Fall 2014--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 HPR 135
Section.002 = Wednesday, 5:00-7:40 p.m. Online and BEP218
Fall Semester: August 25-December 13, 2014

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 for Face-to-Face Weeks:
   1. 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 24 hours
     Lit Circles: 24 hours after Peer End of Course Evaluation received
     Sample Entry: one week from submission
     The Analytic Database/ Diversity Project: 1 ½ - 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>Title</th>
<th>Points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>History of Children’s &amp; Adolescent (YA) Lit.</td>
<td>5 pts.</td>
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</tr>
<tr>
<td>2</td>
<td>Illustration: Media &amp; Style</td>
<td>5 pts.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Writing Style &amp; Book Parts</td>
<td>5 pts.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Picture Books &amp; Graphica</td>
<td>5 pts.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Folklore</td>
<td>5 pts.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Modern Fantasy &amp; Science Fiction</td>
<td>5 pts.</td>
<td></td>
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<tr>
<td>7</td>
<td>Lit having Protagonists with Disabilities</td>
<td>5 pts.</td>
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<tr>
<td>8</td>
<td>Censorship</td>
<td>5 pts.</td>
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<td>9</td>
<td>Multicultural Lit</td>
<td>5 pts.</td>
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<tr>
<td>10</td>
<td>Nonfiction</td>
<td>5 pts.</td>
<td></td>
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<tr>
<td>11</td>
<td>Poetry</td>
<td>5 pts.</td>
<td></td>
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<tr>
<td>12</td>
<td>Realistic Fiction: Historical &amp; Contemporary</td>
<td>5 pts.</td>
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Please note: Quizzes must be taken within windows given (schedule in Start Here!); no make-up quizzes/retakes; a missed quiz grade = 0. See Course Policies in Syllabus!  

[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</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Class Discussion Board</td>
<td>(20 pts. possible)</td>
<td></td>
</tr>
<tr>
<td>Group Work, Lit Circles, &amp; Poetry Oral Interpretation</td>
<td>(10 pts. possible)</td>
<td></td>
</tr>
<tr>
<td>Book Talk</td>
<td>(10 pts. possible)</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  

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>(110 pts. possible)</td>
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</table>

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 criteria given separately.  

[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</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>(1 pt. possible)</td>
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<tr>
<td>Submission of Syllabus Contract</td>
<td>(1 pt. possible)</td>
<td></td>
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<tr>
<td>Practice Discussion Board</td>
<td>(1 pt. possible)</td>
<td></td>
</tr>
<tr>
<td>UTT Library Tour</td>
<td>(1 pt. possible)</td>
<td></td>
</tr>
<tr>
<td>Sample Analytic Database Entry 1</td>
<td>(1 pt. possible)</td>
<td></td>
</tr>
<tr>
<td>Sample Analytic Database Entry 2</td>
<td>(1 pt. possible)</td>
<td></td>
</tr>
<tr>
<td>Best Delivery Book Talk Award</td>
<td>(1 pt. possible)</td>
<td></td>
</tr>
<tr>
<td>Most Informative Book Talk Award</td>
<td>(1 pt. possible)</td>
<td></td>
</tr>
<tr>
<td>Most Interesting Book Talk Award</td>
<td>(1 pt. possible)</td>
<td></td>
</tr>
<tr>
<td>Most Worthwhile Discussion Board Posts Award</td>
<td>(1 pt. possible)</td>
<td></td>
</tr>
<tr>
<td>Required Readings Essay</td>
<td>(may replace 1 quiz grade so up to 5 pts. possible)</td>
<td></td>
</tr>
</tbody>
</table>

### OVERALL TOTAL COURSE POINTS  

(200 points possible)

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: ebooks, 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, 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](mailto: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 as soon as possible.
   - 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.
   - Check Weekly Modules for Lit Circle membership lists, topics, etc.
   - 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.
   - Please email me in advance if you have the flu or a genuine emergency, e.g., hospitalization, etc., and I'll be happy to work with you. If you turn in to me a doctor's or nurse practitioner's note indicating that you did have the flu/verifying your emergency on the date and time missed, your absence is excusable.
   - 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 of 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.
   - Since you'd miss content & it's impolite to miss a peer's book talk, etc., it makes sense that you not leave the room during face-face class meetings except for during breaks given. It's recommended that you take care of snacking, bathroom breaks, etc. outside of class time or during our break time. Please let me know, of course, if a genuine medical reason exists for leaving the room during class, so exceptions can be made and disruption minimized.

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. I hope to never use this option.
   - 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. UTT Writing Lab
   - Make use of this fine support system; use our “Writing Lab Form” on Blackboard so I can give you credit.
   - Please let me know if you’re an English language learner so we can discuss any support needed.

6. 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 within the Weekly Modules.
   - Unexcused late work is not accepted; penalty, if any, for excused late work is up to the discretion of the instructor.
   - Late Course Analytic Database/Diversity Projects or those having a table of contents not in compliance with Project Guidelines 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. Use SafeAssign on your Analytic Database/Diversity Project before turning it in to me to help you eliminate unintentional plagiarism.
   - 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 within the Face-to-Face Weekly Modules.
   - Please save all work carefully on your computer & back it up!

7. 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 will appear instantaneously on Blackboard.
   - Sorry, no retakes or makeup quizzes are possible.
   - 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.uttler.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: 8/26-8/28 ON CAMPUS
Topics: Course overview; Syllabus activity; Bibliotherapy; Genre; Lit Circle & Dr. F's Book Talk

Due:

a. TUESDAY 8/26 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.
   • Sit with your Lit Circle in class. Be ready for we will do Lit Circle 1, so please be ready for it (guidelines within the Intro Week Module)
   • 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. Email me if you have questions or bring these up in class; I'm happy to help.
   • Submit the Acknowledgement Statement before 11:59 p.m., Sunday, 8/31 (located in the "Start Here!" section in the course menu.)
   • Arrange this week to do your UTT Library Tour with Mrs. Vandy Dubre before/before next Thurs., 9/11. Email her at vdubre@uttyler.edu to do this with your lit circle group if possible. At that time, you'll also do Lit Circle 2.

b. THURSDAY 8/28 ON CAMPUS, i.e., Face-to-Face
   • Have arranged by tomorrow to do your UTT Library Tour with Mrs. Vandy Dubre by/before next Thursday.
   • 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, 8/31 (located in the Start Here! section in our course menu)
   • (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, 8/31 (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: 9/2-9/4 ONLINE
   • Have read the Week 1 Short List and done the Week 1 Module under "Weekly Modules" in our Course
   • Blackboard menu.
   • Have viewed the "History of Children’s & Adolescent Lit" Video Lecture and done all activities & assessments (including Quiz 1) given in the Week 1 Module.
   • Have read Tale of Peter Rabbit and My Pal Victor by now and done their Analytic Database/Diversity Project entries.
   • Select one of the Database entries you've written so far and turn it into our SAMPLE ENTRY 1 submission folder (located in the Analytic Database/Diversity Project section of our course menu) due before 11:59 p.m., Sunday, 9/7.
   • Have done your UTT Library tour (Children Lit Room) with Mrs. Dubre and Lit Circle 2 by 9/11.
   • Keep reading Children’s/YA books & writing entries to include in your Analytic Database/Diversity Project!

Week 2 Module: 9/9-9/11 ONLINE
   • Have read the Week 2 Short List and done the Week 2 Module “in our Course Blackboard menu.
   • Have viewed the "Illustration" Video Lecture (Part 1: Styles and Part 2: Media) and done all the activities and assessments (including Quiz 2) given in the Week 2 Module, including posting to Discussion Board 1.
   • Have read Charlotte’s Web and Homeless Bird by now. Have written your Analytic Database/Diversity Project entry for Charlotte’s Web and your entry for Homeless Bird by now.
   • Have arranged via email with your Lit Circle group a time and day to go on your UTT Library Children’s Lit Room Tour by 9/11 and to meet to do Lit Circle 2 with them at that time; you'll also do then the small group discussion of Tale of Peter Rabbit, Charlotte’s Web, My Pal, Victor, Homeless Bird. (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 group discussion.)
Week 3 Module: 9/16--9/18 ONLINE
- Have read Week 3 Short List and done the Week 3 Module.
- Have read the Week 3 Module, viewed the “Writing” & “Book Parts” Video Lectures, and done all the activities & assessments (including Quiz 3) given in the Week 3 Module.
- Continue reading books and writing entries. 😊

Week 4 Module: 9/23--9/25 ONLINE
- Have read the Week 4 Short List and done the Week 4 Module.
- Have viewed the “Picture Books” and “Graphica” Video Lectures and done the activities and assessments (including Quiz 4) in Module 4, including posting to Discussion Board 2.
- Continue reading books and writing entries. 😊

Week 5 Module: 9/30--10/2 ONLINE
- Have read the Week 5 Short List and done the Week 5 Module.
- Have viewed the “Folklore” Video Lecture and done the activities & assessments (including Quiz 5) in the Week 5 Module.
- Select one of the Database entries you've written so far and turn it into our SAMPLE ENTRY 2 submission folder (located in the Analytic Database/Diversity Project section of our course menu) due before 11:59 p.m., Sunday, 10/5.
- Continue reading books and writing entries. 😊

Week 6 Module: 10/7--10/9 ONLINE
- Have read the Week 6 Short List and done the Week 6 Module.
- Have viewed both the “Modern Fantasy” and the “Science Fiction” Video Lectures and done the activities and assessments (including Quiz 6).
- Continue reading books and writing entries. 😊

Week 7 Module: 10/14--10/16 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).
- Continue reading books and writing entries. 😊

Week 8 Module: 10/21-10/23 ON CAMPUS
a. TUESDAY, 10/21 ON CAMPUS, i.e., Face-to-Face:
   - Have read the Week 8 Short List and done the Week 8 Module by today
   - Lit Circle 3 (see guidelines within the Week 8 Module)
   - Book Talks: Folklore, Graphica, Sci Fi, Modern Fantasy, Censored/Challenged Books (see guidelines within the Week 8 Module)
   - Small Group Work within the Lit Circle: required common readings (Peter Rabbit, My Pal Victor, Charlotte’s Web, Homeless Bird)
   - Schedule/signup for Thursday's conferences with Dr.F.
b. THURSDAY 10/23 ON CAMPUS, i.e., Face-to-Face: Conferences
Week 9 Module: 10/28--10/30 ONLINE

- 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.
- Have viewed the “Multicultural Lit” Video Lecture & done the activities & assessments (including Quiz 9).
- Have read The Absolutely True Diary of a Part-time Indian and done its Analytic Database/Diversity Project entry.
- Continue reading books and writing entries.

Week 10 Module: 11/4-11/6 ONLINE

- Read Week 10 Short List and do the Week 10 Module.
- Have viewed the “Nonfiction” Video Lecture and done the activities & assessments (including Quiz 10).
- Have read Immigrant Kids and written an Analytic Database/Diversity Project entry about it.
- Continue reading books and writing entries.

Week 11 Module: 11/11-11/13 ONLINE

- Read Week 11 Short List and do the Week 11 Module.
- Have done Discussion Board 4, topic & guidelines for this are in the Week 11 Module.
- Have viewed the “Poetry” Video Lecture and done the activities & assessments (including Quiz 11).
- 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, 11/24 online in the Analytic Database/Diversity Project folder; it must be submitted at the very latest by 11:59 p.m., Sunday, 12/27. 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 or not submitted as one continuous document can be accepted.

Week 12 Module: 11/18--11/20 ONLINE

- Read Week 12 Short List and do the Week 12 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).
- You may turn in your Database beginning Monday 11/24 but it must be turned in by 11:59 p.m., Sunday, 11/30, 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., Sunday, Nov.30 (see guidelines within the Analytic Database/Diversity Project folder listed in our course menu. Be sure to submit it as one continuous document, not as separate entries).
- Extra credit essay due before 11:59 p.m., Wednesday, Nov. 19. Submit to “Extra Credit Readings Essay” folder within this Module 12.

Week 13 Module: 11/25—11/27 ON CAMPUS

a. TUESDAY, 11/25 ON CAMPUS, i.e., Face-to-Face: Conferences
b. no class: holiday. HAPPY THANKSGIVING!

You may turn in your Database beginning Monday 11/24 but it must be turned in by 11:59 p.m., Sunday, 11/30, 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., Sunday, Nov.30

Week 14 Module: 12/2—12/4 ON CAMPUS

a. TUESDAY, 12/2 ON CAMPUS, i.e., Face-to-Face (our last class meeting!)
   - Due: Lit Circle Contributions Evaluation. Turn in to Dr. F; don’t let anyone else see it please.
   - Download Lit Circle Contributions Evaluation Form from Week 14 Module & fill it in honestly & objectively.
   - Video-lecture: “Your Classroom Library”
   - Lit Circle 4: Poetry Sharing/Oral Interpretation (see guidelines within Week 14 Module) and Lit Circle 5: Small Group/Lit Circle Work: (Tuck Everlasting, The Absolutely True Diary of a Part-time Indian, Immigrant Kids).
   - Book Talks: Nonfiction, Historical Fiction, Contemporary Realistic Fiction (guidelines in Week 14 Module).

b. THURSDAY, 12/4 On Campus Conferences
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 8/27 ON CAMPUS, i.e., Face-to-Face

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

Due:

- Have viewed my Introductory Video Welcome before class today.
- Have read the Syllabus, Intro Week Module, Lit Circle, Book Talk, and Analytic Database/Diversity Project folder contents.
- Sit with your assigned Lit Circle in class. We will do Lit Circle 1, so please be ready for it (guidelines within the Intro Week Module)
- Have done 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 if you have questions or bring these up in class; I’m happy to help.
- Submit the Acknowledgement Statement, before 11:59 p.m., Sunday, 8/31, (located in the “Start Here!” section in the course menu.)
- Take Syllabus Quiz before 11:59 p.m., Sunday, 8/31 (located in the Start Here! section in our course menu)
- Arrange this week to do your UTT Library Tour with Mrs. Vandy Dubre before/b by Thursday 9/11. Email her at vdubre@uttyler.edu. Try to do this with your lit circle group if possible.
- (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, 8/31 (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., 9/3 ONLINE

- Have read the Week 1 Short List and done the Week 1 Module under "Weekly Modules" in our Course Blackboard menu
- Have viewed the "History of Children's & Adolescent Lit" Video-Lecture and done all activities & assessments (including Quiz 1) given in the Week 1 Module
- Have read Tale of Peter Rabbit and My Pal Victor by now and done their respective Analytic Database/Diversity Project entries.
- Select one of the Database entries you’ve written so far and turn it into our SAMPLE ENTRY 1 submission folder (located in the Analytic Database/Diversity Project section of our course menu) due before 11:59 p.m., Sunday, 9/7.
- Have done your UTT Library Tour with Mrs. Dubre before/by Thursday 9/11. 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.

Week 2 Module:  WED., 9/10 ONLINE

- Have read the Week 2 Short List and done the Week 2 Module " in our Course Blackboard menu
- Have viewed the "Illustration" Video Lecture (Part 1: Styles and Part 2: Media) and done all the activities and assessments (including Quiz 2) given in the Week 2 Module, including having looked over Text Appendix A and posting a thread and peer response to Discussion Board 1.
- Have read Charlotte’s Web and Homeless Bird by now. Have written your Analytic Database/Diversity Project entry for Charlotte’s Web and the one for Homeless Bird by now.
- Have set up via email with your Lit Circle group, if not already done, the time and day to go on your UTT Library Children’s Lit Room and have done Lit Circle 2 with them then: the small group discussion of Tale of Peter
Rabbit; Charlotte's Web; My Pal, Victor; Homeless Bird. 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 group discussion this week.

Week 3 Module: WED., 9/17 ONLINE
- Have read Week 3 Short List and done the Week 3 Module.
- Have read the Week 3 Module, viewed the “Writing” & “Book Parts” Video Lectures, and done all the activities & assessments (including Quiz 3) given in the Week 3 Module.
- Continue reading books and writing entries.

Week 4 Module: WED., 9/24 ONLINE
- Have read the Week 4 Short List and done the Week 4 Module.
- Have viewed the “Picture Books” and “Graphica” Video Lectures and done the activities and assessments (including Quiz 4) in Module 4, including posting thread and peer response to Discussion Board 2.
- Continue reading books and writing entries.

Week 5 Module: WED., 10/1 ONLINE
- Have read the Week 5 Short List and done the Week 5 Module.
- Have viewed the “Folklore” Video Lecture and done the activities & assessments (including Quiz 5) in the Week 5 Module.
- Select one of the Database entries you've written so far and turn it into our SAMPLE ENTRY 2 submission folder (located in the Analytic Database/Diversity Project section of our course menu) due before 11:59 p.m., Sunday, 10/5.
- Continue reading books and writing entries.

Week 6 Module: WED., 10/8 ONLINE
- Have read the Week 6 Short List and done the Week 6 Module.
- Have viewed both the “Modern Fantasy” and the "Science Fiction” Video Lectures and done the activities and assessments (including Quiz 6).
- Continue reading books and writing entries.

Week 7 Module: WED., 10/15 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).
- Continue reading books and writing entries.

Week 8 Module: WEDNESDAY, 10/22 ON CAMPUS, i.e., Face-to-Face:
- Have read the Week 8 Short List and done the Week 8 Module by today.
- 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).
- Signup for conferences with Dr. F.

Week 9 Module: WED., 10/29 ONLINE
- 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.

Week 10 Module: WED., 11/5 ONLINE
- 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).
- 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.
**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](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](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

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

*Texas Administrative Code*

**(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:

- the nature, purpose, timing, and amount of the communication;
- the subject matter of the communication;
- whether the communication was made openly or the educator attempted to conceal the communication;
- whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- whether the communication was sexually explicit; and
- 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 | bookzoom
  - http://www.acs.ucalgary.ca/~dkbrown | Child Lit Web Guide
  - http://www.nypl.org/branch/kids/ | NY Public Library’s "On-Lion" for Kids
  - http://barnesandnoble.com | "Readers Catalog"—"Kids"
  - gopher://lib.nmsu.edu:70/11/subjects/Education/childlit | New Mexico State U. Library
  - http://www.napl.org/youth/ | Youth Division of Internet Public Library
  - http://users.interport.net/~fairrosa/ | Fairrosa Cyber Library
  - http://www.amazon.com
  - http://www.booksense.com
  - http://teacher.scholastic.com/authorsandbooks
  - Look for Carol Hurst’s, Linda Lucas Walling’s, and Kay Vandergriff’s wonderful websites.

- Clueless? Begin with Award Winners:
  - Newbery, Caldecott, Bluebonnet, Coretta Scott King, Orbis Pictus, Pura Belpre, Printz, American Library Association, Hornbook, Hans Christian Anderson, Dolly Gray, Stonewall, Schneider Family, Astrid Lindgrin, 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
  - 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 Bogehold, 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
  - Using Young Adult Literature in the English Classroom, Bushman and Bushman, pub. Merrill, 1993
  - How Porcupines Make Love (all vols.), Alan Purves
  - Experiencing Children's Literature, Purves and Monson, pub. Harper Collins, 1984
  - 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.!