Spring 2015--The University of Texas at Tyler

READ 3330/3332

[Hybrid] Children’s & Adolescent (YA) Literature

**Section.001** = Tuesday and Thursday, 12:30-1:45p.m. Online and TBA
**Section.002** = Wednesday, 5:00-7:40 p.m. Online and TBA

**Spring Semester:** January 12-May 1

A. Instructor Information

Dr. Olga Fischer, Professor, School of Education

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

**Please put your course & section # in your email's subject line, e.g., READ 3330.001 or .002**

Office: BEP 222A

Mail Box and Secretary: BEP 247; our SOE Secretary is Mrs. Sprayberry.

Office Hours:

**Thursday Face-to-Face Office Hours:** 9-9:30 a.m.; 11-12 noon; and 1:45-3. Please e-mail the day before to request a face-to-face appointment & include your concerns/questions so I can prepare to use your time effectively.

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

(I'm here to help; please contact me by e-mail any time if you have questions/concerns regarding our course, even on weekends—don’t let it slide! I'll answer you within 12-24 hours of receiving your email.)

B. Catalogue Course Description

**READ 3330:** “History and analysis of children's literature. Designed primarily for preschool and elementary education majors. Credit earned may not be applied toward general education requirements. Course fee required.”

**READ 3332:** “Overview of adolescent [young adult or YA] literature. Designed primarily for students working toward Gr.4-8 and secondary certification. Credit earned may not be applied toward general education requirements. Course fee required.”

C. Course Rationale/Why Take This Course

Children’s/YA Literature is a required course for everyone in teacher preparation programs, i.e., students preparing to teach PreK-Gr.3, Grades 4-8, and Language Arts/English Grades 9-12. You’re encouraged to take Read 3330/32 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/YA 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. Felicitously, you’ll also be able to use what you learn in Read 3330/32 in your personal life, as you share books with your own families or as you participate in community volunteer work.
D. Course Goals, Student Learning Outcomes, INTASC Standards, and those International Reading Assoc. (IRA)/National Council of Teachers of English (NCTE) Standards towards the teaching of which READ 3330/32 serves as partial preparation

1. Course Goals:
   
   You'll...
   
   a. Acquire knowledge of children’s/YA literature, not just through study about children’s/YA literature, but also through intensive, personal engagement with and immersion in children’s/YA literature.
   
   b. Become more knowledgeable regarding the development and breadth of children’s/YA literature, defining characteristics of its genre, literary and visual elements of children’s/YA literature, and outstanding works by key authors and illustrators.
   
   c. Explore different perspectives and criteria for selecting and evaluating children’s/YA literature and be able to formulate a personal response to children’s/YA books in terms of literary and visual elements.
   
   d. Have a greater appreciation of and enjoyment of children’s/YA literature.

2. Student Learning Outcomes:
   
   You'll...
   
   a. Create a Children’s/YA Literature Analytic Database (Diversity Project) consisting of analyses and reflections upon both required common and individually chosen books read during the course, with your entries both integrating basic course concepts and demonstrating your understanding and responsiveness to cultural and other diversity in the classroom and in children’s/YA literature itself. (INTASC 1, 3; IRA/NCTE 3, 2, 5, 11)
   
   b. Demonstrate, in your Analytic Database/Diversity Project, your posts to our Class Discussion Board, and in your responses to class quizzes, the knowledge you'll have acquired of children’s/YA literature's development and breadth; genre; literary and visual elements; awards; and outstanding works, authors, and illustrators. (INTASC 1; IRA/NCTE 1, 2)
   
   c. Demonstrate, in your Analytic Database/Diversity Project and in your posts to our Class Discussion Board, the ability to formulate a personal literary response to a YA/children's book based on its key literary and visual elements. (INTASC 1; IRA/NCTE 1, 2)
   
   d. Participate in Lit Circles, Panels and structured, face-to-face discussions based on required common readings. (INTASC 1; IRA/NCTE 3, 4, 5, 6)

3. Specific Objectives, Activities, and Assessments are given within each Weekly Module.

E. Course Evaluation & Grading:

   - Agreement or disagreement with Dr. Fischer’s personal opinions has absolutely no bearing on your grade. Please feel free to ask questions & offer pertinent comments and/or dissenting opinions during class lectures and activities and in your project.
   
   - Guidelines/models & criteria for each assignment and lecture notes to accompany each video-lecture are on Blackboard.
   
   - Turn-around Times for Grading:
     
     Online quizzes: instantaneous
     
     Book Talks & Poem Shares: within 2 days
     
     Lit Circles: after Peer End of Course Evaluation received
     
     Sample Entry: within one week from submission
     
     The Analytic Database/Diversity Project: 2 weeks, as it's a lengthy term project (graded in order of submission)

   - You can keep track of your course grade using the form on the next page.
A. TWELVE ONLINE QUIZZES (recall & comprehension level) over Lecture Videos

<table>
<thead>
<tr>
<th>Quiz Number</th>
<th>Category</th>
<th>Description</th>
<th>Points Possible</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Quiz 1</td>
<td>5 pts.</td>
<td>History of Children's &amp; Adolescent (YA) Lit.</td>
<td>5 pts.</td>
<td></td>
</tr>
<tr>
<td>Online Quiz 2</td>
<td>5 pts.</td>
<td>Illustration: Media &amp; Style</td>
<td>5 pts.</td>
<td></td>
</tr>
<tr>
<td>Online Quiz 3</td>
<td>5 pts.</td>
<td>Writing Style &amp; Book Parts</td>
<td>5 pts.</td>
<td></td>
</tr>
<tr>
<td>Online Quiz 4</td>
<td>5 pts.</td>
<td>Picture Books &amp; Graphica</td>
<td>5 pts.</td>
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<tr>
<td>Online Quiz 5</td>
<td>5 pts.</td>
<td>Folklore</td>
<td>5 pts.</td>
<td></td>
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<tr>
<td>Online Quiz 6</td>
<td>5 pts.</td>
<td>Modern Fantasy &amp; Science Fiction</td>
<td>5 pts.</td>
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<tr>
<td>Online Quiz 7</td>
<td>5 pts.</td>
<td>Lit having Protagonists with Disabilities</td>
<td>5 pts.</td>
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<tr>
<td>Online Quiz 8</td>
<td>5 pts.</td>
<td>Censorship</td>
<td>5 pts.</td>
<td></td>
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<tr>
<td>Online Quiz 9</td>
<td>5 pts.</td>
<td>Multicultural Lit</td>
<td>5 pts.</td>
<td></td>
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<tr>
<td>Online Quiz 10</td>
<td>5 pts.</td>
<td>Nonfiction</td>
<td>5 pts.</td>
<td></td>
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<tr>
<td>Online Quiz 11</td>
<td>5 pts.</td>
<td>Poetry</td>
<td>5 pts.</td>
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<tr>
<td>Online Quiz 12</td>
<td>5 pts.</td>
<td>Realistic Fiction: Historical &amp; Contemporary</td>
<td>5 pts.</td>
<td></td>
</tr>
</tbody>
</table>

Please note: Quizzes must be taken within windows given (schedule in Start Here!); no make-up quizzes/retakes; a missed quiz grade =0. [Individual Quiz grading key: A=5; B=4; C=3.6 D=3; F=2-0]

B. LIT CIRCLES, BOOKTALK, CLASS DISCUSSION BOARD, GROUP WORK

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points Possible</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Discussion Board (4 threads + 4 posts to peer threads)</td>
<td>20 pts.</td>
<td></td>
</tr>
<tr>
<td>Group Work, Lit Circles, &amp; Poetry Oral Interpretation</td>
<td>10 pts.</td>
<td></td>
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<tr>
<td>Book Talk</td>
<td>10 pts.</td>
<td></td>
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</tbody>
</table>

Please note: This area’s evaluation is done through a combination of instructor, student, group members, & whole class feedback. See Guidelines for Discussion Board, Guidelines for Group Work, Guidelines for Lit Circles, and Guidelines for Poetry Sharing. Windows for Discussion Board are in your “Intro Week Module”\; windows for Lit Circles are in “Lit Circles” on your blue course menu.

C. ANALYTIC DATABASE / DIVERSITY PROJECT (110 pts. possible)

Please note: If this integrative, major Project doesn't receive 65 or above, regardless of test/quiz grades/ accumulated points, or if there is any evidence of plagiarism, you can't receive a passing grade (C) or above for the course. Late Projects aren't accepted. Projects must be submitted online, as one continuous document (not as separate entries), and following all criteria given separately. Projects not following the required entry form with subheadings can't be read and will receive a 0. [Project Grading Key: A=110-99; B=98-88; C=87-77; D=76-66; F=65-0 and/or a journal not in required form and/or plagiarism present]

D. EXTRA CREDIT OPPORTUNITIES

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points Possible</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>1 pt.</td>
<td></td>
</tr>
<tr>
<td>Submission of Syllabus Contract</td>
<td>1 pt.</td>
<td></td>
</tr>
<tr>
<td>Practice Discussion Board</td>
<td>1 pt.</td>
<td></td>
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<tr>
<td>UTT Library Tour</td>
<td>1 pt.</td>
<td></td>
</tr>
<tr>
<td>Sample Analytic Database Entry</td>
<td>1 pt.</td>
<td></td>
</tr>
<tr>
<td>Best Delivery Book Talk Award</td>
<td>1 pt.</td>
<td></td>
</tr>
<tr>
<td>Most Informative Book Talk Award</td>
<td>1 pt.</td>
<td></td>
</tr>
<tr>
<td>Most Interesting Book Talk Award</td>
<td>1 pt.</td>
<td></td>
</tr>
<tr>
<td>Most Worthwhile Discussion Board Posts Award</td>
<td>1 pt.</td>
<td></td>
</tr>
</tbody>
</table>

OVERALL TOTAL COURSE POINTS (210 points possible)

(Course Grading Key: A=210-189; B=188-168; C=167-147; D=146-126; F=125-0 and/or a journal containing plagiarism or not using required form or missing the table of contents)

Please note: (1) Given generous quiz & test windows, extra credit opportunities, varied evaluation, & generous grading during the course, there's no need for rounding up, extra credit, curving, or grade adjustment at semester’s close, even if you’re 1 point away from the next letter grade. Simply put, your grade is based on whatever you earn during the course. (2) Excessive absences, lateness, & early departures impact your grade as they impact comprehension & consistent participation. (3) Regardless of accumulated points, a passing Analytic Database/Diversity Project is needed to receive a passing course grade.
F. Teaching Strategies and Typical Structures:

1. **Teaching Strategies Guidelines/Criteria are provided within Weekly Modules for:**
   a. **MAJOR ASSIGNMENT:** Analytical Database (Diversity Project), the higher-order thinking skills, integrative course project
   b. Book Talks
   c. Lit Circles & Small-Group Discussion on Individual Readings
   d. Class Discussion Board
   e. Engagement Activities
   f. Large-Group Discussion or Panels on Common Readings
   g. Video Lectures, including narrated Children’s/YA books, author interviews, *YouTube* clips, related quizzes, etc.
   h. Weekly Short Lists (to-do lists)
   i. Weekly Modules containing the week’s objectives, lectures, activities, assessments, etc.
   j. Poetry Oral Interpretation
   k. Community Service Opportunities
   l. UTT Library Children’s Literature Room Tour
   m. Modeling by the instructor
   n. *SafeAssign* use by students to check over Analytic Database/Diversity Project before submitting it to Dr. F.

2. **Typical Face-to-Face, On-campus Class Structure:**
   a. Sign in as you enter on roll sheet & sit near lit circle group members
   b. Lit Circles
   c. Greeting & announcements by Dr. F.
   d. Modeling and Book Talks by Dr. F.
   e. Scheduled Book Talks
   f. Special Activities, e.g., Panel
   g. Opportunity for questions or to set up appointments for the week; dismissal

3. **Typical Online Weekly Module Structure:**
   a. Short List (weekly to-do list) and Note from Dr. F (check your Patriot mail daily)
   b. Objectives for the week
   c. The week’s Discussion Board forum
   d. The week’s Video Lectures and related Activities and Quizzes
   e. The week’s Text Reading
   f. Analytic Database/Diversity Project Entry Assignment/Recommendation for the week

G. No Field Experience in this course. No prerequisite knowledge required.

H. Required Texts, Materials, & Supplies:

1) **No Required Textbook**
   
2) **Required Children’s & YA Lit Common Readings**
   *(If money’s an issue this semester, check first to see if some of these may be signed out free for use at public libraries, borrowed from friends/relatives or borrowed from the UTT library. If you wish to purchase, get whichever is cheaper: e-books, paperbacks or hardbacks)*
   
   - *Tale of Peter Rabbit* illustrated and written by B. Potter
   - *Charlotte’s Web* by E. B. White and illustrated by Garth Williams
   - *Tuck Everlasting* by Natalie Babbitt
   - *The Absolutely True Diary of a Part-time Indian* by Sherman Alexie
   - *Homeless Bird* by Gloria Whelan
   - *My Pal, Victor/* *Mi amigo, Victor* by Diane Gonzalez
   - *Immigrant Kids* by Russell Freedman
3) **Required, Individually-selected Readings of Children’s Lit:**
(You can check for helpful Reading Level & Suitability guidance on the **Scholastic site “Book Wizard.”**)

Suggestions for books to read are available within each Video Lecture. Child lit is available for loan with a UTT student ID from the Children’s Lit Room of our **UTT Library** and the **CAL** of the School of Education. Visit your regional **public libraries** and our **UTT bookstore & area bookstores**. You can go to the Newbery, Caldecott, Printz, Coretta Scott King, Bela Pulpre, Orbus Pictus (nonfiction for children), Dolly Gray, Stonewall (glbt), Sydney Taylor, Schneider Family, and other children’s/YA book award websites to see lists of award-winning books.

**I. Technical Information for Hybrid Sections:**

- **Blackboard access; sound capacity; check your Patriot mail on a daily basis for schedule changes or announcements.**
- **Technical Support:** If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing **itsupport@patriots.uttyler.edu**. When you email IT Support, be sure to include a complete description of your question or problem including:
  - the title and number of the course
  - the page in question
  - if you get an error message, a description and message number
  - what you were doing at the time you got the error message
- **Plug-ins and Helper Applications:** UT Tyler fully online and hybrid courses use Java, JavaScript, browser plug-ins, helper applications and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online/hybrid course.
  - **Adobe Flash Player** allows you to view content created with Flash such as interactive web applications and animations. [http://get.adobe.com/flashplayer/](http://get.adobe.com/flashplayer/)
J. Course-Specific Policies (to ensure your optimal learning)

1. Your Lit Circle/Discussion Group
   - Exchange Patriot email addresses (and phone nos.) with your assigned Lit Circle group a.s.a.p.
   - Communicate during online weeks; please encourage & support one another, e.g., remind of deadlines. Sit together at face-to-face classes. If someone isn’t attending/communicating, please let me know so I can help/reassign roles.
   - Arrange to do the Library Tour together; while at the UTT library, set up a schedule agreeable to all your lit circle members for any necessary group meetings outside of class. You must schedule your tour with Mrs. Vandy Dubre at vdubre@uttyler.edu.

2. Attendance on Face-to-Face Days
   - No more than 1 absence from our few face-to-face class meetings is excusable; more isn’t in your best interest; each unexcused absence lowers your final course grade by a minimum of 1 letter grade. No makeups/retakes of book talks, lit circles, or panels/group work is possible!
   - Out of consideration for classmates, please don’t come ill or bring children/other guests. For your protection, anyone who comes to class with fever, FLU, or any contagious disease must leave immediately.
   - Required Procedure to follow for an excusable absence:
     a) Email me in advance of the class to be missed at ofischer@uttyler.edu; use required subject line **READ 3330(.001 or .002)** and send me the following: “(your first & last names) is ill and can’t come to class. I have notified my group. I can be reached at (your phone number). I’ll be back on (day, date) with written verification of my illness from a doctor/nurse practitioner.”
     b) Email your Lit Circle group in advance to send them anything you owe them, and to make sure they know to take notes for you & keep you abreast of what happened in class/meeting.
     c) Drop off the MD note/excuse to Mrs. Sprayberry for me in BEP 247 the day you return.
   - Coming in late/leaving early on a face-to-face day = 1 absence.

3. Face-to-face Day Cell Phones & Electronics
   - Phones shouldn’t be used/visible in class. If your child/spouse is ill, keep phone in pocket on “vibrate.”
   - Of course, laptops, iPads, etc. should only be used for note-taking for our class.

😊
4. **On-campus Right to Learn & other Disposition-related Issues**
   - Out of respect for *your* right to learn, in a course for which *you* pay tuition, Dr. F. reserves the option to have anyone who disrupts the learning of others--or distracts the presenter--leave the room.
   - Please submit the Acknowledgement Statement for READ 3330/3332 (by 11:59 p.m. of the Sunday after our first class day). This located in the "Start Here" section in the course.

5. **Assignments (explained in detail within Weekly Modules and in Separate Folders)**
   - Students not prepared with written work for a Group Activity/Lit Circle can't participate and must complete the work nonetheless, but independently and in writing, and a penalty may be imposed by the instructor.
   - Specific guidelines/criteria for each activity/ lit circle can be found in Weekly Modules.
   - Unexcused late work is not accepted; penalty, if any, for excused late work is up to the instructor’s discretion.
   - Late Course Analytic Database/Diversity Projects or those having a table of contents not in compliance with Project Guidelines or entries not following the entry template given (including all subheadings) will receive a grade of zero. See the Analytic Database/Diversity Project folder on our Blackboard site. Be sure it is submitted as one continuous document, not as separate entries.
   - Book Talk Prep Sheets must be typed, copyedited, and stapled beforehand and given to Dr. F. before the Book Talk on the Book Talk day in order to be allowed to do the Book Talk. See specific guidelines given.
   - Please save all work carefully on your computer & back it up!

6. **Online Quiz-taking**
   - Standard University policies are observed.
   - On-line, randomized, & timed; check Weekly Modules for when the windows are open to take tests/quizzes.
   - Quiz grades appear instantaneously on Blackboard.
   - Sorry, no retakes or makeup quizzes are possible, for any reason.
   - If you’re having computer or Internet trouble, use your UTT computer labs.
   - Don’t take a chance with a quiz; take it as soon as you can. (Murphy’s Law and all that 😊)
   - Contact IT personnel [itsupport@patriots.utttyler.edu](mailto:itsupport@patriots.utttyler.edu) if you have trouble.
K. Topical Outline & Schedule (Please note your section, 001 or 002):

~~Section .001, Tuesdays & Thursdays~~

[Expect change; be sure to check Blackboard & your Patriot email continuously for Announcements. For more up-to-date & detailed information, look in your Weekly Modules on our Blackboard site.]

"Intro Week" Module: January 13 and 15 ON CAMPUS

Topics: Course overview; Syllabus activity; Bibliotherapy; Genre; Lit Circle & Dr. F's Book Talk

Due:

a. TUES., 1/13 ON CAMPUS, i.e., Face-to-Face

- View my Introductory Video Welcome before class today.
- Read the Syllabus, "Intro Week Module," Lit Circle, Book Talk, and Analytic Database/Diversity Project folder contents before class today. This is essential!
- Sit with your Lit Circle in class for we'll do Lit Circle 1 (guidelines within the Intro Week Module). Your group scribe should be ready to give me your Lit Circle 1 record at the end of class.
- Look over and do the activities and assignments given in your Intro Week Module.
- Begin your Database entries! The Analytic Database/Diversity Project is a semester-long endeavor which must be worked on continuously to be successful.
- Submit the syllabus contract, i.e., Acknowledgement Statement, before 11:59 p.m., Sunday, 1/18 (located in the "Start Here!" section in the course menu.)
- Arrange this week to do your UTT Library Tour with Mrs. Vandy Dubre by/after Sun., 1/22. Email her this week to set it up at vdubre@uttyler.edu. Do this with your lit circle group if possible. At that time, you’ll also do Lit Circle 2.

b. THURS., 1/15 ON CAMPUS, i.e., Face-to-Face

- Arrange this week to do your UTT Library Tour with Mrs. Dubre by/before Sunday, 1/22.
- Have exchanged email addresses & phone nos. with your lit circle group members by the end of class today.
- Take Syllabus Quiz before 11:59 p.m., Sunday, 1/18 (located in the Start Here! section in our course menu). Notice quiz windows for the semester.
- (Optional; extra credit) Post a thread and response to a peer’s thread on our Practice Discussion Board before 11:59 p.m., Sunday, 1/18 (see “Discussion Board Guidelines” and “Sample Practice Discussion Board Posts inside our Intro Week Module; notice Disc. Board windows for the semester;))

Week 1 Module: January 20 ONLINE and 22 ON CAMPUS

a. TUES., 1/20 ONLINE

- Read the Week 1 Short List and done the Week 1 Module under "Weekly Modules" in our Course
- Blackboard menu.
- View the "History of Children's & Adolescent Lit" Video Lecture and do all activities & assessments (including Quiz 1) given in the Week 1 Module before 11:59 p.m., Sunday, 1/25.
- Read Tale of Peter Rabbit and My Pal Victor and do their Analytic Database/Diversity Project entries.
- Optional: Select one of the Database entries you’ve written so far and turn it into our “SAMPLE ENTRY Submission” folder (in the “Analytic Database/Diversity Project” section of our course menu) due before 11:59 p.m., Sun., 1/25.

b. THURS. 1/22 ON CAMPUS, i.e., Face-to-Face

- Do your UTT Library tour (Child Lit Room) with Mrs. Dubre today or by Sunday, 2/1 and do Lit Circle 2, today if possible. Turn in your Lit Circle 2 sheet to BEP 247 if you do it today. If doing Lit Circle 2 is not possible at this time, be sure that your group does it when you do Lit Circle 3 and that your scribe turns in the Lit Circle 2 and 3 sheets to Mrs. Sprayberry in BEP 247 by the end of the day Monday, 3/02—or electronically, by email to me.
- Keep reading Children’s/YA books & writing entries to include in your Analytic Database/Diversity Project! 😊

Week 2 Module: January 27 ONLINE and January 29 ON CAMPUS

a. TUES. 1/27 ONLINE

- Read the Week 2 Short List and done the Week 2 Module” in our Course Blackboard menu
- View the “Illustration” Video Lecture (Part 1: Styles and Part 2: Media) and do all the Week 2 Module activities and assessments, including Quiz 2 and posting to Discussion Board 1 before 11:59 p.m., Sun., 2/1.
• Read *Charlotte's Web* and *Homeless Bird* by now and write your Analytic Database/Diversity Project entry for *Charlotte's Web* and your entry for *Homeless Bird*.

**b. THURS. 1/29 ON CAMPUS, i.e. Face-to-Face**

• If not done already, meet with your Lit Circle group to do your UTT Library tour (Child Lit Room) with Mrs. Dubre by [Sunday, 2/1 and Lit Circle 2](#). If you need to, you may do the tour individually. If doing Lit Circle 2 is not possible at this time, be sure that your group does Lit Circle 2 when you do Lit Circle 3 and that your scribe turns in the Lit Circle 2 and 3 sheets to Mrs. Sprayberry in BEP 247 by the end of the day [Monday, 3/02](#)—or electronically, by email to [me](#). You may do both Lit Circles on the same day or set up two dates; you may do these meetings electronically if need be. Be sure your scribe emails me the Lit Circle 2 and 3 meeting records and a rough copy of the Required Readings Panel 1 Prep Sheets—or submits them in person to Mrs. Sprayberry, BEP 247, by the end of the day, [Mon., 3/22](#). (Have completed the forms about the required common reading books given in the Week 2 Module, i.e., your “individual preparation” before your Lit Circle 2 and 3 group discussion.) I will need one sloppy copy of the Readings prep sheets with the names of only those who participated in making them.

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**Week 3 Module: 2/3-2/5 ONLINE**

• Read the [Week 3 Short List](#) and do the Week 3 Module.
• View the “Writing” & “Book Parts” Video Lectures, and do all the activities & assessments (including [Quiz 3](#)) given in the Week 3 Module **before 11:59 p.m., Sun., 2/8**.
• Continue reading books and writing entries. 😊

**Week 4 Module: 2/10-2/12 ONLINE**

• Read the [Week 4 Short List](#) and do the Week 4 Module.
• View the “Picture Books” and “Graphica” Video Lectures, take [Quiz 4](#), and post to [Discussion Board 2](#) **before 11:59 p.m., Sun., 2/15**
• Continue reading books and writing entries. 😊

**Week 5 Module: 2/17-2/19 ONLINE**

• Read the [Week 5 Short List](#) and do the Week 5 Module
• View the “Folklore” Video Lecture and take [Quiz 5](#) in the Week 5 Module **before 11:59 p.m., Sunday, 2/22**.
• Continue reading books and writing entries. 😊

**Week 6 Module: 2/24-2/26 ONLINE**

• Read the [Week 6 Short List](#) and do the Week 6 Module.
• View both the “Modern Fantasy” and the “Science Fiction” Video Lectures and take [Quiz 6](#) **before 11:59 p.m., Sunday, 3/01**.
• Have done your electronic or face-to-face lit circles 2 and 3—and have your scribe email me the Lit Circle 2 and 3 meeting records and a sloppy copy of the Required Readings Panel 1 Prep Sheets—or turn in a hard copy to Mrs. Sprayberry, BEP 247, by the end of the day, [Mon., 3/22](#).
• Continue reading books and writing entries. 😊

**Week 7 Module: 3/3-3/5 ONLINE**

• Have read the [Week 7 Short List](#) and done the Week 7 Module.
• Have viewed the “Lit Having Protagonists with Disabilities” Video Lecture and done the activities & assessments (including [Quiz 7](#))—also, have viewed the short “Censorship” Video Lecture and done the activities & assessments (including [Quiz 8](#))—**all before 11:59 p.m., Sunday, 3/08**.
• Continue reading books and writing entries. 😊

**Week 8: 3/10-3/12 Spring Break!** Continue reading books and writing entries. I’m opening Week 9 Module on 3/3 and leaving it open until Sunday, 3/22 for all of you who want/need to get ahead. 😊

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**Week 9 Module: 3/17 ONLINE --and-- 3/19 Face-to-Face**

**a. TUES., 3/17 ONLINE**

• Read [Week 9 Short List](#) and Module and post to [Discussion Board 3](#) **before 11:59 p.m., Sunday, 3/22**.
• View the “Multicultural Lit” Video Lecture & take [Quiz 9](#) **before 11:59 p.m., Sunday, 3/22**.
• Read *[The Absolutely True Diary of a Part-time Indian](#)* and do its Analytic Database/Diversity Project entry.
b. THURS., 3/19 ON CAMPUS, i.e., Face-to-Face:

-- Book Talks: Folklore, Graphica, Sci Fi, Modern Fantasy, Censored/Challenged Books
-- Small Group Work in the Lit Circle 3 if not already done: required common readings panel 1 (Peter Rabbit, My Pal Victor, Charlotte's Web, Homeless Bird). Your scribe must email me a sloppy copy of your group work on required readings panel 1 and the Lit Circle 2 & 3 records before Sun., 3/22— or submit hard copies to Mrs. Sprayberry.

- Continue reading books and writing entries. 😊

Week 10 Module: 3/24-3/26 ONLINE

- Read Week 10 Short List and do the Week 10 Module before 11:59 p.m., Sun., 3/29.
- View the "Nonfiction" Video Lecture and take Quiz 10 before 11:59 p.m., Sun., 3/29.
- Have read Immigrant Kids and written an Analytic Database/Diversity Project entry about it.
- Continue reading books and writing entries. 😊

Week 11 Module: 3/31-4/2 ONLINE

- Read Week 11 Short List: do Week 11 Module and Discussion Board 4 before 11:59 p.m., Sun., April 5. (Modules for Weeks 12-15 will also open at this time to help those of you who need to get ahead.)
- View the "Poetry" Video Lecture, do its activities, & take Quiz 11 before 11:59 p.m., Sun., April 5.
- Read Tuck Everlasting and do its Analytic Database/Diversity Project entry.
- Your Analytic Database/Diversity Project may be turned in beginning Monday, 4/2 online in the Analytic Database/Diversity Project folder; it must be submitted at the very latest by 11:59 p.m., Sunday, 4/19. They're graded in the order received; please remember no late projects --or projects without the required table of contents and in the required form—or those not submitted as one continuous document-- are accepted.

Week 12 Module: 4/7-4/9 ONLINE

- Read Week 12 Short List and do Week 12 Module before 11:59 p.m., Sun., April 12. (Modules for Weeks 13-15 will also be open at this time to help those who need to get ahead.)
- View the "Realistic Fiction" Video Lectures (Part 1 Historical Fiction and Part 2 Contemporary Realistic Fiction) and take Quiz 12 before 11:59 p.m., Sun., April 12.
- You may turn in your Analytic Database/Diversity Project beginning Mon., April 2, but it must be turned in by 11:59 p.m., Sun., April 19! (See guidelines in the Analytic Database/Diversity Project folder in our course menu. Submit one continuous document, not separate entries, with a table of contents and all required subheadings in each entry).

Weeks 13, 14, and 15 Modules

a. TUES., April 14 -- ONLINE Video-lecture: "Your Classroom Library" No quiz, but very helpful to you!

b. THURS., April 16—face-to-face (our last whole class meeting!)

-- Due: Lit Circle Contributions Evaluation.
  Download Lit Circle Contributions Evaluation Form from Week 14 Module. Fill it in honestly & objectively.
  Give it upon entering to Dr. F; don’t let anyone else see it please.
-- Lit Circle 4: Poetry Sharing/Oral Interpretation (see guidelines within Week 14 Module)
-- Book Talks: Nonfiction, Historical Fiction, Contemporary Realistic Fiction.

c. April 2-April 19--Course Project Database Submission:

-- Submit it to the Database folder in our course menu Mon., April 2 until 11:59 p.m., Sunday, April 19, the LAST day to turn in your Analytic Database/Diversity Project!
Week 2 Module:

---No exceptions; no incompletes! It must be turned in ONLINE at the very latest before 11:59 p.m., Sunday, April 19.

TBA, Individual Conferences, Tues. April 28 on Campus, TBA

K. Topical Outline & Schedule:

~~Section .002, Wednesday Schedule~~

[Expect change; be sure to check Blackboard & your Patriot email continuously for Announcements. For more up-to-date & detailed information, look in your Weekly Modules on our Blackboard site.]

“Intro Week” Module: WEDNESDAY 1/14 ON CAMPUS, i.e., Face-to-Face

Topics: Course overview; Syllabus activity; Bibliotherapy; Genre; Lit Circle & Dr. F’s Book Talk

Due:

- View my Introductory Video Welcome before class today.
- Read the Syllabus in “Start Here!” in our course menu before class today.
- Have read Intro Week Module, Lit Circle, Book Talk, and Analytic Database/Diversity Project folder contents before class. (Find these in our course menu.) This is essential!
  - Sit with your Lit Circle in class for we’ll do Lit Circle 1 today (guidelines within Intro Week Module). Your group scribe should be ready to give me your Lit Circle 1 record at the end of class. Have exchanged email addresses & phone nos. with your lit circle group members by the end of class today!
  - Do the activities and assignments given in your Intro Week Module.
  - Begin your Database entries right away! The Analytic Database/Diversity Project is a semester-long endeavor which must be worked on continuously to be successful. Email me as you have questions or bring these up in class; I’m happy to help. 😊
- Submit the syllabus contract, i.e., Acknowledgement Statement, before 11:59 p.m., Sunday, 1/18. (Located in “Start Here!” section in the course menu.)
- (Optional: extra credit)—Take Syllabus Quiz before 11:59 p.m., Sunday, 1/18 (Located in “Start Here!” section in our course menu). Notice quiz windows for the semester.
- Arrange this week to do your UTT Library Tour with Mrs. Vandy Dubre before Sunday, 2/1. Email her at vdubre@uttyler.edu. Try to do this with your lit circle group if possible, so, at that time, you can also do Lit Circle 2.
- (Optional: extra credit)—Post a thread and a response to a peer’s thread on our Practice Discussion Board before 11:59 p.m., Sunday, 1/18 (See “Discussion Board Guidelines” and “Sample Practice Discussion Board Posts” inside our Intro Week Module; notice Disc. Board windows for the semester.)

Week 1 Module: WED., 1/21 ONLINE and TBA, ON-CAMPUS Face-to-Face Help Session

a. ONLINE This Week:

- Read Week 1 Short List and do Week 1 Module under “Weekly Modules” in our course Blackboard menu.
- View “History of Children’s & Adolescent Lit” Video-Lecture and do all activities & assessments (including Quiz 1) in the Week 1 Module before 11:59 p.m., Sunday, 1/25.
- Read Tale of Peter Rabbit and My Pal Victor and do their Analytic Database/Diversity Project entries.
- (Optional; extra credit)—Select one of the Database entries you’ve written so far and submit it into our SAMPLE ENTRY submission folder (located in the Analytic Database/Diversity Project section of our course menu) due before 11:59 p.m., Sun., 1/25.
- Do your UTT Library Tour with Mrs. Dubre before Sunday, 2/1. Email her at vdubre@uttyler.edu. Try to do this with your lit circle group if possible.
- Keep reading Children’s/YA books & writing entries to include in your Analytic Database/Diversity Project. 😊

b. Optional: Face-to-Face TBA, Help Session/Individual Conferences, on campus

Week 2 Module: WED., 1/28 ONLINE and On-Campus, i.e., Face-to-Face

a. ONLINE This Week:

- Read Week 2 Short List and do Week 2 Module” in course Blackboard menu before 11:59 p.m., Sun., 2/1.
- View “Illustration” Video Lecture (Part 1: Styles and Part 2: Media), take Quiz 2 in Week 2 Module; and post a thread and peer response to Discussion Board 1. Do all this before 11:59 p.m., Sunday, 2/1.
Week 9 Module: The end of the module is approaching. You are encouraged to complete all unfinished activities and projects. 

Week 9 Module: WED., 3/18 ON CAMPUS, i.e., Face-to-Face

- **Lit Circle 3** (see guidelines within the Week 8 Module) and **required common readings** 
  - (Peter Rabbit, My Pal Victor, Charlotte's Web, Homeless Bird)
  - **Book Talks**: Folklore, Graphica, Sci Fi, Modern Fantasy, Censored/Challenged Books (see guidelines within the Week 8 Module)
  - **Sign up for conferences with Dr. F.**

Week 8: WEDNESDAY, 3/11 Spring Break: Continue reading books and writing Analytic Database/Diversity Project entries. 😊 Week 9 Module will open on 3/4 and stay open until Sunday, 3/22 for all of you wanting to get ahead.
• Read **Week 9 Short List and do the Week 9 Module**
• Have done [Discussion Board 3](#), topic & guidelines for this are in the Week 9 Module.
• Continue to read books and write Analytic Database/Diversity Project entries!
• Read **Week 10 Short List** and do the **Week 10 Module**
• Have viewed the "**Multicultural Lit**" Video lecture & done the activities & assessments (including [Quiz 9](#)) **before 11:59 p.m., Sunday, 3/22.**
• Have read **The Absolutely True Diary of a Part-time Indian** & done its A. Database/D. Project entry.
• Continue reading books and writing Analytic Database/Diversity Project entries. 😊
Week 10 Module: WED., 3/25 ONLINE
- Read Week 10 Short List and the Week 10 Module
- Have viewed the "Nonfiction" Video Lecture and done the activities & assessments (including Quiz 10) before 11:59 p.m., Sunday, 3/29.
- Have read Immigrant Kids and written an Analytic Database/Diversity Project entry about it.
- Continue reading books and writing entries. 😊
- Have done Discussion Board 4, topic & guidelines for this are in the Week 11 Module before 11:59 p.m., Sunday, 3/29.

Week 12 Module: WED., 4/1 ONLINE and TBA Face-to-Face Help Session on Campus
a. ONLINE This Week:
- Read Week 12 Short List and the Week 12 Module
- Have viewed the "Poetry" Video Lecture and done the activities & assessments (including Quiz 11) before 11:59 p.m., Sunday, 4/5.
- Have read Tuck Everlasting and done an Analytic Database/Diversity Project entry on it.
- Your Analytic Database/Diversity Project may be turned in beginning Monday, 4/2 online in the Analytic Database/Diversity Project folder; it must be submitted as one, continuous document with the table of contents at the very latest by 11:59 p.m., Sunday, April 19. They'll be graded in the order in which they're received; please remember that no late projects or projects without the required table of contents can be accepted.

b. Optional: Face-to-Face TBA, Help Session/Individual Conferences, on campus

Week 13 Module: WED., 4/8 ONLINE (Weeks 13, 14, and 15 open simultaneously)
- Read Week 13 Short List and the Week 13 Module
- Have viewed the "Realistic Fiction" Video Lectures (Part 1 Historical Fiction and Part 2 Contemporary Realistic Fiction) and done the activities & assessments (including Quiz 12) of Module 13 before 11:59 p.m., Sunday, 4/12
- Sunday, April 19 is the LAST day to turn in your Analytic Database/Diversity Project! It must be turned in online at the very latest before 11:59 p.m., April 19 (see guidelines in the Analytic Database/Diversity Project folder listed in our course menu).

Week 14 Module: WEDNESDAY, 4/15 ON CAMPUS, i.e., Face-to-Face:
- Read Week 14 Short List and the Week 14 Module
- Due today in class: Lit Circle Contributions Evaluation. Turn it in directly to Dr. Fischer; do not let anyone else see it please.
  Also due today in class: Download the Lit Circle Contributions Evaluation Form from your Week 14 Module & fill it in (please be honest & objective). This is only to be seen by you & me!
- Dr. F's lecture topic: "Creating Your Classroom Library"
- Lit Circle 4 today in class: Poetry Sharing/Oral Interpretation (see guidelines within your Week 14 Module).
- Book Talks: Nonfiction, Historical Fiction, Contemporary Realistic Fiction (see guidelines within your Week 14 Module).
- Lit Circle 5: have completed your group discussion of the required common readings (Tuck Everlasting, The Absolutely True Diary of a Part-time Indian, and Immigrant Kids) One sloppy copy with the names of all who participated is due to me by the end of class.

Week 15 Module: WEDNESDAY, 4/29 ON CAMPUS, i.e., Face-to-Face: Conferences, TBA

L. University Policies:
Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www2.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated.
Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (September 9) is the deadline for many forms and enrollment actions of which students need to be aware. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

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

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

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

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.
**Student Standards of Academic Conduct:** Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) **“Cheating”** includes, but is not limited to:
- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program 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.

**M. CEP Vision, Mission, & Program Standards**

**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.

**SCHOOL OF EDUCATION PROGRAM STANDARDS**

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

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

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

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

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

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

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

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

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

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

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

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

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

Title 19: Education
Part 7: State Board for Educator Certification
Chapter 247: Educator’s Code of Ethics

(b) Enforceable Standards.
(1) Professional Ethical Conduct, Practices and Performance.
   (A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification 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
ADDITIONAL COURSE RESOURCES/RECOMMENDATIONS

- The recommended text has book lists in each chapter! See these and the award winners in Appendix A.
- See book lists in our “Resources” folder on Blackboard for additional help. Please note that the book lists are simply booklists, not necessarily recommended and definitely not required by Dr. F.
- Please check Scholastic’s Book Wizard on their site for helpful Reading Level and Suitability Guidance!!!
- Other Helpful Sites for Book Information:
  - http://scholastic.com
  - http://bookzoom.com
  - http://www.acs.ucalgary.ca/~dkbrown
  - http://nypl.org/branch/kids
  - http://barnesandnoble.com
  - gopher://lib.nmsu.edu:70/11/subjects/Education/.childlit
  - http://www.amazon.com
  - http://www.booksense.com
  - http://teacher.scholastic.com/authorsandbooks
  - http://scholastic.com
  - http://www.acci.org
  - http://www.scholastic.com
- Clueless? Begin with Award Winners:
  - Newbery, Caldecott, Bluebonnet, Coretta Scott King, Orbis Pictus, Pura Belpre, Printz, American Library Association, Hornbook, Hans Christian Anderson, Schneider Family, Astrid Lindgren, Stonewall Awards, Sydney Taylor, APALA, etc. and our text Appendix lists award winners! Look at the runners-up too, not just the winners.
- Classic Professional Resources, oldies-but-goodies:
  - NCTE Publications, e.g., Books for You, Adventuring with Books, Sutton
  - High Interest—Easy Reading: Annotated Booklist for Middle and Senior High School, ed. Phelan, NCTE
  - Focus Units in Literature: A Handbook for Elementary School Teachers, Moss, 1984
  - ALAN Quarterly for young adult/teen book reviews
  - Teaching the Art of Literature, Miller, 1980
  - NCTE
  - Scholastic Professional books, e.g., Using Nonfiction in the Classroom (Gr.1-7), Burke and Glazer, 1994
  - The Author Studies Handbook (Gr. K-8), Kotch and Zackman, 1995
  - Grand Conversations: Literature Groups in Action, Peterson and Eeds, 1990
  - Teaching with Newbery Books, Moen, 1994
  - Teaching through Themes (Gr. 1-9), Thompson, 1991
- Also, check Scholastic’s Book Wizard on their site for Reading Level and Suitability Guidance!!!
- American Library Association publications and online resources, including their Banned Books Week materials and book rationales and anti-censorship materials
- The Hornbook, a children’s literature book review periodical
- Adolescent Literature: Making Connections with Teens, Virginia English Bulletin
- Choosing Books for Kids, Oppenheim, Brener, and Boegehold, Bank Street College of Education, 1986
- Best Books for Building Literacy for Elementary School Children, Gunning, pub. Allyn and Bacon, 2000
- Developing Thematic Units (Gr. K-6) Allen and Piersma, pub. Delmar, 1995
- The Hornbook, a children’s literature book review periodical
- Using Young Adult Literature in the English Classroom, Bushman and Bushman, pub. Merrill, 1993
- How Porcupines Make Love (all vols.), Alan Purves
- Literature-Based Reading Activities, Yopp and Yopp, pub. Allyn and Bacon,
  - Integrating Reading and Writing through Children’s Literature, Danielson and LaBonty, pub. Allyn & Bacon, 1994
- Meet the Authors and Illustrators (all vols.) Kovacs and Preller, Scholastic Reference Library, 1993-present
- Webbing with Literature, Bromley, pub. Allyn and Bacon, 1991
- Children’s Books from Other Countries, ed. Tomlinson, Scarecrow Press, Boston, 1998
- Children’s Literature magazines such as Cricket, Spider, LadyBug, and BabyBug
- Additional Book Search and Selection Ideas
  - Visit area bookstores, school book fairs, class book clubs, public libraries, garage sales, etc.!