Summer 1: 2019  
(Term dates: June 3 – July 6, 2019)  
School of Education  
The University of Texas at Tyler

**Syllabus**  
READ5305.060  
Teaching Disciplinary Literacy to Adolescents  
Online -- 3 Credits – (50272)

**Last Day to Withdraw from Course:** Summer I: June 24, 2019

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**A. Instructor Information**

**Name:** Annamary L. Consalvo, Ph.D., Associate Professor, Literacy  
**Email:** aconsalvo@uttyler.edu (best way to reach me)  
**Office Address:** BEP 212D; School of Education, 3900 University Blvd. Tyler, TX 75799  
**Office Phone:** (903) 565-5576  
**Office Hours:** By telephone or Zoom appointment or during office hours:  
Friday 2:00-3:30 CST June 7, 14, 21, 28; Tuesday July 2 2:00-3:30.  
**Zoom during Office Hours:** Please email me first to confirm. Then, go to Zoom.us Click on Join a Meeting – Enter Meeting ID 242-669-0795 or click on link: https://uttyler.zoom.us/j/2426690795

**B. Course Description**

From the catalog: “Examination of the research, policy, and effective practices aimed at preparing adolescents for the reading, writing, and thinking required by advanced disciplinary coursework.”

**C. Course Rationale and Knowledge Base(s)**

This graduate level course builds upon the knowledge base and experiences gained in prior graduate and/or undergraduate coursework addressing language and literacy development issues. Particular focus is placed on the integration of the language arts (reading, writing, listening, and speaking) within and across disciplines such as science, mathematics, and social studies.

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).


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. Student Learning Outcomes (SLO) Aligned with State and National Standards and Assessments

<table>
<thead>
<tr>
<th>#</th>
<th>Learning Outcome</th>
<th>ILA Standards</th>
<th>Texas Examination of Educator Standards</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1</td>
<td>Develop a deeper understanding of the theoretical and research foundations of language and literacy processes that support instruction in content area classrooms.</td>
<td>1 &amp; 2 Domain 4</td>
<td></td>
<td>Learning Journals/Portfolio; E-activities; Quizzes</td>
</tr>
<tr>
<td>SLO 2</td>
<td>Apply research-based approaches, methods, and materials for designing, implementing, and evaluating instruction to promote effective reading, writing, and content learning.</td>
<td>2, 3, &amp; 5 Domain 2</td>
<td></td>
<td>Text Set</td>
</tr>
<tr>
<td>SLO 3</td>
<td>Gain knowledge and experience in developing and implementing integrated literacy units, lessons, methods, and materials aimed at improving content area teaching and learning.</td>
<td>2 &amp; 3 Domain 2 &amp; Domain 3</td>
<td></td>
<td>Text Set; Learning Journals/Portfolio</td>
</tr>
<tr>
<td>SLO 4</td>
<td>Gain knowledge and skill in differentiating instruction for all students, including those with varied literacy levels, socio-cultural, and linguistic backgrounds.</td>
<td>4 Domain 3</td>
<td></td>
<td>Text Set; Learning Journals/Portfolio; Quizzes</td>
</tr>
<tr>
<td>SLO 5</td>
<td>Develop an understanding of the research foundations for classroom management practices that best serve adolescent learners.</td>
<td>5 Domain 1</td>
<td></td>
<td>Quizzes; E-activities</td>
</tr>
</tbody>
</table>

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%)**

- **Bolded** and **underlined** numerals are what add up to **100 points**
- Course grade is calculated on total **percentage (%)** of overall grade.
- Grades available to you through Canvas online grade center

*Collegiality: **5.0 points (5/5=100%)**
  Meet and greet 2.0 points
  Connect with a colleague (coffee meet up) 3.0 points
* E-learning Activities **15 points (15/15=100%)**
* Quizzes **7.0 points (7/7=100%)**
*Online Learning Journal & Discussions (Weeks 1-4) **20 points (20/20=100%)**
*Text Set (35) & Share/Discuss (5) **40 points (40/40=100%)**
*Final “exam” Portfolio (refined and enhanced Learning Journal -- see specific directions) **15 points (15/15=100%)**
### Performance standards

<table>
<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>
</tr>
<tr>
<td>84-92</td>
<td>84%</td>
<td>B</td>
<td>Above Average</td>
</tr>
<tr>
<td>75-83</td>
<td>75%</td>
<td>C</td>
<td>Average</td>
</tr>
<tr>
<td>66-74</td>
<td>66%</td>
<td>D</td>
<td>Below Average</td>
</tr>
<tr>
<td>00-65</td>
<td>65% or below = “F”</td>
<td>F</td>
<td>Mediocre</td>
</tr>
</tbody>
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### F. Two Required Texts, Materials/Supplies, and Related Readings

**Get the editions noted. All readings, quizzes, course expectations are based on the noted edition and not an earlier one.**


ISBN-10: 0133878805


(get paperback or kindle; do not get supplemental digital package).


ISBN-10: 0133347966

[https://www.amazon.com/Instructional-Routines-Literacy-Teaching-Strategies/dp/0133347966/ref=pd_ks_g_14_img_2%3Fencoding%3DUTF8%3D1%3D14%3D3xL%3D1%3D1%3DrefRID%3DEIzhUA4R9GZTCT1PFM&dpID=514zszkoTL&preST=S1291_BO1,204,323,203_OL40&dbrsc=detail](https://www.amazon.com/Instructional-Routines-Literacy-Teaching-Strategies/dp/0133347966/ref=pd_ks_g_14_img_2%3Fencoding%3DUTF8%3D1%3D14%3D3xL%3D1%3D1%3DrefRID%3DEIzhUA4R9GZTCT1PFM&dpID=514zszkoTL&preST=S1291_BO1,204,323,203_OL40&dbrsc=detail)

(get paperback or kindle; do not get supplemental digital package).

### UT-Tyler Bookstore & Finding your Textbooks:

- **Homepage:** [https://uttyler.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeld=65060&catalogId=10001](https://uttyler.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeld=65060&catalogId=10001)
- Click on upper tab that says "Textbooks" -- that will take you to a pull-down menu that says "Find Textbooks"
- The "Find Textbooks" click will take you to a page with four columns.
- You will see four columns -- one for Term (choose Summer 2018); one for Department (choose READ); one for Course (choose one you are enrolled in e.g. 5305); and, last, one for Section (usually only one choice -- but if there is more than one section, be sure you click on the section in which you are enrolled).

**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.
Recommended (not required) resources for your go-to classroom library bookshelf:


Excellent E-Book available at our library:

➤ **Link to e-book at UT-Tyler Muntz Library:**

NOTE: Faculty and students will have to log in to their Patriots accounts to get access since it is an EBL ebook. That’s even if you have already logged into a library database.

Muntz Library http://www.uttyler.edu/library/
phone: 903-566-7343 or library@uttyler.edu

Live Chat with a librarian: LibChat can be found on our homepage (uttyler.edu/library) below the search box in a gray box titled “Chat Online”.

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.

<table>
<thead>
<tr>
<th>Professional journals include (but not limited to) the following:</th>
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<tbody>
<tr>
<td><strong>Journal of Adolescent &amp; Adult Literacy</strong></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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<tr>
<td>Library Media Connection</td>
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<tr>
<td>Harvard Educational Review</td>
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<tr>
<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>
</tr>
<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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</table>

**HIGHLY RECOMMENDED!**
PROFESSIONAL ORGANIZATION MEMBERSHIP
A student membership ($20-$40 depending on your discipline) in your content area’s national professional organization:

National Science Teachers Association (NSTA) http://www.nsta.org/membership/student.aspx
National Council of Teachers of Mathematics (NCTM) http://www.nctm.org/membership/
National Council of Teachers of **English** (NCTE) [https://secure.ncte.org/store/individual-membership](https://secure.ncte.org/store/individual-membership)
National Council of Teachers of **Social Studies** (NCTSS) [http://www.socialstudies.org/membership](http://www.socialstudies.org/membership)
National Association for Music Educators [http://www.nafme.org](http://www.nafme.org)
National Association for Art Educators [http://www.arteducators.org](http://www.arteducators.org)

A membership in your discipline’s national organization 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 (NCTE, NCTM, etc.).

You may also join **International Literacy (Reading) Association** (ILA /formerly IRA) [http://www.reading.org/General/Default.aspx](http://www.reading.org/General/Default.aspx) – which is very teacher friendly – at all levels and through all content areas.

**SOME ADDITIONAL RESOURCES**

*Access ERIC* - a non-peer-reviewed, free database of educational research [http://www.eric.ed.gov](http://www.eric.ed.gov)
Texas Essential Knowledge and Skills (TEKS): [http://www.tea.state.tx.us/teks](http://www.tea.state.tx.us/teks)
TEA’s Clearinghouse for Best Practices: [http://www.tea.state.tx.us/bestprac/](http://www.tea.state.tx.us/bestprac/)

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

**G. Assignment Descriptions & Course Policies**

**#1) Collegiality** (Meet & Greet = 2.0; Coffee Meet Up =3.0) **5 points**

*Meet and Greet (Week 1)* 2.0 points (all posts and comments due Sunday June 9 by 11:59pm)

**Post:** Record a video of yourself on the Meet and Greet page using FlipGrid. You’ll have up to 5 minutes to tell us a little about yourself that you are comfortable sharing (e.g., where living, teaching, goals for yourself; a book you’ve “recently” read; and a “fun” fact.

**NOTE:** I suggest that you try your best to **get this up by Friday June 7** so that everyone can do part 2 by Sunday June 10 by 11:59pm.

**Comment:** Then, by the end of Week 1, Sunday June 10, 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.

**A. Coffee Meet-Up (Network with a colleague or two+)** Due BY Wednesday July 3, by 11:59pm- last class day of semester): **3.0 points**

- The **idea** is for you to start 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 someone or a small group of people. 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. Zoom or Skype or meet in-
person with one other classmate. 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 each other. Aim for a visit of at least 30 minutes. You will have had an opportunity to get a sense of others through the Meet and Greet, and the Discussion Forums. I suggest that you schedule this by the end of Week 2.

- **Finding a colleague**: You can use the “People” tool in the left margin of our Canvas course page to reach out to individuals. I will post a Google Doc – so people can write in who is connect with who.
- **Evaluation**: Write me a short “letter” and upload it to the Coffee Meet-Up Assignment folder on Canvas. 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. The most private is through within-class Canvas email. For videoconferencing, I recommend Zoom [https://uttyler.zoom.us](https://uttyler.zoom.us) as it is a platform that the university uses.
- **DUE**: "Letter" due no later than Wednesday July 3, 11:59pm.

### #2) E-learning discussions and activities (15/15=100% grades taken incrementally)

**Description**: As graduate students, it is critical that you read deeply and engage in a productive and collegial manner with your professional community (us) in order to grow. Through weekly assigned opportunities for asynchronous (and sometimes synchronous) activities.

**Main Tasks**: In this class, you will engage with Twitter Educational Chats. You will find and participate in an hour’s worth of chats each week for three weeks, preceded by a week of preparation. You will make comments, ask questions, and follow a new educator each week. You will fill out a log for each week that records your activities, and you will write a reflection.

You can expect grading to include up to 3.75 points for Twitter start-up, then up to 3.75 points per week after that.

**Other E-Learning activities may include** (for example):

- Discussion board posts in large and/or small groups. See above.
- A whole class Pinterest board or other time-limited social media experiment, such as joining Twitter chats for content educators.
- Notebook work that may entail vocabulary work and other emergent activities based on the needs of the course.

**Evaluation**: Your asynchronous discussion (and occasionally synchronous) responses will be evaluated on the level of engagement (how often and when you contribute to the discussions), the quality of the contributions made (how thoughtful and substantive your contributions are), and the professionalism you exhibit when responding to assigned discussion topics or issues (how respectful and considerate you are to discussion forum members).

### #3) Quizzes (7/7 =100%).
Description: You will be quizzed weekly over whole-class assigned readings from the textbook(s). Research shows that quizzes help to reinforce learning. Multiple choice, True-False, and Essay are among the question formats that may be used.

**#4) Learning Synthesis Journal & Discussions: 20 points**

*POST & Comment: One a week for four weeks (Weeks 1-4), each worth 5 points= 20
*COMMENT: No fewer than two comments to peers, over weekly Learning Journals (@=0.5 +0.5 = 1.0 per week of each week’s point total.

**Note about timing:** All posts and comments are due by that week’s Sunday at 11:59pm. I suggest that you get your post up no later than 5pm on a Sunday so you and others can comment on two colleagues’ posts before time runs out.

Description: You will keep a weekly journal using the Discussion Board feature. I will make one available for the whole class, for each of the four weeks. In the journal, you will post about what you are learning from the readings, videos, assignments, discussions, and lectures. In addition, you will visit group-mates’ learning journals and leave brief, insightful, supportive (and extending) comments every week.

Each journal entry should:
- Each weekly synthesis journal should be between 250-500 words.
- You should talk about your wonderings (“What would it be like if…”), your sense-making (“I used to think…, but now I get…”), and your connections (e.g. text to self; text to text; text to world).
- Address what specific learning strategies from Textbook #2 are new to you – or are “made new to you” and how can you use them in teaching adolescents – or, in helping other teachers who teach teens?
- should cite (using APA format correctly) what you are drawing from, and, use page numbers when you use quotes or talk about specific sections of a given text that captured your attention.
- Furthermore, you are to reference no fewer than three specific, separate course readings (or videos) with page numbers. For example, in Week 2: something from Chapter 2, and something else from Chapter 3 from Textbook #1, and something from one of the required videos; and/or that week’s article).
- Furthermore, address specifically—that is, mention by name and page number at least two of the strategies, from that week, (from Fisher, Frey, Brozo, and Ivey (2015) that you would tweak for your own use with teens or share with teachers of teens.
- Furthermore, each week’s learning journals will have its own full references, done in APA correctly, listed at the end of said journal.

**COMMENTING ON PEERS’ Learning Journals:**
*COMMENT: No fewer than two comments to peers, over weekly Learning Journals (@=0.5 +0.5 = 1.0 per week of each week’s point total.

**Guidelines for all discussions including those of the Learning Journals:** 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—and critical to the

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1 Benefits of testing memory: Best practices and boundary conditions.
teaching-learning process. Active engagement entails making sustained and substantive contributions by completing assigned readings on time, asking critical questions (of the readings, of yourself, of colleagues), collaborating with others asynchronously, and exploring implications and applications of knowledge gained for your own professional work.

When responding to assigned readings or activities via discussion forums, I suggest using the following questions as a general guide for organizing your responses:

- a. What are the main point(s) made or issue(s) raised in the assigned readings?
- b. What are some of your own connections to the readings via your life experiences, your observations, your readings or viewings of other text/film/media?
- c. What are the strengths and weaknesses (or limitations) of the main points outlined, arguments made, or solutions provided?
- d. In what ways will the knowledge gained from the assigned reading(s) or activities help you enhance your role and/or work as a classroom teacher, reading specialist, or literacy coach?
- e. What are you thinking about differently as a result of this/these reading(s)? What questions does it raise for you?

**IMPORTANT NOTE:** You should write each weekly synthesis journal in Word and save it to your computer – then, copy and paste it into the message pane of the journal entry. In this way, you will start to build your learning portfolio (due as your “final”) – which you will turn in at the end of the class. (See instructions below for Final Portfolio).

#6) TEXT SET (40 points 40/40=100% — (project 35 points; presenting and commenting 5 points)
Specific directions and resources to follow.

[A] The Text Set (full project) is due (as one document in Canvas Assignment folder) by Sunday June 30 by 11:59pm (35 points)

[B] Sharing/Discussion of Text Sets (5 points):
   B Part #1 Posting (4 points): Your unnarrated PowerPoint is due on Text Set Discussion Forum MONDAY July 1, by 11:59pm
   B Part #2 Comments (1 point): are due Wednesday July 3, by 11:59pm.

[A] The Text Set: In order to help adolescent students to develop areas of interest/motivation/engagement in your discipline (e.g. care about what they are being taught), you will assemble a “Text Set” that you could use in your classroom if you teach adolescents OR that you could share with a teacher of teens whom you are coaching. This will be a 30+ page document that you will upload to an Assignment folder in Canvas. You will get specific instructions.

**Around a theme or topic you will**
- select several short, high interest, reader-friendly, authentic texts/excerpts and develop a multi-day, in-class engagement using your Text Set. The texts you select should be highly interesting to adolescent students.
- include specific literacy tools and strategies that you discover through the course’s lectures, activities, readings, videos, and your own research.

Your aim will be threefold:
Help adolescent students find a way into a discipline – maybe by helping a teacher of adolescents...
Help adolescent students to understand a concept leading to the application of that learning; and,
Give and take aspects of your and others’ Text Sets for collection and elucidation purposes.

[B] Presenting (Part #1) and Responding to others’ presentations (Part #2) of Text Sets (online)

- Part #1 PRESENTATION: Using at least 15 slides but no more than 20, walk us through your text set – what it is; why it’s important to what students; your texts; and a close-up of at least one day’s worth of instruction. What are the texts for that day and how are students interacting with them, each other, and what are you doing?
- Part #2: RESPONDING: Then, using a Notice/Appreciate/Extend protocol, you will comment collegially on each class member’s presentation. Visit the posts of at least two classmates and leave comments for them.

#7) Final Portfolio AKA refined and enhanced Learning Synthesis Journal  15 points
Due Friday July 5, by 11:59pm (as one document)

This mini-portfolio will have several sections and will be uploaded into an Assignment folder on Canvas as a single document, preferably, a pdf.
Your portfolio will comply with APA formatting and contain:

1. Cover page

2. Table of contents

3. Revised Weekly Journals: Your revised and polished four weeks of Learning Synthesis Journal entries that should be enhanced (discussed more fully in some way) and more smoothly written with better page layout now that you can look at each with hindsight.

Each journal entry should be between approximately 250-500 words and should practically seek to incorporate at least TWO new strategies from the course to take up in your practice as a teacher of adolescents, or, if your intention is to be a Literacy Coach, then as a coach to a middle or high school teacher.
Each journal entry should reference no fewer than three specific course readings or videos.
Each Journal entry should have its own full references listed at the end of said journal, correctly done in APA.

4. Handouts that YOU HAVE RE-DESIGNED from TEXTBOOK 2:
Strategies/Instruments: Each of your Journal entries in the final portfolio only, should have at least TWO instruments (handouts/forms) attached that you have customized for use with adolescents using our strategy textbook and that connects with your Learning Journal. These instruments may be behind the relevant Journal, or may be grouped together as labeled Appendices at the end of your portfolio.
Important: Each handout requires an explanation of what it is, why you chose it, and what “problem” it is intended to help.
5. **CONCLUDING REFLECTION:** 300-500 words. After you’ve completed putting together steps 1-4 of the portfolio, consider your learning(s) from the course readings, lectures, interactions with classmates, and videos.

*Answer:* In what ways will the research, theories, and strategies awareness that we’ve studied help you build your own practice, in helping adolescents or helping teachers who teach adolescents, going forward? No detailed references necessary in this reflection because those are in each of your Learning Journals. But, you do need to be specific. *And*, because it is a reflection, you are being asked to reflect – not summarize.

Therefore, your reflection should address your own growth in this class, and how you will proceed in the future to help *adolescents* develop their own literate lives. A sentence stem such as “I used to think…..; but now I know…..” can be a helpful starting point. Or, “I used to be so certain about….., but now I’m thinking more about…..”.

**COURSE POLICIES**

Everything *Canvas*: [http://www.utyler.edu/canvas/](http://www.utyler.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.**
- **IMPORTANT:** 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.
- **IMPORTANT:** If you elect to go on a vacation or otherwise travel, it is still your responsibility to turn in your work, online, on time.

**Technology Troubles?**

Start here: [http://www.utyler.edu/canvas/](http://www.utyler.edu/canvas/)

For any difficulties associated with technology, you may contact **IT Support** on their 24/7 student webpage, [http://www.utyler.edu/it/support/student-support.php](http://www.utyler.edu/it/support/student-support.php)

Or by phone, 800-UT TYLER or 903-565-5555 or, by email itsupport@utyler.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.
As students at UT-Tyler, you have access to deeply discounted software – check it out:
http://www.uttyler.edu/it/it-purchases.php
https://store.hied.com/select/go/uttyler

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 us to open your documents to read your post or your response. We won’t. You’ll lose points.**

**Online discussions** (Discussion of various kinds on various platforms), as well as Power Point (Prezi; Keynote) presentations may also be a feature of this class.

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

**Internet research:** Throughout this course, you will be expected to use the Internet as a source of communication and research, as well as that of library sources.

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

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

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

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

**APA Citation help:**
Correct attribution of work that someone else did is expected of an educated person.
In this class, as educators, you will adhere to the accepted “style” called APA – for the American Psychological Association. APA (6th) is the style required of the social sciences of which education is one sub-field.

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!

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

Here at UT-Tyler, we have many citation resources available to you.

- 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’s Activities Schedule.

As a professional development 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.

Ten Suggestions for Success in Course

1. Do all of the readings – Not completing the readings is always very tempting. However, you will find it much more challenging to participate in discussion, or write convincing rationales, and your learning will be impacted.
2. Do your homework for each class; including participating in Discussions.
3. Keep your materials organized. Visit and re-visit your files, folders, binders, cases. All course materials require tending and reorganizing across a semester -whether online or in a face to face environment.
4. Print out and read and re-read the syllabus. Print out and read and re-read assignment instruction handouts. Check items off as they are completed.

5. Make connections between readings; learn to think about ways strategies CAN be tweaked to serve adolescent students –whether you currently teach adolescents or not.

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

7. Drafts of projects – The importance of working on early drafts and soliciting feedback cannot be stressed enough. Turning in papers that have not been reread, revised, and proofread will result in a lower grade. Most importantly, you will produce better work if you give yourself time to think through various concepts. I strongly suggest that you use the UT Tyler Writing Center’s online services.

8. Plan ahead.

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

10. Talk to me – If there is a problem or a question, please communicate with me.

UNIVERSITY POLICIES (Summer 2019)

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 (Stewart Hall 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

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

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These
include:
  - Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information,
    approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
  - Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
  - Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
  - Being 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

Disability/Accessibility Services: In accordance with Section 504 of the Rehabilitation Act, Americans with
Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers
accommodations to students with learning, physical and/or psychological disabilities. If you have a disability,
including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a
history of modifications or accommodations in a previous educational environment, you are encouraged to visit
https://hood.accessiblelearning.com/UTTyler and fill out the New Student application. The Student Accessibility
and Resources (SAR) office will contact you when your application has been submitted and an appointment with an
Accessibility Case Manager. For more information, including filling out an application for services, please visit the
SAR webpage at http://www.uttyler.edu/disabilityservices, the SAR office located in the University Center, # 3150
or call 903.566.7079.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Texas Educator Standards

Title 19: Chapter 149, Subchapter AA

Rule: 149.1001

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

(b) Standards.

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

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

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

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

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

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

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

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

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

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

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

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

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

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

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

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

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

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

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

(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.
(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.
   (i) Teachers monitor and assess student progress to ensure that their lessons meet students’ needs.
   (ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
   (iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

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

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.
   (i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
   (ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
   (iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.
   (i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
   (ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
   (iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

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

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

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

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

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

(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.
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.

Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

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.

Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

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.

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.

Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

Ethical Conduct Toward Professional Colleagues.

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.

Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

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.

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

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.

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

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.

Ethical Conduct Toward Students.

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

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.

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

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.

Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
(F) **Standard 3.6.** The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) **Standard 3.7.** The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

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

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

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

   (ii) the subject matter of the communication;

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

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

   (v) whether the communication was sexually explicit; and

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

**Source Note:** The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242

**End of University Policies**
**FULL TENTATIVE COURSE SCHEDULE**

**Important notes**
* The instructor reserves the right to change assignments and due dates to meet the needs of the class.
* Every effort will be made to provide reasonable notice to students of no less than 24 hours and will be communicated via Announcements and/or class E-mail.
* Details will be posted in each module for each week’s activities: One week = one module.
* I will have each week’s module up BY Monday at 5pm.
* All student work for a given week is due the following Sunday BY 11:59pm.

**EXCEPTION IS WEEK 5 – CAREFULLY NOTE DUE DATES IN WEEK 5:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Module &amp; date up</th>
<th>Activities, Assignments &amp; Due Dates</th>
</tr>
</thead>
</table>
| 1 of 5 | Module 1 M 6/3/19 To Sun 6/9/19 | *Lecture(s): 1) Overview of class; 2) Content Lecture: What is disciplinary literacy?  
- Introduce Weekly Learning Journal leading to final portfolio  
- Readings: Articles > Videos (due Weeks 1-4).  
- Introduce Twitter project (E-learning) (Due weeks 1, 2, 3, 4)  
READ  
Two ARTICLE(S) (in Module 1)  
VIEW videos (in Module 1)  
1. Cris Tovani Program #1 [30 minutes]  
2. Collection of *Annenberg disc. lit. videos* (31 minutes, total) in Module 1  
- DUE Meet & Greet. ALL Posts & Comments DUE Sunday 6/9 by 11:59pm: Preferred POST by Friday 6/7 by 11:59pm (Instructions in Module 1); COMMENTS by Sun. 6/9 (11:59pm): quick “hi” to 5 peers.  
- DUE Learning Journal #1 (synthesis & consideration of all readings, this week’s video, and lecture) on whole class Discussion Board; and, COMMENT: Two substantive, appreciative and extending comments to peers. See instructions in Module 1. Sunday 6/9 by 11:59pm: |
| 2 of 5 | Module 2  
Mon. 6/10/19 to Sun 6/16/19 | ➢ DUE Twitter 1 of 4 (preparation)  
➢ DUE Quiz over Chapter 1: Fisher & Frey (2016): Chapter 1: “Make content area strategies work for you” (pp. 1-14) |
|---|---|---|
| | *LECTURE(S): Questions & Discussions & Interactions with Texts | ➢ Introduce Text Set--due Sunday June 30 (and sharing later that week).  
➢ Coffee Meet Up Letter Assignment folder up and open (Due by Wednesday July 3, 11:59pm) |
| | READ | Textbook 1: Fisher & Frey: Chapters 2 & 3: “Engaging questions and discussion (pp. 15-40); “Deepening interactions with texts” (pp. 41-60).  
| | ARTICLE(s) (in Module 2) | Park, J. Y. (2016). “He didn’t add more evidence”: Using historical graphic novels to develop language learner’s disciplinary literacy. Journal of Adolescent and Adult Literacy, 60(1), 35-43. |
| | VIEW video (in Module 2) | 1. Cris Tovani Program #2 [30 minutes] “Interpreting data: Charts, graphs, and standardized tests.”  
2. Collection of Annenberg Real-world applications of the disciplines -- videos (appp. 31 minutes, total) in Module 2 |
| | ➢ DUE Learning Journal #2 (synthesis & consideration of all readings, this week’s video, and lecture(s) on whole class Discussion Board; and, COMMENT: Two substantive, appreciative and extending comments to peers. See instructions in Module 2. Sunday 6/16 by 11:59pm. | ➢ DUE Twitter 2 of 4  
➢ DUE Quiz(zes) over Chapters 2 & 3 Fisher & Frey: Chapters 2 & 3: “Engaging questions and discussion (pp. 15-40); “Deepening interactions with texts” (pp. 41-60). |
| 3 of 5 | Module 3  
Mon. 6/17/19 to Sun. 6/23/19 | LECTURE(S): Building Academic Vocabulary & Graphic Organizers  
➢ Re-Introduce Final Learning Portfolio--due Friday July 5, by 11:59pm  
➢ Introduction of Library resources. Online lecture and resources. You WILL need these for your Text Set. As UT-Tyler students you have full access to the library. This access will help you find high interest texts for your selection (e.g. excerpts, YA Literature chapters, magazine articles, poems, images, and more). |
| | READ |  

| 4 of 5 | Module 4 M 6/24/18 to Sun. 6/30/19 | LECTURE(S): Writing – to think, to learn, to express, to demonstrate.  
*Important:* Reminder that usual due dates and times are DIFFERENT during the last week of Summer 1 – next week (Week 5). |
|---|---|---|
| | | READ  
Textbook 1: Fisher & Frey: Chapters 6 & 7: “Making and taking worthy notes” (pp. 97-118); “Purposeful writing to learn” (pp. 119-136).  
ARTICLE (in Module 4)  
Chapter 20 (pp. 341-356), Ivey, “Young Adult Literature and Classroom-Based Research.”  
VIEW video (in Module 4)  
1. Cris Tovani Program #4 [30 minutes] “Synthesizing complex ideas.”  
2. Collection of *Annenberg writing in the disciplines --videos* (appx. 31 minutes, total) in Module 4 |
DUE Learning Journal #4 Sunday 6/30 by 11:59pm: POST: on whole class Discussion Board; and, COMMENT: Two substantive, appreciative and extending comments to peers.

DUE: Full Text Set Project Sunday 6/30 by 11:59pm:

DUE Twitter 4 of 4

DUE Quiz(zes) over Fisher & Frey (2016): Chapters 6 & 7: “Making and taking worthy notes” (pp. 97-118); “Purposeful writing to learn” (pp. 119-136).

LECTURE(S) Management, Motivation, and Adolescents

DUE: POST your Presentation of your Text Set Part #1 Post is due on Text Set Discussion forum by MONDAY JULY 1 by 11:59pm

DUE: COMMENTS on 2 people’s Text Set Presentations Wednesday July 3, by 11:59pm.

DUE: Coffee Meet Up Letter BY Wednesday July 3 by 11:59pm (up to 3.0 points)

FINAL EXAM DUE Friday 7/5 by 11:59pm: Learning Journal Portfolio (follow directions closely!)