her Father OR*
b. Ramona the Brave OR

c. Ramona the Pest OR

d. Beezus & Ramona


7. **A student chooses ONE of these four books:**


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

**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](http://owl.english.purdue.edu/owl/section/2/10/).

- [The OWL at Purdue](http://owl.english.purdue.edu/owl/section/2/10/)
- [Style and Citation Guides available through UT-Tyler](http://libguides.uttyle.r.edu/citations)
COURSE REQUIREMENTS

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 (20 points 20/20=100%)
   a. Textbook chapters: Research shows that quizzes help to reinforce learning\(^1\). Most quizzes are scheduled and online. Some may be pop quizzes.
   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.

Participation in Weekly Activities (20 points 20/20=100%)
   Each week, whether the class is held face-to-face or online, there will be learning activities in which you are expected to participate. You can expect small group (collaborative) work (F2F or online); online or in-person discussions; etc. Each learning activity carries its own point value. Specific instructions to follow.

Personal Reading Log (20 points 20/20=100%)
   Each student will keep a reading-response log for the semester. You are to bring it to each F2F session as your notes about the readings for that class will be located there and it will help you to be an effective and prepared contributor to discussion. In addition, there will be a significant component of choice reading (and responses to those readings) that are an expectation of this class. The thoughtful, detailed completion of your Personal Reading Log will also help you build your awareness of the many types, genres, and forms of books that you will be able to recommend to your students and to use in your own math, science, ELA/Reading, and social studies lessons. Specific instructions to follow.

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\(^1\) Benefits of testing memory: Best practices and boundary conditions.
Library Work Sessions (7) 2.14 points each visit (15 points 15/15=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).

Bookshelf/database project (20) & presentation (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:** In an online and synchronous environment (e.g. Canvas discussion forum), you will 1) share your database with the class as an attachment; 2) in the message pane, introduce and discuss why you chose to include these books in your collection; and 3) offer suggestions as to how a teacher could use two of the books in specific ways in classroom instruction. A result of this project is that you (and all your classmates) will walk away with hundreds of recommended books for your future classroom libraries. Detailed instructions to follow.

Final Exam (5 points 5/5=100%)
“Looking back to look ahead – myself as an early-career teacher”
The final exam will be an online reflective writing opportunity, during Finals Week, in which you will be asked to look back on your readings, assignments and other accomplishments in this class. You will be asked to synthesize examples from the readings and other course content with your learning. Furthermore, you will be asked to reflect deeply on your own development as a new teacher, and, identify your own professional development “next steps” for the upcoming two-to-three years as a new teacher. Specific directions will be given at a later time; however, you should expect to write 750-1000 words of polished summative thinking that will include no fewer than five citations to content learned this semester.
COURSE POLICIES

Everything Canvas: http://www.utttyler.edu/canvas/

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.utttyler.edu/canvas/

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

Computer Literacy Requirement

You are expected to use word processing for all assignments (unless otherwise instructed); that is, a document submitted in Plain Text is not acceptable, while Times New Roman in MS Word, is acceptable. All assignments (unless instructed otherwise) must be typed, doubled-spaced and formatted in APA style.

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

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.utt Tyler.edu](http://library.utt Tyler.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.utt Tyler.edu/help](http://library.utt Tyler.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
Here at UTT we have many citation resources available to you. Style and Citation Guides available through UT-Tyler

- http://owl.english.purdue.edu/owl/section/2/10/
- http://libguides.utttyler.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.

Arriving late or leaving early (also a “Tardy”) distracts the class from the work of the day. Consistent tardies will impact your grade. Participation in class discussions and cooperative groups is expected. All students are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. **Completion of assigned reading is imperative to your individual development as a professional as is coming to class prepared to engage in**
substantive discussion over the assigned readings. ***All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.***

**Late/Incomplete Work**

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

**Ten Suggestions for Success in Course**

1. Do all of the readings – Not completing the readings is always very tempting. However, you will find it much more challenging to participate in discussion, or write convincing rationales, and your learning will be impacted. You don’t know what you don’t know.
2. Do your homework for each class; including participating in online discussions and other discussions if they are part of a day’s assignments.
3. Keep your materials organized. 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 (Fall 2017)

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, kretes, 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 September 11.) 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 (September 11) 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, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

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

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

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

**UT Tyler Resources for Students:**

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/
COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER’S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

Texas Educator Standards

Title 19: Chapter 149, Subchapter AA

Rule: 149.1001

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

(b) Standards.

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

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

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

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

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

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

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

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

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

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

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

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

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

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

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

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

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

(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.
(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
(ii) Teachers identify readiness for learning and understand how development in one area may affect students’ performance in other areas.
(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

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

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

(i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
(ii) Teachers identify gaps in students’ knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

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

(i) Teachers organize curriculum to facilitate student understanding of the subject matter.
(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

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

(i) Teachers teach both the key content knowledge and the key skills of the discipline.
(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

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

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

(i) Teachers embrace students’ backgrounds and experiences as an asset in their learning environment.
(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
(iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students’ needs, strengths, and personal experiences.

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

(i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
(ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.
(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.
   (i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
   (ii) Teachers maintain a strong culture of individual and group accountability for class expectations.
   (iii) Teachers cultivate student ownership in developing classroom culture and norms.

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

(5) Standard 5—Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.
(A) Teachers implement both formal and informal methods of measuring student progress.
   (i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
   (ii) Teachers vary methods of assessing learning to accommodate students’ learning needs, linguistic differences, and/or varying levels of background knowledge.
(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.
   (i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
   (ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.
   (iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students’ goals and progress.
(C) Teachers regularly collect, review, and analyze data to monitor student progress.
   (i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
   (ii) Teachers combine results from different measures to develop a holistic picture of students’ strengths and learning needs.
(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.
   (i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
   (ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) Standard 6—Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.
(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.
   (i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement. 
   (ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs. 
   (iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs. 
(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators. 
   (i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.
   (ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.
(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms. 
   (i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members. 
   (ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.
(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations. 
   (i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s). 
   (ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff. 
   (iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

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

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

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

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

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

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
Texas Teacher Practice Standards: 1.3, 1.4, 1.6, 2.3, 4.1, 4.2, 4.3, 4.4

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

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

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

Texas Teacher Practice Standards: 1.5, 3.2, 3.3

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

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

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

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

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

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

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

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

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

Texas Teacher Practice Standards: 6.3, 6.4

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

Texas Teacher Practice Standards: 1.5

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

Code of Ethics and Standard Practices for Texas Educators

Texas Administrative Code

TITLE 19
PART 7
CHAPTER 247
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/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

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

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

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

(ii) the subject matter of the communication;

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

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

(v) whether the communication was sexually explicit; and

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

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**Source Note:** The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242
<table>
<thead>
<tr>
<th># Week</th>
<th>Day and Date</th>
<th>F2F and Location or Online</th>
<th>Important:</th>
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<tbody>
<tr>
<td></td>
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<td>1] 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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<td>2] Unless otherwise noted: For F2F classes, all assignments are due prior to the start of class. For online classes, all assignments are due by 11:59pm of the class day.</td>
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**Week 1**  
Tuesday 8/29  
F2F in BEP 218

- **Overview of course**
  - Introductions
  - Goals; Survey
  - Syllabus including materials and expectations
  - Classroom; Library; Canvas
  - The Personal Reading Log
  - Meet and Greet
  - Get books ASAP: 1) Textbook 2) Reading Magic 3) Charlotte’s Web
  - Make plans now to acquire the other books.

**Week 2**  
Tuesday 9/5  
F2F- Muntz Library

- **Illustrations**
  - READ for class: All in textbook: Tunnell et al: Ch. 1 “Read, read, read” (pp.1-14); Ch. 2 “What is a good book?” (pp.15-23); and Ch. 4 “How to recognize a well-illustrated book” (pp. 35-46).
  - ENTRIES: Personal Reading Log
  - DUE prior to start of class: Topical video lecture (illustrations) quiz (library prep) (online)
  - DUE prior to start of class: Meet & Greet (online)

**Week 3**  
Tuesday 9/12  
**Online**  
(everything due by 11:59pm)

- (Read your choice of children’s fantasy of EITHER My Father’s
  - What is literary quality?
  - READ: (textbook #2, Fox) Reading Magic (Chapters 1-4, pp. 1-30)
  - ENTRIES: Personal Reading Log
  - E-Learning Activities
| Week 4  
Tuesday 9/19  
F2F- Muntz Library | **Reading Level/Content Level**  
**READ for class:** All in textbook: Tunnell et al: Ch. 3 “How to recognize a well-written book” (pp. 24-34); Ch. 5 “Children’s books: History and trends” (pp.47-62); Ch. 7 “Picture books” (pp. 68-92); and, Ch. 10 “Modern fantasy” (pp. 123-136).  
**ENTRIES:** Personal Reading Log  
DUE prior to start of class: **Topical video lecture (Reading/content level) quiz (library prep)** |
| --- | --- |
| Week 5  
Tuesday 9/29  
**Online**  
*(Have one of your *Grimm’s Fairy Tales* read by this class session and notes entered in your Log)* | **Cognitive and moral benefits of early and daily read alouds**  
**READ (textbook #2, Fox):** *Reading Magic* (Chapters 5-8, pp. 31-78)  
**READ for class: (classic children’s book) ** *Charlotte’s Web* (second half Chapters 12-22 or XII – XXII (in my edition that’s pages 86-184).  
**E-Learning Activities**  
**ENTRIES:** Personal Reading Log  
DUE: Quizzes over Tunnell et al. Chapters 3, 5, 7 & 10 |
| Week 6  
Tuesday 10/3  
**Online**  | **The differences quality makes: Good writing, engaging illustrations, and a vibrant read-aloud**  
**READ (textbook #2, Fox):** *Reading Magic* (Chapters 9-12, pp. 79-124)  
**READ (Children’s classic/folk literature):** *Aesops Fables (whole book)*  
**E-Learning Activities**  
**ENTRIES:** Personal Reading Log |
| Week 7  
Tuesday 10/10  
F2F- Muntz Library | **Poetry: What it is and other particulars**  
**READ for class:** In textbook: Tunnell et al: Ch. 8 “Poetry” (pp. 93-107); Ch. 9 “Folk literature: Stories from the oral tradition” (pp. 108-122).
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<tr>
<th>Week 8</th>
<th>Tuesday 10/17</th>
<th>Online</th>
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<tbody>
<tr>
<td>READ (Children’s classic/folk literature): <em>Greek Myths (whole book)</em></td>
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<tr>
<td>ENTRIES: Personal Reading Log</td>
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<tr>
<td>DUE prior to start of class: <strong>Topical video lecture (poetry) quiz (library prep)</strong></td>
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<td>DUE: Check-in Personal Reading Log (see directions)</td>
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<tr>
<th>Week 8</th>
<th>Tuesday 10/17</th>
<th>Online</th>
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<tr>
<td>Children’s poetry: The importance of word play to language development</td>
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<tr>
<td>READ (textbook #2, Fox): <em>Reading Magic</em> (Chapters 13-17, pp. 125-193)</td>
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<tr>
<td>READ (Children’s classic/folk literature): <em>Anderson’s Fairy Tales (whole book)</em></td>
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<td>E-Learning Activities</td>
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<tr>
<td>ENTRIES: Personal Reading Log</td>
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<tr>
<td>DUE: Quiz over <em>Reading Magic</em> (textbook #2, Fox --whole book)</td>
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<th>Week 9</th>
<th>Tuesday 10/24</th>
<th>F2F- Muntz Library</th>
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<tr>
<td>Genre vs. Form</td>
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<tr>
<td>READ for class: Tunnell et al: Ch. 6 “Organizing children’s literature by genre” (pp. 63-67); Ch. 12 “Historical fiction” (pp. 153-166); Ch 13 “Biography” (pp. 167-179); Ch 14 “Informational books” (pp. 180-199).</td>
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<tr>
<td>ENTRIES: Personal Reading Log</td>
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<tr>
<td>DUE online prior to start of class: <strong>Topical video lecture (genre v form) quiz (library prep)</strong></td>
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<tr>
<td>QUIZ online by 11:59pm: (Tunnell et al): Ch 6 Genre; Ch 8 Poetry; Ch 9 Folk; and Chps 12, 13, &amp; 14</td>
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<tr>
<th>Week 10</th>
<th>Tuesday 10/31</th>
<th>F2F- Muntz Library Room 422 (Lab)</th>
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<tr>
<td>Reading Levels in Book Selection Bookshelf/Database Project</td>
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<tr>
<td>READ for class: Tunnell et al: Ch 17 “Teaching with children’s books” (pp. 223-236); and Appendices A, B, C &amp; D various resources for teaching (pp. 237-253 or so).</td>
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<td>READ (children’s literature) <em>Seedfolks</em> (first half) pp. 1-58</td>
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<td>ENTRIES: Personal Reading Log</td>
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<tr>
<td>DUE prior to start of class: <strong>Topical video lecture quiz (library prep)</strong></td>
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<td><strong>Note</strong></td>
<td>Last day to Withdraw Monday 11/6</td>
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<td><strong>Week 11</strong>&lt;br&gt;Tuesday 11/7&lt;br&gt;F2F- Muntz Library&lt;br&gt;(Have your choice of one of the <em>Ramona</em> books by Beverly Cleary read by this class session and notes entered in your Log)</td>
<td><strong>Censorship &amp; Multicultural Books</strong>&lt;br&gt;&lt;br&gt;READ for class: Tunnell et al: Ch 11 “Contemporary realistic fiction” (pp. 137-152); Ch. 15 “Multicultural and international books” (pp. 200-211); Ch. 16 “Controversial books” (pp. 212-222).&lt;br&gt;&lt;br&gt;READ (children’s literature) <em>Seedfolks</em> (second half) pp. 59-102&lt;br&gt;&lt;br&gt;ENTRIES: Personal Reading Log&lt;br&gt;&lt;br&gt;DUE prior to start of class: <strong>Topical video lectures (censorship/banned book &amp; multicultural books) quizzes (library prep)</strong></td>
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<td><strong>Week 12</strong>&lt;br&gt;Tuesday 11/14&lt;br&gt;F2F- Muntz Library Room 422 (Lab) and Childrens Literature Room</td>
<td><strong>Reading Levels in Book Selection</strong>&lt;br&gt;&lt;br&gt;<strong>Bookshelf/Database Project - Work session</strong>&lt;br&gt;&lt;br&gt;ENTRIES: Personal Reading Log&lt;br&gt;&lt;br&gt;QUIZ online by 11:59pm: <em>(Tunnell et al): Ch 11; Ch 15; and Ch 16</em>&lt;br&gt;&lt;br&gt;HOLIDAY</td>
<td>Thanksgiving Recess all week – no class on Tuesday 11/21</td>
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<td><strong>Week 13</strong>&lt;br&gt;Tuesday 11/28&lt;br&gt;Online</td>
<td><strong>Looking at the vibrancy of a varied classroom library</strong>&lt;br&gt;&lt;br&gt;ENTRIES: Personal Reading Log&lt;br&gt;&lt;br&gt;E-Learning Activities&lt;br&gt;&lt;br&gt;DUE: Bookshelf/Database <em>Project</em> (to Canvas by 11:59pm)</td>
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<td><strong>Week 14</strong>&lt;br&gt;Tuesday 12/5&lt;br&gt;Online-Synchronous (during class block)</td>
<td><strong>Last Class Meeting of the Semester</strong>&lt;br&gt;&lt;br&gt;DUE: <em>Presentation</em> of Bookshelf/Database Project&lt;br&gt;&lt;br&gt;DUE: Personal Reading Log – complete [deliver to my office by 5pm]</td>
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<td>Finals Week&lt;br&gt;T 12/12-W 12/13 Online</td>
<td><strong>Final Exam &amp; Survey due</strong> Wednesday 12/13 by 11:59pm.&lt;br&gt;(Reading logs returned to you by 12/13)</td>
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