Summer 2: 2015  
(Term dates: July 6 – August 7, 2015)  
School of Education  
The University of Texas at Tyler

**READ5305.460: Teaching Disciplinary Literacy to Adolescents**  
Online  
3 Credits – LEC (50044)

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**A. Instructor Information**

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Office Address: BEP 212D; School of Education, 3900 University Blvd. Tyler, TX 75799  
Office Phone: (903) 565-5576  
Office Hours: Office hours are both “open” see schedule and by appointment  
Virtual Office—by Zoom:  
Open office hours: Monday July 13 7p-8p  
Thursday July 16 7p-8p  
Sunday July 19 7p-8p  
Monday July 27 4p-5p  
Monday August 3 4p-5p  
Go to Zoom.us Click on Join a Meeting – Enter Meeting ID 242-669-0795

**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 Reading Association (IRA) as well as the Texas Examination of Educator Standards (TExES) standards for the preparation of reading specialists/literacy coaches (IRA, 2010; TEA, 2006). IRA standards pertain primarily to specific elements of Standard 2: Instructional Strategies and Curriculum materials, Standard 3: Assessment and Evaluation, and Standard 4: Diversity. 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 Aligned with State and National Standards and Assessments

<table>
<thead>
<tr>
<th>#</th>
<th>Learning Outcome</th>
<th>IRA Standards</th>
<th>Texas Standards</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Develop a deeper understanding of the theoretical and research foundations of</td>
<td>2.1 – 2.3</td>
<td>Domain IV</td>
<td>Learning Portfolio;</td>
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<tr>
<td></td>
<td>language and literacy processes that support instruction in content area</td>
<td></td>
<td></td>
<td>Handbook discussion groups</td>
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<td></td>
<td>classrooms.</td>
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<td>2</td>
<td>Apply research-based approaches, methods, and materials for designing,</td>
<td>2.1 – 2.3</td>
<td>Domain II</td>
<td>Text Set; Think-Aloud; Learning</td>
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<tr>
<td></td>
<td>implementing, and evaluating instruction to promote effective reading, writing,</td>
<td></td>
<td></td>
<td>Portfolio; Quizzes</td>
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<td></td>
<td>and content learning.</td>
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<td>3</td>
<td>Gain knowledge and experience in integrating technology as a way of enhancing</td>
<td>2.3</td>
<td>Domain III</td>
<td>Tool Talk</td>
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<td>literacy and content learning for all students.</td>
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<tr>
<td>4</td>
<td>Gain knowledge and experience in developing and implementing integrated literacy</td>
<td>2.1 – 2.3</td>
<td>Domain II &amp;</td>
<td>Text Set; Think-Aloud; Learning</td>
</tr>
<tr>
<td></td>
<td>units, lessons, methods, and materials aimed at improving content area</td>
<td></td>
<td>Domain III</td>
<td>Portfolio; Quizzes</td>
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<td></td>
<td>teaching and learning.</td>
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<tr>
<td>5</td>
<td>Gain knowledge and skill in differentiating instruction for all students,</td>
<td>4.2</td>
<td>Domain III</td>
<td>Text Set; Think-Aloud; Learning</td>
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<td></td>
<td>including those with varied literacy levels, socio-cultural, and linguistic</td>
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<td></td>
<td>Portfolio</td>
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<td>backgrounds.</td>
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<tr>
<td>6</td>
<td>Develop skill and experience in using assessment information to plan and</td>
<td>3.3</td>
<td>Domain II &amp;</td>
<td>Text Set</td>
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<tr>
<td></td>
<td>evaluate content area instruction.</td>
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<td>Domain IV</td>
<td></td>
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</table>

### COURSE EVALUATION

>>Grades available to you through Blackboard online grade center.<<

### 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%)**

Notes: (A) **Bolded** and underlined numerals are what add up to **100 points**

(B) Course grade is calculated on total **percentage** of overall grade.

(C) Grades are posted on BlackBoard’s GradeBook for easy student access.

* *Quizzes over chapters 9 points*

* *Literacy Log and Reflection 10 points*

* *Tool Talk (Exploring technology for literacy teaching and learning) 8+2=10 points*

Presentation 8 points

Comments to peers 2 points
*Demo Think Aloud in groups of 10 (your presentation) 8 points +2 points = 10 points
  Presentation 8 points
  Comments to peers 2 points
*Online Learning Journal (weekly) 10  10+5= 15 points
  small group comments over weekly Learning Journals 5 points
*Weekly choice Handbook chapter
  (in small groups of 4 – take turns) (6+4) 10 points
  Present chapter (one time) when it’s your turn 6 points
  Engage in discussion (four weeks) 4 points
*Text Set 25 points
*Final Portfolio (refined and enhanced Learning Journal (see directions) 5 points
*Various Blackboard/online discussions 6 points

### Performance standards

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

### F. Required Texts, Materials/Supplies, and Related Readings


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


**REQUIRED and FREE:**

**Articles/chapters from various professional journals:** Various articles pertinent to weekly topics, written by experts in various disciplinary area, that you may select from.

<table>
<thead>
<tr>
<th>Professional journals include (but not limited to) the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Journal of Adolescent &amp; Adult Literacy</strong></td>
</tr>
<tr>
<td><em>The Reading Teacher</em></td>
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<tr>
<td><em>Reading &amp; Writing Quarterly</em></td>
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<tr>
<td><em>Intervention in School and Clinic</em></td>
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<tr>
<td><em>Reading Improvement</em></td>
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<tr>
<td><em>Mathematics Teacher</em></td>
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<tr>
<td><em>Mathematics Teaching in the Middle School</em></td>
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<td><em>Middle School Journal</em></td>
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</tbody>
</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)  

- National Council of Teachers of Mathematics (NCTM)  
  [http://www.nctm.org/membership/](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 Sport and Physical Education  

- 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 – 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
http://www.eric.ed.gov

American Association for School Librarians – Best Websites for Teaching and Learning.
http://www.ala.org/aasl/guidelinesandstandards/bestlist/bestwebsiteslistop25

Edutopia: What Works in Education. The George Lucas Foundation
http://www.edutopia.org/

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/

**G. Assignment Descriptions & Course Policies**

**ASSIGNMENT DESCRIPTIONS**

**Literacy Log and Reflection** 10 points
We will start the semester with the *Literacy Log* as a way of inventorying our own in-and out-of school literacies. I will give you a chart into which you can record your various literacies over a three day period. I will send this assignment to you prior to the start of class. After you complete it, you will include a short reflection on the experience.

**Quizzes over chapters** 9 points
Each week, there will be a quiz over each chapter in Fisher and Frey – 9 chapters = 9 points. Some chapter quizzes will be grouped together. For example, Chs. 1 & 2 is a 2 point quiz; Chs. 3, 4, & 5 is a 3 point quiz, and so on. The quizzes will be multiple choice, multiple answer, true/false, short answer, essay, and the like.

**Various Blackboard/online discussions** 6 points
To be determined. The first one will be a Meet and Greet during the first week of class. Others will follow.

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. 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, we should 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?” or, I don’t understand the connection
between point c and point d...”. As professional educators, being able to disagree and maintain a positive relationship is a valuable skill well worth continuous development.

**Online Learning Synthesis Journal** (1 week for 5 weeks, each worth two points) $10 + 5 = 15$ points

You will keep a weekly journal using the “journal” feature in Bb. You will be in small groups (4-5 people) for sharing purpose. In the journal, you will post weekly about what you are learning from the readings, videos, articles, handbook, discussions, and assignments. In addition, you will visit group-mates’ learning journals and leave comments and thoughts for them, on a weekly basis. You will use the journal to reflect on the scheduled course readings, as well as the supplemental course materials like articles on disciplinary literacy written by experts in various areas, and videos on topics such as literature circles, vocabulary, and teaching adolescents to manage texts, by such literacy experts as Cris Tovani and Catherine Snow.

Each weekly synthesis journal should be between 250-500 words. You should talk about your wonderings, your sense-making, and your connections. What specific learning strategies are new to you and how can you use them in teaching adolescents – or, in helping other teachers (who teach teens)? Moreover, you should cite 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.

I suggest that you first 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 – which you will turn in at the end of the class. On your computer, for your portfolio, you should collect articles, tools, great ideas, rubrics, strategies and more.

On a weekly basis you will visit the posts of others in your small Learning Synthesis Journal group and serve as a thinking partner with him/her—offering encouragement and extension. These comments do not need to be long – a sentence or two should do it.

**Weekly choice Handbook chapter** 10 points

(6+4)

- Present chapter (one time) when it’s your turn 6 points
- Engage in discussion (four weeks) 4 points

While we will have weekly whole-class readings from the Handbook, you will be in small groups of four to address four other Handbook chapters of your collective choice. You will decide in your group, who is taking what optional chapter and presenting it to the group for what week. Selecting from the following chapters:

**As a discussion leader**, when it’s your turn, you will carefully read your chapter and do a 5 to 10 minute narrated presentation based on your chapter. You may do a voice-embedded powerpoint or a Tegrity video where you show your main highlights of the chapter and talk over it. Why is this topic important? What are the implications for teaching in the 21st century? What did you “used to think, but now you know”? Then, you will lead a discussion by posing three to five open ended questions relating to the chapter’s topic.

**As a group member**, you will watch the presentation and use it as an opportunity to take a few notes on a research topic important to the study of adolescents. You will participate in the discussion by responding to at least two of the questions and addressing another participant’s discussion. In this way, you can experiment with a small scale and manageable model of self-directed professional learning that you may find fruitful to your learning and stimulating to your interests.
<table>
<thead>
<tr>
<th>Chapter #</th>
<th>Title</th>
<th>Author(s)</th>
<th>Name of student who will take chapter</th>
<th>Week 1, 2, 3, or 4?</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Research on the Literacies of AAVE-Speaking Adolescents</td>
<td>Jamal Cooks and Arnetha F. Ball</td>
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<tr>
<td>11</td>
<td>Digital Literacies in the Classroom</td>
<td>Joan A. Rhodes and Valerie J. Robnolt</td>
<td></td>
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<tr>
<td>13</td>
<td>Visual Arts and Literacy</td>
<td>Michelle Zoss</td>
<td></td>
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<tr>
<td>14</td>
<td>Policy and Adolescent Literacy</td>
<td>Allan Luke and Annette Woods</td>
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<tr>
<td>15</td>
<td>Tracking and Ability Grouping</td>
<td>Jo Worthy, Holly Hungerford-Kresser, and Angela Hampton</td>
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<tr>
<td>16</td>
<td>Literacy Out of School</td>
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<tr>
<td>17</td>
<td>Preparing Adolescents for the Literacy Demands of the 21st-</td>
<td>Anne Beaufort</td>
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<td></td>
<td>Century Workplace</td>
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<tr>
<td>18</td>
<td>Literacy Demands of Entering the University</td>
<td>Kathleen Blake Yancey</td>
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<tr>
<td>19</td>
<td>Literacy in Virtual Worlds</td>
<td>Rebecca W. Black and Constance Steinkuehler</td>
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<tr>
<td>20</td>
<td>Literacy and Identity: Implications for Research and Practice</td>
<td>Cynthia Lewis and Antillana del Valle</td>
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<tr>
<td>21</td>
<td>Latina/o Youth Literacies: Hidden Funds of Knowledge</td>
<td>Carmen M. Martinez-Roldán and Maria E. Franquiz</td>
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</tr>
<tr>
<td>22</td>
<td>Beyond Hip-Hop: A Cultural Context View of Literacy</td>
<td>Yolanda J. Majors, Jung Kim, and Sana Ansari</td>
<td></td>
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</tr>
<tr>
<td>23</td>
<td>Boys and Literacy: Complexity and Multiplicity</td>
<td>Michael W. Smith and Jeffrey D. Wilhelm</td>
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<tr>
<td>24</td>
<td>Lessons on Literacy Learning and Teaching: Listening to</td>
<td>Barbara J. Guzzetti</td>
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<td></td>
<td>Adolescent Girls</td>
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<tr>
<td>25</td>
<td>Literacy Issues and GLBTQ Youth: Queer Interventions in English</td>
<td>Wayne Martino</td>
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<td></td>
<td>Education</td>
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<tr>
<td>26</td>
<td>The Literacies of New Immigrant Youth</td>
<td>Danling Fu and Jennifer M. Graff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>American Indian Adolescent Literacy</td>
<td>Mary Jiron Belgarde, Richard K. LoRé, and Richard Meyer</td>
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</tbody>
</table>

**Tool Talk** (Exploring technology for literacy teaching and learning) 10 points  
Presentation 8 points  
Comments to peers 2 points  

In light of the increasing digitization of texts and spaces (work, educational, social) of all sorts, as well as the mobile deployment of such spaces and experiences, and the fact that such momentum is not going to slow down anytime soon, we will explore, consider, pilot, and actively share digital tools that may hold promise for our work in developing and supporting our own and student literacy in our disciplines. You will find a tool (free or proprietary) that is new to you, and evaluate its potential to assist literacy learning in your discipline using a framework with nine questions. You will prepare a presentation and using Tegrity, record yourself and publish your Tool Talk presentation and your PowerPoint file so that others may hear you and if they so choose, retain your thoughtful review of the digital tool.

**Text Set** 25 points  
In order to help your adolescent students develop areas of interest/motivation/engagement in your discipline (e.g. care about what you are teaching them), you will assemble a “text set” that you could use in your classroom. Your aim will be twofold: a) help students find a way IN to your
discipline; and b) help students to understand a specific concept leading to the application of that learning. The texts you select should be highly interesting to your students. Examples will be posted for your browsing. Around a theme, you will select several short, high interest, reader-friendly texts/excerpts and develop a multi-day, in-class engagement using your text set. You will include literacy tools and strategies that you discover through the readings, videos, and your own research. I have no doubt that each of you is an excellent educator. However, we are here in order to learn new strategies and approaches. Do not fall back on so-called “tried and true” strategies like “popcorn” or “look it up in the dictionary” as the purpose of this class is to discover strategies that are supported by research as efficacious.

**Think Alouds** in groups of 10 (your presentation) 10 points  
Presentation 8 points  
Comments to peers 2 points

Think-Aloud Protocols are an excellent way a teacher can make his or her specialized disciplinary knowledge VISIBLE to students. This is an oft-overlooked, critically important step in “explicit” or “direct” instruction. Students needs to be able to see HOW we think about solving problems in our areas, then (and often, ONLY then), can they solve them on their own. You will select a discipline-specific task and then record yourself “performing” the think-aloud. As if you were by yourself, and, as if the audience had a front row seat inside your head, you will talk through all of your thinking about the task you are accomplishing. Ten minutes of thinking aloud. Record using Tegrity. Peer comments to follow.

**Final Portfolio** (refined and enhanced Learning Synthesis Journal  5 points

This mini-portfolio will have several sections and will be uploaded into a Turn-In folder as a single pdf.

1. Cover page
2. Table of contents
3. A 100-200 word reflection on where you are in the program and how the learning in this course informs your early-stage, mid-stage, or late-stage masters degree preparation.
4. Your five weeks of Learning Synthesis Journal entries that should be enhanced or more fully explained now that you can look at each with hindsight. Across the weeks, how do texts “talk to each other” for you? Each journal entry should be between approximately 250-500 words and address at least one strategy that you are studying in order to take up in your practice as a teacher of adolescents, or, if your intention is to be a Literacy Coach, then how you would offer a strategy 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.
5. Each of your five Journal entries should have some sort of instrument attached that reflects your uptake of the strategy. For example, if you decide that you find worth in Literature Circles, then you might make a table for students that explains each role and its responsibilities and/or a group planning sheet for a longer work requiring multiple meetings, so that students plan out their readings schedule and who will do what for each Lit Circle meeting. These instruments may be behind the relevant Journal, or may be grouped together as labeled Appendices.
6. Finally, you are to write a reflection on what you are taking away from the three major assignments (Text Set, Tool Talk, Think-Aloud) plus one more (Choice chapter groups; Literacy Log & Reflection; Journal entries and group support). As you consider this, address the potential for each kind of strategy to talk to and build upon others for the teaching of disciplinary literacy to adolescents. (150-300 words).
COURSE POLICIES

TECHNOLOGY: Internet; email; Blackboard

Technology will serve as our main tool for communication. Important announcements and readings will be posted on Blackboard. UT-Tyler email and emails generated through Blackboard 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 Blackboard 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 backup 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?
For any difficulties associated with technology, you may contact IT Support on their 24/7 student webpage, http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8645
Or by phone, 888.892.9068 or by email blackboard@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 Bb Discussion Forum, copy and paste your text into the message pane; you may also attach a document but do not expect myself or classmates to have to open your documents to read your post or your response.

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

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 (Bb 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 (in full).

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

Plan for printing and scanning:

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

Neatness and professionalism in submitted work:

**I will not accept bits and pieces of assignments, rather, it is up to you to compile your projects and submit each as a single and continuous pdf.** To do this you may have to 1) format each individual page; 2) print it out; and 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 lifesaver. If you, for example, submit an article in your Text Set, be sure to format it neatly and remove any ads or extraneous verbage or pages. The design of your work is an important factor in its readability.

APA Citation help:

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

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

- The OWL at Purdue
  - [http://owl.english.purdue.edu/owl/section/2/10/](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**
  - [http://libguides.uttyler.edu/citations](http://libguides.uttyler.edu/citations)

Instructor’s Rescheduling Activities for Class:

If, for some reason I must make a cancellation, I will make every effort to send an email using the **Announcements** feature on Bb to all students by 6AM.

**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 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 teaching profession 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 classes.**

**Turning in of Work and 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:**

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.

For quizzes, if you miss the deadline, the grade you earn will be halved.

**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 Bb discussions and other discussions if they are part of a day’s assignments.
3. Keep your materials organized. Visit and re-visit your files, folders, binders, cases. All course materials require tending and reorganizing across a semester - -whether online or in a face to face environment.
4. Print out and read and re-read the syllabus. Print out and read and re-read assignment instruction handouts. Check items off as they are completed.
5. Make connections between readings; learn to think about ways strategies CAN be tweaked to serve YOUR students.
6. 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.

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 either by email or using Zoom. I have scheduled in open office hours using Zoom, and can schedule an appointment with you at a different time, if necessary.

### H. Topical Outline & Schedule

**TOPICAL OVERVIEW**

- What is disciplinary literacy?
- Literacy learning processes.
- Classroom diversity as an asset.
- Building effective teaching and learning environments for all learners.
- The importance of prior knowledge and activating it in order to build upon it.
- Authentic and purposeful reading: Effective uses of reading guides.
- Vocabulary as a key to building knowledge and affiliation with a disciplinary area.
- Writing as thinking: writing within disciplinary areas.
- Assessment.
- English learners.
- Student attitudes and study skills.

<table>
<thead>
<tr>
<th>Tentative schedule not including readings</th>
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<tbody>
<tr>
<td><strong>Sunday</strong></td>
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<td>Due BY 11:59pm</td>
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<td><strong>July 6</strong></td>
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<tr>
<td>Week 1&gt;</td>
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<td><strong>Day 7</strong></td>
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<td><strong>Quiz F&amp;F Ch. 1&amp;2 Choice-</strong></td>
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<td><strong>Week 2&gt;</strong></td>
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<td>Chapter</td>
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<td>All comments to Literacy Log &amp; Reflection</td>
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<tr>
<td><strong>Quiz F&amp;F Ch. 3, 4 &amp; 5</strong></td>
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<tr>
<td>Choice-chapter Handbook small groups #2</td>
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<td><strong>Quiz F&amp;F Ch. 6 &amp; 7</strong></td>
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<tr>
<td>Choice-chapter Handbook small groups #3</td>
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<tr>
<td>All comments to Tool Talks</td>
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<tr>
<td><strong>Quiz F&amp;F Ch. 7, 8 &amp; 9</strong></td>
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<tr>
<td>Choice-chapter Handbook small groups #4</td>
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<tr>
<td><strong>Think Aloud</strong></td>
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<tr>
<td><strong>Tool Talk posted to group discussion forums</strong></td>
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<td>ofc 4-5pm CST</td>
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<tr>
<td>Quiz F&amp;F Ch. 6 &amp; 7</td>
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<tr>
<td>Choice-chapter Handbook small groups #3</td>
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<tr>
<td>All comments to Tool Talks</td>
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<tr>
<td><strong>Learning Synthesis (Sm. Groups) Journal #3</strong></td>
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<td><strong>Think Aloud posted to group discussion forums</strong></td>
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<td>ofc 4-5pm</td>
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<td><strong>Week 5&gt;</strong></td>
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<tr>
<td><strong>Thinking Aloud</strong></td>
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<td><strong>Learning Synthesis Journal #5 (Small groups)</strong></td>
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<td><strong>Comments to peers over Journal #4 or #5</strong></td>
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## FULL TENTATIVE COURSE SCHEDULE

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 Bb Announcements and/or class E-mail.

Details will be posted in each module for each week’s activities.

<table>
<thead>
<tr>
<th>Week</th>
<th>Module &amp; date up</th>
<th>Activities, Assignments &amp; Due Dates</th>
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</thead>
</table>
| 1 of 5 | 1.0 M 7/6/15 | *Lecture(s): Overview of class; What is disciplinary literacy? Literacy Learning Processes & Preparing Students to Learn  
- Literacy Log and Reflection sent out a week before start of class (Monday June 29) Due Th. 7/9  
- Introduce Meet and Greet Due T. 7/7  
- Introduce Learning Journal > Articles > Videos Due Fridays, weekly.  
- Introduce choice-chapter in Handbook small groups due Sundays, weekly.  
- Introduce Final Learning Portfolio due F. 8/7  

READ  
By Friday 7/10 (so you can post in Learning Journal by 11:59pm on Fridays) Fisher & Frey chapters 1-2 (pp. 1-36) McEwan-Adkins & Burnett preface, introduction; Part 1 Strategies 1 & 2 (pp. xi-46) Handbook: Chapter 1 introduction (p. 1-13) & Chapter 3, Intrator & Kunzman (pp. 29-46)  

RE: Weekly Learning Synthesis Journal Assignment  
VIEW video by Friday (see Videos folder in Course Menu) (e.g. Video Tovani Program #1 [each is about 30 minutes long] )  
ARTICLE: Strategically Select/Read/Skim an Article in Articles folder in Course Menu  

DUE: Tuesday July 7 at 11:59pm. Meet and Greet – on Bb – short self-introduction; short bio, photo; fun fact. Later in week, by Sunday 7/12,11:59pm get around on Meet and Greet and say hello to at least five classmates.  

★ DUE: Thursday July 9, at 11:59pm: Literacy Log and Reflection (sent out prior to start of term). Turn-in folder on Bb Course Menu  

DUE: Fridays by 11:59 Learning Journal (Comments to peers in Learning Journal small groups due Thursdays 11:59)  

★ DUE: Take Quiz over FF Chs. 1 & 2 by Sun. 7/12, 11:59pm.  

Version June 20, 2015
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Monday</th>
<th>Lecture(s)</th>
<th>Reading</th>
<th>Notes</th>
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</table>
| 7/13/15 | 2.00 | *LECTURE(S): Classroom diversity as an asset; English Learners & Building effective teaching and learning environments for all learners; Setting Authentic Purposes; Reading Guides*  
- Introduce Tool Talk due W. 7/22  
- Introduce Text Set due Th. 7/30  
- Introduce Think-Aloud due Sun. 8/2 |  
**Read**  
By Friday 7/17 (so you can post in Learning Journal by 11:59pm on Fridays)  
Fisher & Frey chapters 3-4-5 (pp. 37-100)  
McEwan-Adkins & Burnett Part 1 Strategies 3-11 (pp. 47-144)  
Handbook Chapter 4, Langer (pp. 47-64)  
Handbook Chapter 5, Johannessen & McCain (pp. 65-79) |  
**Weekly Learning Synthesis Journal Assignment**  
**VIEW** video by Friday (see Videos folder in Course Menu)  
(e.g. Video Tovani Program #1 [each is about 30 minutes long] )  
**ARTICLE:** Strategically Select/Read/Skim an Article in Articles folder in Course Menu |  
**Due:** Fridays by 11:59 Learning Journal (Comments to peers in Learning Journal small groups due Thursdays 11:59)  
**Due:** Choice-chapter Handbook small groups #2 of 4 by Sun. 7/19, 11:59pm.  
❖ ❖ **Due:** Take Quiz over FF Chs. 3, 4 & 5 by Sun. 7/19, 11:59pm. |
| 7/20/15 | 3.00 | **LECTURE(S): Building Academic Vocabulary & Graphic Organizers; Your Students, Your Materials, and Your Teaching & Web 2.0/3.0** |  
**Read**  
By Friday 7/24 (so you can post in Learning Journal by 11:59pm on Fridays)  
Fisher & Frey chapters 6 & 7 (pp. 101-138)  
McEwan-Adkins & Burnett Part II Strategies 12-16 (pp. 145-220)  
Handbook Chapter 6, O’Brien, Stewart & Beach (pp. 80-97) |  
**Weekly Learning Synthesis Journal Assignment**  
**VIEW** video by Friday (see Videos folder in Course Menu)  
(e.g. Video Tovani Program #1 [each is about 30 minutes long] )  
**ARTICLE:** Strategically Select/Read/Skim an Article in Articles folder in Course Menu |  
❖ ❖ **Due:** Tool Talk Tegrity recording done by Wed. 7/22, 11:59pm.  
❖ ❖ **Due:** Tool Talk posted to Bb Discussion forum using Tegrity link and...
uploading PowerPoint file as well, by Th. 7/23, 11:59pm.

**DUE:** Fridays by 11:59 Learning Journal (Comments to peers in Learning Journal small groups due Thursdays 11:59)

**DUE:** Choice-chapter Handbook small groups #3 of 4 by Sun. 7/26, 11:59pm.

❖ **DUE:** Take Quiz over FF Chs. 6 & 7 by Sun. 7/26, 11:59pm.

**DUE:** All comments to peers’ Tool Talks by Sun. 7/26, 11:59pm.

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<th>4 of 5</th>
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<th>M 7/27/15</th>
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<tbody>
<tr>
<td><strong>LECTURE(S): Thinking about Extension and Reinforcement of Content &amp; Concept Maps; Assessment &amp; Building Academic Habits of Mind and of Practice</strong></td>
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**READ**

By Friday 7/31 (so you can post in Learning Journal by 11:59pm on Fridays)  
Fisher & Frey chapters 7, 8 & 9 (pp. 121-178)  
McEwan-Adkins & Burnett Part III Strategies 17-19 (pp. 221-272)  
Handbook Chapter 7, Schoenbach & Greenleaf (pp. 98-112)

**RE: Weekly Learning Synthesis Journal Assignment**

**VIEW** video by Friday (see Videos folder in Course Menu)  
(e.g. Video Tovani Program #1 [each is about 30 minutes long] )

**ARTICLE:** Strategically Select/Read/Skim an Article in Articles folder in Course Menu

**DUE:** Fridays by 11:59 Learning Journal (Comments to peers in Learning Journal small groups due Thursdays 11:59)

❖ **DUE:** Text Set in pdf submitted to folder by Thursday 7/30, 11:59pm.

**DUE:** Choice-chapter Handbook small groups #4 (last) by Sun. 8/2, 11:59pm.

❖ **DUE:** Take Quiz over FF Chs. 8 & 9 by Sun. 8/2, 11:59pm.

❖ **DUE:** Think-Aloud recorded on Tegrity by Sun. 8/2, 11:59pm.

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<tr>
<th>5 of 5</th>
<th>5.0</th>
<th>M 8/3/15</th>
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<tr>
<td><strong>LECTURE(S) Writing as thinking; Talking as Drafting; What does all this mean for our practice as teachers and educational/literacy leaders?</strong></td>
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</table>

**READ**

By Tuesday 8/4 (so you can post last (#5) Learning Journal by Wednesday, 8/5, 11:59pm)  
McEwan-Adkins & Burnett Part IV Strategy 20 and conclusion (pp. 273-284)
**RE: Weekly Learning Synthesis Journal Assignment**

**VIEW** video by Friday (see Videos folder in Course Menu)
(e.g. Video Tovani Program #1 [each is about 30 minutes long])

**ARTICLE:** Strategically Select/Read/Skim an Article in Articles folder in Course Menu (see Weekly Learning Journal Assignment)

**DUE:** Learning Journal #5 Wednesday 8/5, 11:59pm.
**DUE:** Comments to peers re: Learning Journal #4 OR #5 due Thursday 8/6, by 11:59pm.

** ≥ DUE: Think-Aloud recording LINK due to be posted on 10 person group Discussion Forum by Monday 8/3 at 11:59pm.**

**DUE:** All comments to Think-Aloud group members made by Thurs. 8/6, 11:59pm.

** ≥ DUE: FINAL LEARNING PORTFOLIO due Friday 8/7, 11:59pm, in turn-in folder in Course Menu.**
**UNIVERSITY POLICIES**

**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.uttymeltu.edu/wellness/rightsresponsibilities.php

**Grade Replacement/Forgiveness and Census Date Policies**
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Summer I, 2015, the Census Date is June 22nd.) Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttymeltu.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 (June 22nd) is the deadline for many forms and enrollment actions of which students need to be aware. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

**State-Mandated Course Drop Policy**
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

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

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

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

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

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

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

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

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

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

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

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.

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:

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

(ii) the subject matter of the communication;

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

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

(v) whether the communication was sexually explicit; and

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

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

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**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*

**UNIVERSITY POLICIES THAT MUST APPEAR IN EACH COURSE SYLLABUS**

The following University policies must appear on each course syllabus or be provided as an informational sheet (web-links to these policies may be used in the print or electronic syllabus)

http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf

**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

**Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.
Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid State

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

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

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

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

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

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

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