The University of Texas at Tyler
Fall 2017
Term dates: August 28-December 15

READ 5304 (100% ONLINE) Reading and Writing Workshop
Section 060 (80295) 3.0 credits
Last Day to Withdraw from Course: November 6, 2017

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A. Instructor Information
Name: Annamary L. Consalvo, Ph. D., Assistant Professor, Literacy
Email: aconsalvo@uttyler.edu (best way to reach me)
Office: BEP 212D School of Education, 3900 University Blvd. Tyler, TX 75799
Office Phone: (903) 565-5576
Office Hours: By appointment or Tuesdays and Thursdays 2:30-4:00pm.

B. Catalogue Course Description
“Exploration of writing as a process and product with particular emphasis on how to teach writing effectively and creatively in the PreK-12 classroom.”

C. Knowledge Base(s) and Rationale
This graduate level course is designed as immersion in theory, practice, and design of workshop-based literacy instruction for prospective and practicing teachers as well as instructional leaders who wish to develop and/or expand their knowledge, skills, and dispositions by studying the process of writing, engaging in writing, and learning how to teach writing effectively in PreK-12 school settings.

Course content is informed by established research, policy, and practice resources, which focus on the role of writing as a process and product and its impact on teacher instructional practices and student literacy achievement outcomes in the area of writing.

Course content incorporates the International Literacy Association (ILA) as well as the Texas Examination of Educator Standards (TExES) standards for the preparation of reading specialists/literacy coaches (ILA, 2010; TEA, 2006). ILA standards pertain primarily to elements of Standard 1: Foundational Knowledge; Standard 2: Curriculum and Instruction; Standard 3: Assessment and Evaluation, and Standard 5: Literate Environment. TExES Standards pertain primarily to Domain 2: Instruction and Assessment-Components of Literacy, Domain 3: Instruction and Assessment: Resources and Procedures, and Domain 4: Professional Knowledge and Leadership.
**D. Matrix: Learning Outcomes/Assessments/Standards**

<table>
<thead>
<tr>
<th># SLO</th>
<th>Student Learning Outcome (SLO): The student will…</th>
<th>Assessment</th>
<th>Standards</th>
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| 1     | Develop an understanding of current and historical research and theory in writing and reading, to inform and impact effective literacy teaching practices, focusing on workshop models, within schools. | Reflective, synthesizing, online discussions | *TExES Domain 4  
*TES 2Ai; 2Aii; 2Aiii; 3Ai; 3Aii; 3Aiii; 6Dii  
*ILA 1; 2 |
| 2     | Explore the practice of writing workshop both as a participant and as a writing workshop leader/teacher in order to make informed decisions that impact the design and development of reading and writing workshop lessons and units; become familiar with strategies that support writers; and develop a variety ways to monitor progress. | Writing Workshop Experience (Writers Notebook & Memoir Process)  
Final Reflection  
Final Presentation of Workshop Design to Peers | *TExES Domain 2  
*TES 4Aii; 4Aiii; 6Aii; 6Aiii; 6Bi; 6Bii  
*ILA 2; 3; 5 |
| 3     | Apply knowledge and skills of writing and reading workshop research and best practices to explore critical issues facing K-12 teachers and students, to plan both long and short-term curriculum for individual teachers, grade levels, and schools. | Workshop Design (Curriculum Writing) | *TExES Domains 2, 3, 4  
*TES 1Ai; 1Aii; 1Aiii; 2Bi; 2Bii; 2Biii; 3Ai; 3Bi; 3Bii; 3Biii; 5Ai; 5Aii  
*ILA 2; 3 |

**COURSE EVALUATION**

**E. Course Projects, Evaluation and Grading**

The assignments and projects outlined below are designed to contribute in a different, and yet complementary way in achieving the stated course objectives.

**Tasks, and Points/Percentages (T=100 points=100%)**
a. Bolded and underlined numerals are what add up to 100 points
b. Course grade is calculated on total percentage (%) of overall grade.
c. Grades available to you through Canvas online grade center

*Various online discussions & e-learning activities 35 points (35/35=100%)
  Collegiality: 5.0 points (5/5=100%)
  Meet and Greet 2.5 points
  Coffee Meet Up 2.5 points
*Writing Workshop Experience (WNB & Memoir) 20 points (20/20=100%)
*Workshop Design 35 points (35/35=100%)
*Final “exam” 10 points (10/10=100%)
  Part 1: Share/Discuss Workshop Designs (Discussion Forum)
  Part 2: Overall Reflection (private to instructor)

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<thead>
<tr>
<th>Points</th>
<th>Percent</th>
<th>Grade</th>
<th>Standard</th>
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<tbody>
<tr>
<td>93-100</td>
<td>93%</td>
<td>A</td>
<td>Superior</td>
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<tr>
<td>84-92</td>
<td>84%</td>
<td>B</td>
<td>Above Average</td>
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<tr>
<td>75-83</td>
<td>75%</td>
<td>C</td>
<td>Average</td>
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<tr>
<td>66=74</td>
<td>66%</td>
<td>D</td>
<td>Below Average</td>
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<tr>
<td>00-65</td>
<td>65% or below = “F”</td>
<td>F</td>
<td>Unacceptable</td>
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F. Required Texts, Materials/Supplies, and Related Readings

Everyone should plan to purchase (at least) TWO required texts. First, either Fountas & Pinnell or Atwell, see below, AND second, the Seravello text. These books are intended to be long-term references for your teaching career and will become “old friends”. A teacher leader creates a collection of his/her important and touchstone books to guide thinking.

Bookstore at UT-Tyler http://uttyler.bncollege.com/
  linked to READ 5304
  http://uttyler.bncollege.com/webapp/wcs/stores/servlet/BNCBTBListView

Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

*If you are an elementary (or younger) grades teacher, then purchase:

Please note: This is a very detailed and use-friendly text that is for those of you who teach elementary (and younger) children. You will read it within a timeline and discuss both with other elementary educators, and with the class as a whole.
From the publisher: “Authors Irene Fountas and Gay Su Pinnell have already helped hundreds of thousands of K-3 teachers engage, inform, and inspire early readers and writers. Now, with Guiding Readers and Writers (Grades 3-6),
Fountas and Pinnell support teachers on the next leg of the literacy journey, addressing the unique challenges of teaching upper elementary students. To read more visit http://www.amazon.com/Guiding-Readers-Writers-Grades-Comprehension/dp/0325003106

*If you are a middle school (or older, e.g. high school) teacher, then purchase:

*Please note:* Get this 3rd (2015) edition, **not an older one**. This is a new edition of a rich, classic text that is for those of you who teach middle and high school. You will read it within a timeline and discuss both with other middle and high school teachers, and with the class as a whole. Although it is written from a middle school context, this text serves high school students and their teachers well.
*From the publisher:* “With 80 percent new material, In the Middle, Third Edition brings Nancie Atwell’s methods up to date. Nancie guides newcomers to a rich, satisfying practice while sharing her latest innovations and refinements with those who have made In the Middle their teaching touchstone…… To read more visit http://www.heinemann.com/products/E02813.aspx

*All students in this course purchase:

**REQUIRED and FREE:**
Articles/chapters from various professional journals: Various articles pertinent to weekly topics, written by experts in various disciplinary area, as instructed in weekly modules.

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<thead>
<tr>
<th>Professional journals include (but not limited to) the following:</th>
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<tbody>
<tr>
<td>Journal of Adolescent &amp; Adult Literacy</td>
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<tr>
<td>The Reading Teacher</td>
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<tr>
<td>Language Arts</td>
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<tr>
<td>Voices from the Middle</td>
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<td>English Journal</td>
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<tr>
<td>Reading &amp; Writing Quarterly</td>
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<tr>
<td>Reading Improvement</td>
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<td>Library Media Connection</td>
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<td>Harvard Educational Review</td>
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<td>Mathematics Teacher</td>
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<tr>
<td>Mathematics Teaching in the Middle School</td>
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<tr>
<td>Middle School Journal Science Scope</td>
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<tr>
<td>The Science Teacher</td>
</tr>
<tr>
<td>Journal of Science Teacher Education</td>
</tr>
<tr>
<td>Journal of American History</td>
</tr>
<tr>
<td>OAH Magazine of History</td>
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<tr>
<td>Educational Leadership</td>
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**HIGHLY RECOMMENDED!**

**PROFESSIONAL ORGANIZATION MEMBERSHIP**

A membership in NCTE will give you access to your Specialized Professional Associations (SPA) guidelines, policy statements, standards, position statements, lesson plans, journals, invitations to professional engagement, and much more including a lot of support as a teacher of writing.
You may also join International Literacy (Reading) Association (ILA /formerly IRA) http://www.reading.org/General/Default.aspx – which is very teacher friendly – at all levels and through all content areas.

SOME ADDITIONAL READINGS AND RESOURCES
- Access ERIC - a non-peer-reviewed, free database of educational research
- STEM – Edutopia http://www.edutopia.org/groups/stem-education
- International Reading Association (IRA) http://www.reading.org/General/Default.aspx
- Top Ranked Websites for Teachers: http://websites4teachers.com/
- Texas Essential Knowledge and Skills (TEKS): http://www.tea.state.tx.us/teks
- TEA's Clearinghouse for Best Practices: http://www.tea.state.tx.us/bestprac/

Recommend that you bookmark:
* UT-Tyler student portal (e.g. Canvas, Bookstore, etc. etc): https://www.uttyler.edu/students/

Other required readings and required videos will be provided by the instructor.
- For this class, I am drawing upon both foundational articles and chapters, as well as current, important pieces from respected peer-reviewed journals. These will be posted for you to download and read.
- Regarding electronic documents, I suggest that you give careful thought to your own best reading practices; if you engage more fully with paper versions (as do many many people) then please make plans to print.
- As well, I will ask you to view (and reflect upon) videos of experts and of classroom practice.

G. Assignment Descriptions & Course Policies

ASSIGNMENT DESCRIPTIONS

1. Various online discussions and E-Learning (including Collegiality) 35 points
* Etiquette for online discussions:
In general, it is imperative that any online discussion maintain a polite and collegial tone. Moreover, it is important that each person express him/herself fully and with supporting detail including specific references to class texts (including videos and websites). Generally, each post should be between 100 and 250 words of well developed and coherent connection to and thinking about a given topic. In your replies to other students, strive to maintain a positive and appreciative tone. If you do not agree with someone – then own it – rather than saying, “that’s ridiculous!” try something more like, “I appreciate that you were in a very challenging situation”. Or, “Could you say a little more about how part a connects to part b?”. As professional educators, being able to disagree and maintain a positive relationship is a valuable skill well worth continuous development.
Collegiality (Meet & Greet = 2.5; Coffee Meet Up = 2.5) 5 points (of the above 35)

A. Meet and Greet (Week 1) 2.5 points

Post: Start a thread and post a short self-introduction made up of a short bio, a photo, and a fun fact. I'll win do one so you can see an example. Type into the message pane, and use the "insert image" icon embed (not attach) your photo into your message pane where your cursor is).

NOTE: I suggest that you get this up by Friday September 1 so that everyone can Comment by Sunday September 3 by 11:59pm.

Comment: Then, by the end of Week 1, Sunday September 3 by 11:59pm, get around to five people (go for a mix of people you know and those you don't know especially well) and respond in a brief and friendly way to their posts. This forum closes at 11:59pm.

B. Coffee Meet-Up (Network with a colleague) Due at end of Week 12: 2.5 points

The idea is for you to identify colleagues with whom you may share interests and/or similar teaching contexts so that you can build your collegial network that may still available to you after you graduate from the program. Think of this as "going for coffee" with one other classmate. You can talk about your project questions, your various interests, your own contexts, and/or your own professional goals for once you complete the program.

Suggested modes: Zoom or Skype; meet in-person; phone call. For videoconferencing, I recommend Zoom as it is a platform that the university uses. I strongly encourage you to aim for a synchronous, or real-time meet up. However, I know this may not always be possible. Alternatively, you could email, text message, or create a Zoom recorded video for each other. The most private mode is email within Canvas.

How long should the visit last?: Aim for a visit of about 15-30 minutes.

How will I know who to invite or to respond to?: You will have had an opportunity to get a sense of others through the Meet and Greet, and the Discussion Forums.

- Evaluation: Write me a short “letter” and upload it to the Coffee Meet-Up turn-in folder. Tell me who you reached out to, the date, time and mode of your meet-up, and a little bit about how it went. It’s up to you as to whether and how you may wish to exchange any other contact information for the future.

- DUE: "Letter" due no later than (end of Week 12) Sunday November 19, 11:59pm.

2. Writing Process (20 points or 20% of course grade).

Description: Engaging in the workshop process, students will keep a writers notebook, explore several topics, and from those, select one and taking it through the writing process, produce one full length, piece of polished personal writing.

Main Tasks: Students will engage in topic searching, development, selection via the writer’s notebook; then, drafting, conferencing (both as conferers and conferees), revising, editing, and publishing on our (private) class “blog”. Engaging in and taking a piece through the workshop process, students will keep an online writers notebook; explore several topics within the notebook by expanding several jottings to one to three pages; and, from among those, select one and produce a full length, polished, five- to
eight-page piece of personal writing (e.g. memoir). *Specific instructions and timeline to follow.*

**Evaluation:** Completing entries in writers notebook in a well developed and timely manner. Development of five topics to at least one page each. Engagement in the conference process where each student gives feedback to a small group (3-4 in a group) of peers as well as receives feedback from those peers as well as from the instructor. Production of several drafts that show substantive revision from one draft to the next of the piece of personal writing -- up to the final copy. All jottings, notebook entries, conference notes, drafts, and an author’s note (in which you describe and reflect on your experience in writing as well as set goals for yourself as a writer), etc. to be submitted electronically as one document. Final copy posted in class blog.

**Instructor Feedback:** Feedback will be ongoing in this project. Final feedback and grade will be available to students within two weeks of the due date.

3. **Writing & Reading Workshop Design** (35 Points or 35% of course grade)

**Description:** For a specific grade and level, within a specific locale’s context, students will design a writing/reading workshop extended unit plan for one grading period (e.g. 6 weeks; or, 9 weeks) and embed it within an overarching framework for an academic year. Potentially, this project can be used to enhance students’ writing skills in a real-world school setting.

**Main Tasks:** Students will have an opportunity to apply what they have learned about research, process, and pedagogy to design writing and reading workshop curriculum for a specific grade level and group of students that aims to enhance the writing skills of students in a real-world-school setting.

Students will design an extended unit(s) plan(s) that focus in on one whole grading period (six-week; nine-week… using your own school’s context or that of a chosen community) to design a long-range exploration of one of the following:

- introduction to writing workshop through personal (memoir) writing and reading;
- genre writing and genre study (book floods, inquiry); or
- informational/research writing.

Although you will not write extensive and expanded daily lesson plans (like student teachers write), you will write lesson plans that elaborate a set of experiences and learning activities that you will take students through as you build toward your vision articulated in your arc of the year.

*Your unit of study should be informed by relevant theories, research, and practice with respect to writing and reading workshop and to the readings, videos, and lectures in this course.*

In developing the unit of study, you should provide

(a) an overarching plan for writing and reading workshop for the academic year;
(b) a rationale supported by research (using correct APA citation style) for developing the unit for the target group of students in your selected classroom,
(c) a list of student learning outcomes tied to the appropriate language arts or content area standards,
(d) the overall plan for implementing the unit of study,
(e) the materials used in the unit of study including titles of mentor texts; samples of titles for “book floods”; and digital tools and technology that you select (using correct APA citation style),
(f) the instructional strategies used, and
(g) the evaluation plan for assessing the learning outcomes have been achieved.

You will have an opportunity to present your proposed unit of study by using one or more digital tools of your choice (e.g., Podcast, Wiki, narrated PPT or Prezi presentation, VoiceThread, other). Specific instructions and timeline to follow.

Evaluation: The proposed unit of study will be evaluated based upon the extent to which you have effectively addressed and smoothly integrated writing workshop supported by workshop theories and practices and carefully selected quality materials with which to value and strengthen students’ literacy development and/or content learning through writing. This project will be developed and submitted in incremental stages between weeks 5-13. More details about the specific requirements for this assignment will be provided at the appropriate time in the semester.

Instructor Feedback: Feedback will be ongoing in this project. Final feedback and grade will be available to students within two weeks of the due date.

4. Final Exam (10 points or 10% of course grade).
   The final exam will be two parts:
   • An opportunity to share your Workshop Design and visit those of other students and to give and receive comments on your Design.
   • A final reflection on your own growth in this course.

F. Evaluation and Grading Guidelines and Criteria
   Because this is a graduate level course, expectations are high for active engagement and substantive contributions to class activities with timely completion of readings and related activities. Active engagement entails making sustained and substantive contributions by completing assigned readings on time, asking critical questions, collaborating with others asynchronously, and exploring implications and applications of knowledge gained for your own professional work.

   All written work should be typed (double-spaced, using a 12 pt. Times New Roman font, with one-inch margins, & pages numbered), properly labeled, carefully proofread, edited, and show consistent and correct use of APA American Psychological Association (APA) style guidelines (http://libguides.uttler.edu/content.php?pid=5001&sid=31080 and/or https://owl.english.purdue.edu/owl/resource/560/01/) for writing style, citations, and referencing. APA is the style used in the scholarship of the social sciences including that of education.
BIBLIOGRAPHY


COURSE POLICIES

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

TECHNOLOGY: Internet; email; Canvas

Technology will serve as our main tool for communication. Important announcements and readings will be posted on Canvas. UT-Tyler email and emails generated through Canvas will be utilized as a communication tool, as well. This is an online course – it is up to you to have reliable and continuous access to high speed internet. This class is formatted for computer use – that is, laptop or desktop.

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

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

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

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

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

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

UT-Tyler Online Library: As a student at The University of Texas at Tyler, you are paying for and have access to a robust and networked university library and professional librarians whose job it is to help you. You are expected to use the library, and to ask for help when you need it. http://library.uttyler.edu This link is the homepage of the UTT library, visit it and note the CHAT feature. This can be a lifesaver!!!! Check out this help page too http://library.uttyler.edu/help

Clear identification of work: Name, Date, Topic
All work must be neat, paginated, and properly identified with your name and page number on subsequent pages. All files and posts must be labeled logically and informatively (e.g. Consalvo_WWDesign; or Consalvo_Short Bio_meet & greet; or, Consalvo_Memoir_date). At the top of your submitted work, you must have your first and last name, name of assignment, date due, date completed (if applicable). I will
not spend my time figuring out (for example) what chapter questions you have turned in if it is not clearly stated in your heading. You will get a zero.

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

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

APA Citation help:
Correct attribution of work that someone else did is expected of an educated person. In this class, as educators, you will adhere to the accepted “style” called APA – for the American Psychological Association.

The OWL at Purdue: The Online Writing Lab at Purdue University AKA The OWL at Purdue is a powerhouse of accessible, understandable, correct, and relevant resources for you; use it!

➢ The OWL at Purdue
  o http://owl.english.purdue.edu/owl/section/2/10/
➢ Here at UTT we have many citation resources available to you. Style and Citation Guides available through UT-Tyler
  o http://libguides.uttyler.edu/citations

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

As a professional preparation class, engagement in every session is critical for ongoing building of your knowledge. As such, you are expected to complete all assignments to the best of your ability and according to the timelines established. Moreover, you are to communicate with the instructor regarding any extenuating circumstances that may arise, in advance. Your timeliness and participation are factored into my assessment of your readiness and suitability for the being a teacher-leader and are factored into your grades. Students who must miss a number of classes due to extenuating circumstances should contact the Dean’s Office. **Students are responsible for all work despite any missed modules/classes.**

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

**How the Grading Works for Late Assignments:**
For each day that an assignment is late, the final grade will be docked one letter grade for up to three days, assuming that it is “A” quality work; then, on day #4, it reverts to 50%; then, on day #6 the grade reverts to zero.
UNIVERSITY POLICIES (Fall 2017)

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

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

Campus Carry
We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php

Tobacco-Free University
All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit http://www.uttyler.edu/tobacco-free

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is September 11.) Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

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

The Census Date (September 11) is the deadline for many forms and enrollment actions of which students need to be aware. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).
Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.
Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@utttyler.edu

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

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

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

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct: Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:
- copying from another student’s test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
• taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

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

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

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

**UT Tyler Resources for Students:***

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

**COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION**

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

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

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

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

Texas Educator Standards

Title 19: Chapter 149, Subchapter AA

Rule: 149.1001

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

(b) Standards.

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

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

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

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

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

   (B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.
(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.
(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.
(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.
(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.
(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.
(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.
(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.
(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.
(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.
(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(2) Standard 2: Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.
(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.
(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.
(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.
(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.
(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.
(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.
(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

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

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.
   (i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
   (ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
   (iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.
   (i) Teachers organize curriculum to facilitate student understanding of the subject matter.
   (ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
   (iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.
   (i) Teachers teach both the key content knowledge and the key skills of the discipline.
   (ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

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

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.
   (i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
   (ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
   (iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.
   (i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
   (ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.
   (i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
   (ii) Teachers maintain a strong culture of individual and group accountability for class expectations.
   (iii) Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.
   (i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
   (ii) Teachers maximize instructional time, including managing transitions.
(iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

(iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

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

(A) Teachers implement both formal and informal methods of measuring student progress.

(i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

(ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

(iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

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

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.
(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

(i) Teachers adhere to the educators’ code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

(iii) Teachers serve as advocates for their students, focusing attention on students’ needs and concerns and maintaining thorough and accurate student records.

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

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

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

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

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

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

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

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

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

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

*Texas Teacher Practice Standards: 1.5, 3.2, 3.3*

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

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

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

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

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

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

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

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

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.  
*Texas Teacher Practice Standards: 6.3, 6.4*  
**Standard #11: Technology**  
The teacher is able to create, implement, and evaluate technology to enhance teaching, student learning, and other obligations (e.g. reports, grades, tests, etc.) required of teachers.  
*Texas Teacher Practice Standards: 1.5*  
**Teacher Ethics:** The School of Education is committed to producing highly ethical educators for the K-12 students of Texas. Our program interweaves the Code of Ethics and Standard Practices for Texas Educators throughout our program.  

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

*Texas Administrative Code*  
**TITLE 19**  
**EDUCATION**  
**PART 7**  
**STATE BOARD FOR EDUCATOR CERTIFICATION**  
**CHAPTER 247**  
**EDUCATORS' CODE OF ETHICS**  
**RULE §247.2**  
**Purpose and Scope; Definitions**

(b) Enforceable Standards.

1. **Professional Ethical Conduct, Practices and Performance.**
   - (A) **Standard 1.1.** The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
   - (B) **Standard 1.2.** The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
   - (C) **Standard 1.3.** The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
   - (D) **Standard 1.4.** The educator shall not use institutional or professional privileges for personal or partisan advantage.
   - (E) **Standard 1.5.** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
   - (F) **Standard 1.6.** The educator shall not falsify records, or direct or coerce others to do so.
   - (G) **Standard 1.7.** The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
   - (H) **Standard 1.8.** The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
   - (I) **Standard 1.9.** The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
   - (J) **Standard 1.10.** The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
   - (K) **Standard 1.11.** The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
   - (L) **Standard 1.12.** The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
   - (M) **Standard 1.13.** The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

2. **Ethical Conduct Toward Professional Colleagues.**
   - (A) **Standard 2.1.** The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
   - (B) **Standard 2.2.** The educator shall not harm others by knowingly making false statements about a colleague or the school system.
(C) **Standard 2.3.** The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) **Standard 2.4.** The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) **Standard 2.5.** The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) **Standard 2.6.** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) **Standard 2.7.** The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) **Ethical Conduct Toward Students.**

(A) **Standard 3.1.** The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) **Standard 3.2.** The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) **Standard 3.3.** The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) **Standard 3.4.** The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) **Standard 3.5.** The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) **Standard 3.6.** The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) **Standard 3.7.** The educator shall not furnish alcohol or illegal/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:

1. the nature, purpose, timing, and amount of the communication;
2. the subject matter of the communication;
3. whether the communication was made openly or the educator attempted to conceal the communication;
4. whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
5. whether the communication was sexually explicit; and
6. 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
### Tentative Schedule of Activities and Assignments Due

**Important:**
The instructor reserves the right to change/adjust any assignments and/or due dates in the best interest of the class. Ample notice (three day minimum) will be given to students for any such changes.

<table>
<thead>
<tr>
<th>#Class/Units/Week</th>
<th>Date begins</th>
<th>Overview and Comments</th>
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<tbody>
<tr>
<td><strong>Fall 2017</strong></td>
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**Note >**  
**START of WEEK:** For READ 5304, the **start** of each week is Monday (or Tuesday if Monday is a holiday). This means that materials and the lecture will be posted by 5pm on each Monday.
**Note:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Details</th>
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| Week 1 | 8/28-9/3 | **Monday August 28 Classes begin at UT-Tyler for Fall 2017**  
**Today is our first day and the first day of classes at UT-Tyler**  
  
  Week 1: M 8/28- Sun 9/3  
  
  Lecture: Course Overview  
  
  DUE: Meet & Greet  
  
  READ: Beliefs on the Teaching of Writing can be found at this link: [http://www.ncte.org/positions/statements/writingbeliefs](http://www.ncte.org/positions/statements/writingbeliefs)  
  
  READ: NCTE Position Statement on Reading can be found at this link: [http://www.ncte.org/positions/statements/positiononreading](http://www.ncte.org/positions/statements/positiononreading)  
  
  DUE: Discussion (see instructions)  
  
  Writers Notebook Work  
  DUE: Three entries (see instructions in folder for this week)  
  
  Order your two textbooks if you’ve not already done so. You WILL need for Week 4 |
| Holiday | Labor Day - Monday 9/4/17 | |
| Week 2 | T 9/5 | **Week 2: Tuesday 9/5 to Sunday 9/10**  
  
  Lecture: What is writing workshop?  
  
  Introduction of Personal Paper (memoir)  
  
  READ: Six short, important readings provided in folder.  
  
  
  
  
  
  
  
  DUE: Discussion (see instructions)  
  
  Writers Notebook Work  
  DUE: Three entries (see instructions in folder for this week) |
| Week 3 | M 9/11 | **Week 3: M 9/11-S 9/17**  
  
  Lecture: Theoretical, research, and practical perspectives of literacy and |
**Week 4**

<table>
<thead>
<tr>
<th>M 9/18</th>
<th>Week 4: M 9/18 – S 9/24</th>
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<tbody>
<tr>
<td></td>
<td>Lecture: Six Traits Writing Assessment</td>
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<tr>
<td></td>
<td>Lecture: Organizational Walk Through of Serravallo book (#2 of 5)</td>
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<tr>
<td></td>
<td>Start either Fountas &amp; Pinnell (elementary) OR Atwell (secondary).</td>
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<tr>
<td></td>
<td>READ: F&amp;P: Section I, Ch. 1 “Becoming lifelong readers and writers”; Ch. 2 “Three Block Framework”; Ch. 3 “Investigating and using language”</td>
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<td>OR</td>
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<td></td>
<td>READ: Atwell: Part I, Ch. 1 “Learning how to teach” &amp; Ch. 2 “Getting Ready”</td>
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<tr>
<td></td>
<td>DUE: Bb Discussion (see instructions)</td>
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<td>DUE: Personal Piece (memoir)</td>
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**Week 5**

<table>
<thead>
<tr>
<th>M 9/25</th>
<th>Week 5: M 9/25-S 10/1</th>
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<tbody>
<tr>
<td></td>
<td>LECTURE: Genre study, mentor texts, and inquiry in the writing workshop.</td>
</tr>
<tr>
<td></td>
<td>➢ Introduction of Workshop Design Assignment with due dates.</td>
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<tr>
<td></td>
<td>Continue either Fountas &amp; Pinnell (elementary) OR Atwell (secondary).</td>
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<tr>
<td></td>
<td>READ: F&amp;P: Section I, Chs. 4-6 &amp; Special Feature: Ch. 4 Becoming joyful readers: The reading workshop; Ch. 5 Developing accomplished writers: The writing workshop; Ch. 6 Making it work: Organizing and managing time, space, and resources; SF: Struggling readers and writers.</td>
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<td>OR</td>
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**Weeks 5-8**

Experience the elements of writing workshop.
**READ:** Atwell: Section I, Ch. 3(all): Getting started; The daily poem; Icebreaking; The launch: Writing workshop; The launch: Reading workshop. AND Atwell: Section I, (first two parts) Ch. 4: Essential lessons for writers; Procedures; Craft.

VIEW either elementary OR secondary… Look for this button – it indicates a free VOD = video on demand.

**Genre study- Elementary**
Annenberg video: In “Inside Writing Communities Grades 3-5”
http://www.learner.org/resources/series205.html?pop=yes&pid=2207
Program 4: Fostering choice and independence (25 min)
Program 5: Reading like a writer. 25 min)

**OR**

**Genre study- Secondary**
“Developing Writers: A Workshop for High School Teachers:”
(scroll down to > ) Program 4: “Different Purposes” (click on the title – video will come up). This is a high school selection: (54 minutes) http://www.learner.org/resources/series194.html#

DUE: element of Workshop Design Assignment – see specifics in this week’s instructions.

E-Learning activities assigned & due as indicated in this week’s instructions.

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Week 6: M 10/2-S 10/8</th>
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<tbody>
<tr>
<td>M 10/2</td>
<td>Lecture The connection between reading and writing; [and] multigenre, &amp; multiliteracies: Exploring style, voice, and choice in the teaching of writing. [examples of multigenre &amp; conferencing] Lecture: Organizational Walk Through of Serravallo book (#3 of 5)</td>
</tr>
</tbody>
</table>

Continue either Fountas & Pinnell (elementary) OR Atwell (secondary).

**READ:** F&P: Section II (all): Ch. 7 Encouraging independent reading; Ch. 8 Planning effective mini-lessons and conferences; Ch. 9. Getting started: The first 20 days of independent reading; Ch. 10 Writing to explore meaning: Reader’s notebook; and Special Feature: Struggling readers and writers.

**OR**

**READ:** Atwell: Ch. 4 “Essential lessons for writers” (second half); & Ch.5 (all): Ch. 4 Conventions; Ch. 4 Spelling; Ch. 5 “Essential lessons for readers”; Procedures; Practice; Literature.

**VIEW:** View Annenberg videos:
I ask all of you (primary, elementary and secondary educators) to view this series for grades 3-5 as I believe principles and activities of Workshop are far more visible and explicit than they are depicted in other videos. 
Annenberg Learner: Series Inside Writing Communities Grades 3-5
http://www.learner.org/resources/series205.html?pop=yes&pid=2207
Scroll down until you locate Program 5, then Program 6.
Program 6: “Reading/Writing Connections” (28 minutes) and
Program 7: “Teaching the Writing Craft” (28 minutes)

READ in this order for the Workshop Design project (files are in this week’s Module):
1. Fletcher & Portalupi, 2001, Overview of a Year (2 pp).
2. Bomer, 2011, Appendix on genre, goals, timelines (short & bulleted)

DUE: element of Workshop Design Assignment – see specifics in this week’s folder. Discussion forum: Arc of the Year.

E-Learning activities assigned & due as indicated in Module folder.

<table>
<thead>
<tr>
<th>Week 7</th>
<th>M 10/10</th>
<th>Week 7: M 10/9 – S 10/15</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Lecture: Review of Workshop Design Assignment.</td>
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<td>Lecture: Organizational Walk Through of Serravallo book (#4 of 5)</td>
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<td>Continue reading in either F&amp;P or Atwell.</td>
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<td><strong>READ:</strong> F&amp;P: Chps. 23, 24, 25 in Section 6: The Reading and Writing Connections: Ch. 23 Teaching genre and content literacy: Exploring fiction and non-fiction texts; Ch. 24 Creating the poetry workshop: Reading, writing and the arts; Ch. 25 Exploring the writer’s terrain: Writer talks, writer’s notebooks, and investigations.</td>
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<td><strong>OR</strong></td>
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<td>Atwell: Finish Ch. 5, Ch. 6, Ch. 7: - In Chapter 5 read: “Literature”; Ch. 6 (all) Responding to writers and writing; Ch. 7 (all) Responding to readers and reading.</td>
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<td>DUE: element of Workshop Design Assignment – see specifics in this week’s Module (project Draft #1, 2pp min.).</td>
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<td>E-Learning activities assigned &amp; due as indicated in this week’s Module.</td>
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</table>

<table>
<thead>
<tr>
<th>Week 8</th>
<th>M 10/16</th>
<th>Week 8: M 10/16 – S 10/22</th>
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<tbody>
<tr>
<td></td>
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<td><strong>Lecture:</strong> Exploring issues pertaining to the role of state and national standards (e.g., TEKS, Common Core Standards) in supporting student writing.</td>
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<td>Continue reading in either F&amp;P or Atwell.</td>
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<td><strong>READ:</strong></td>
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<td>Elementary: F&amp;P: Chs. 26 &amp; 27. Ch. 26 Supporting readers and writers: Tools that make a difference in comprehending and constructing texts; Ch. 27 Understanding the “testing genre”: Preparing students for high quality performance.</td>
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<td><strong>OR</strong></td>
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<td>Secondary: READ Atwell: Chs. 8&amp;9 (all): Ch. 8 Valuing and evaluating; Ch. 9 Poetry.</td>
</tr>
</tbody>
</table>
**Week 9**

**M 10/23**

**Lecture** Making room for what’s important: Rethinking the design, implementation, and evaluation of writing instruction and assessment in light of the demands of standardized testing.

Continue reading in either F&P or Atwell.

F&P: Section VI: Ch. 28 & Special Features. Making teaching decisions using continuous assessment & Special Feature: Struggling readers and writers.

**OR**

Atwell: Part II Genre studies (cont). Chs. 10 & 11 (all). Ch. 10 “Memoirs”; Ch. 11 “Short fiction”

**VIEW: Elementary Teachers (two half hour programs):**
http://www.learner.org/resources/series205.html
Conversations with student writers.
Teacher conferences.

**OR**

**Secondary Teachers (one 1-hour program):**
http://www.learner.org/resources/series194.html?pop=yes&pid=2085
1.Providing feedback on student writing.

E-Learning activities assigned & due as indicated in Module.

DUE: element of Workshop Design Assignment – see specifics in this week’s Module.

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**Week 10**

**M 10/30**

**Lecture** Thinking big: Designing an arc of instruction to enhance the engagement, language, literacy, and content learning for diverse K12 learners.

**Activity:**

**Understanding your library and how to find resources.**

These are a series of very short video tutorials by our School of Education Librarian, Vicki Betts. The videos are linked from the Education Research Guide-- http://libguides.utttyler.edu/education

They are in the center column under Library Research Tutorials.

**READINGS & VIEWINGS**
**READ**

**Elementary** (2 articles):

OR

**Secondary:** Atwell: Ch. 12 Taking care of business. And, look through Atwell’s appendices to determine usability as-is or those that you could adapt.

**VIEW**

**Elementary:** (2 videos) Annenberg Foundation Program: *Inside Writing Communities Grades 3-5:*
Click here then scroll down until you reach Program 13 – then click on the VID icon on the right of the program description. Repeat with Program 14. http://www.learner.org/resources/series205.html#

1)  *Program 13: Learning to Revise* (28 minutes)
2)  *Program 14: Modeling Revision* (28 minutes)

OR

**Secondary:** Annenberg Foundation Program: *Developing Writers -- Workshop 7: Learning from Professional Writers* (58 minutes)
http://www.learner.org/workshops/hswriting/workshops/workshop7/

**WORKSHOP DESIGN ASSIGNMENT**

Draft #3
Expand sections toward final version(s)
- **Post one almost-finished section in group Discussion forum.**
- Everyone comments on each other’s work in small groups.

DUE date > Sunday November 5, 11:59pm

Post to Small group discussion forum
One comments to each peer.
Points: Draft =2.0
Points: Comments=1.0
Total points: 3.0

E-Learning activities assigned & due as indicated in Module.

DUE: element of Workshop Design Assignment – see specifics in this week’s Module.

<table>
<thead>
<tr>
<th>NOTE&gt;</th>
<th>11/6</th>
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<tbody>
<tr>
<td>Last Day to Withdraw from Course: Monday November 6, 2017</td>
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</table>

**Week 11**

<table>
<thead>
<tr>
<th>M 11/6</th>
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<tbody>
<tr>
<td>Week 11: M 11/6 – S 11/12</td>
</tr>
<tr>
<td><strong>Lecture</strong> Zeroing in: Reviewing effective teaching on a day to day basis.</td>
</tr>
</tbody>
</table>
**LECTURE**

**Lecture** Zeroing in: Reviewing effective teaching on a day to day basis.

**READ**

Choose from among these ten short articles on **teaching grammar**.

**Select and read four.**

1. Anderson 2006 EJ Teaching Grammar in Context
2. Faccioli 1997 TQ Using Kids Books to Teach about Words
3. Noden 2001 VM Painting Images w Grammatical Structures
4. Paraskevas 2004 EJ Breaking Writing Conventions
5. Schwartz 2004 VM Writing & Neighborhood Voices
7. Smith & Wilhelm 2006 VM What Research Tells Us About Teaching Grammar
8. Wilde 2008 VM “My kids can’t spell & I don’t want to deal with it”
9. Wolfram Dialect & study of language
10. Zuidema 2005 JAAL Teaching against linguistic prejudice

**POST AND COMMENT** 2.0 = 2/2=100%

Whole class Discussion: *The Place of Teaching Grammar in Teaching Writing*

POST Post a reflection over your thinking about the four articles that you chose. Please do cite them. Aim for about 400 words. It’s fine to tie back in to your Workshop Design Plan.

COMMENT Comment collegially to at least TWO fellow students.

**NO VIEWING**

(trying to save you a little time!)

**WORKSHOP DESIGN PROJECT** 1.0 (.5 post + .5 comments) 1/1=100%

IN SMALL GROUPS

This week, I want you to post a chunk of your project that you are working on and for which you would like some feedback on a challenge you are facing. No length requirement. Try to be considerate of peers re long documents. I suggest you focus on ONE part of the assignment. All group members comment helpfully (and relatively briefly) on each person’s work.

<table>
<thead>
<tr>
<th>Week 12</th>
<th>M 11/13</th>
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<tbody>
<tr>
<td><strong>Week 12</strong></td>
<td><strong>11/13</strong></td>
</tr>
<tr>
<td><strong>Continue to work on your own on Workshop Design</strong></td>
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<tr>
<td><strong>Lecture:</strong> Organizational Walk Through of Serravallo book (#5 of 5)</td>
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<td><strong>Video:</strong> TBD</td>
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<td><strong>DUE:</strong> Coffee Meet Up (Due by Sunday 11/19)</td>
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**RECESS**

**Thanksgiving Recess – no classes – Nov. 20-25**

<table>
<thead>
<tr>
<th>Week 13</th>
<th>M 11/27</th>
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<tbody>
<tr>
<td><strong>Week 13</strong></td>
<td><strong>11/27</strong></td>
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<tr>
<td><strong>DUE:</strong> Total Project: Reading &amp; Writing Workshop Design, 12/3 by 11:59pm</td>
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<tr>
<td>Last week of classes 14</td>
<td>M 12/4</td>
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| **Finals week for UT-Tyler** | Dec. 12-15 | **Two-Part Final: Both parts due by Wed. Dec. 13 by 11:59pm.** |
|-----------------------------|-----------|-----------------------------------------------------------------
|                            |           | 1) Comment thoughtfully on two peer’s WW Designs (see directions in Module) including what you would take up if you were able to do it again, and why. |
|                            |           | 2) Reflection (not summary) of semester’s learning due in Turnin Folder. See directions in Module. |

<table>
<thead>
<tr>
<th>Sat. 12/16</th>
<th><strong>Final exam for READ 5304 (opens on Dec. 12 – closes on Dec.13)</strong></th>
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<tbody>
<tr>
<td></td>
<td><strong>End of Fall term at UT-Tyler and Commencement</strong></td>
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</table>