



READ 3323

**Literacy in the Classroom
The University of Texas at Tyler
School of Education**

Course: READ 3323-060 (81371)
Semester & Year: Fall 2022
Undergraduate
ONLINE

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Course Description: Catalog description: *READ 3323 Children's Literature*
"Study of features, history, selection, and use of Children's Literature. Designed for teachers in preparation in the Pre-K through elementary levels." <https://catalogs.uttyler.edu/2021-2022/Catalog/Courses/READ-Reading-Education/3000/READ-3323>

Knowledge Base(s) and Rationale: Children's Literature is a required course for everyone in teacher preparation programs, i.e., students preparing to teach EC-6. You're encouraged to take Read 3330 early in your program because its content provides very practical, useful support to everything you do in all your other teacher preparation coursework and clinical experiences. Most importantly, what you learn about children's literature and the books you read and hear about will help you throughout your teaching career, regardless of your job's content area or grade level. In addition, you'll also be able to use what you learn in READ 3330 in your personal life, as you share books with your own families or as you participate in community volunteer work.

This undergraduate level course builds upon the knowledge base and experiences gained in prior undergraduate coursework and toward which you will build in field experiences that address language and literacy issues. The course addresses Children's Literature and its effective educational use, selection, and history.

Course content incorporates the following standards for the preparation of reading professionals:

- *International Literacy Association (ILA, 2010);*
- *Texas State Board for Educator Certification Standards (TSBECS, 2016)*
- *Texas Educator Standards (TES Title 19: Chapter 149, Subchapter AA, Rule: 149.1001),*
- *Texas Essential Knowledge and Skills (TEKS)*
- *English Language Proficiency Standards (ELPS 74.4),*
- *Texas Prekindergarten Guidelines (TPG 2015),*
- *International Society for Technology in Education Standards for Educators (ISTE)*

Student Learning Outcomes (SLO)

Upon successful completion of the requirements of this course, students will have an opportunity to:

1. Define children’s literature and its qualities; acquire knowledge of the different genres and forms of children’s literature, including the history and development of each type.
2. Appreciate and understand representative samplings of different genres/forms; review contemporary societal issues in children’s literature; and, analyze contexts of children’s literature.
3. Develop awareness of differentiation of book selection for diverse student populations including make recommendations to specific students or to classes of students regarding quality children’s literature for use in lesson planning in order to stimulate interest, increase motivation, tap prior knowledge, and activate engagement of students.
4. Apply knowledge gained to make judgements about children’s books for literary and academic (e.g. disciplinary) value including reading level and grade level.

Standards Matrix:

Student Learning Outcome	Activities	Assessment	Standards Alignment
1. Define children’s literature and its qualities; acquire knowledge of the different genres and forms of children’s literature, including the history and development of each type	Genre Study Library Sessions Read Alouds Background Knowledge	Quizzes Creative Reading Responses Library Work Sessions One Pagers Discussions	*TES 3Ai; 3Aiii *InTASC 2e; 2g; 3n; 3o; 3p; 4j; 5c; 5i; 5j; 5k *TEKS b1A, b1F. b1G *PreK Guidelines IIIA1 *ISTE 1a; 1c *ELPS c1A; c1F *TxCCRS A2; A3; A6; A8; B1
2. Appreciate and understand	Genre Study	Creative Reading Responses	*TES 3Biii

<p>representative samplings of different genres/forms; review contemporary societal issues in children’s literature; and, analyze contexts of children’s literature</p>	<p>Library Sessions Read Alouds</p>	<p>Library Work Sessions One Pagers Discussions</p>	<p>*InTASC 1a; 3b; 4b; 5d; 9e; 9f *TEKS b4A; b4B; b5A-D; b7 *PreK Guidelines IID2; IID3 *ISTE 4a; 4b *ELPS c2A; c2D *TxCCRS D1; D2</p>
<p>3. Develop awareness of differentiation of book selection for diverse student populations including make recommendations to specific students or to classes of students regarding quality children’s literature for use in lesson planning in order to stimulate interest, increase motivation, tap prior knowledge, and activate engagement of students.</p>	<p>Genre Study Library Sessions Small Group Read Alouds Collective Poem</p>	<p>Bookshelf/Database Project Poetry Project Discussions Library Work Sessions</p>	<p>*TES 1Ci; 2Aii; 2Bii. 2Biii; 3Ci; 3Cii; 4Ai; 4Aii; 4Aiii; 6Ai; 6Bi *InTASC 1b; 1c; 1f; 1i; 2b; 2d; 4b; 8e *TEKS b5A-D; b8A-B; b9; *PreK Guidelines III E3 *ISTE 3a; 3b; 5a *ELPS c2E; c2F *TxCCRS C1; C2; C3; C4</p>
<p>Apply knowledge gained to make judgements about children’s books for literary and academic (e.g. disciplinary) value including reading level and grade level.</p>	<p>Genre Study Library Sessions Literature Circles Bookshelf Share</p>	<p>Bookshelf/Database Project Literature Circle Role Sheets Read Aloud Project Library Work Sessions One Pagers</p>	<p>*TES 1Aiii; 4Bii; 4Di; 5Ai; 5Aii; 6Ai; 6Bi *InTASC 1c; 4f; 4g; 5q; 5r 7e; 7f; 7g; 9e; 9f *TEKS b6A-D; b10A-D; b11A-B *PreK Guidelines IID4 *ISTE 4a; 4d; 7a; 7b; 7c *ELPS c4F; c4G *TxCCRS A1; A5; A7; B3; C4</p>

COURSE EVALUATION AND REQUIREMENT DESCRIPTION

Performance Assessments

Grading is based on the total number of points accumulated by each student at the end of the semester for all evaluations including exams, assignments, and class activities. The assignments and projects outlined below are designed to contribute in a different, and yet complementary way in achieving the stated course objectives.

1. FlipGrid Collegiality (Meet & Greet) 6 points

Meet & Greet (Week 1) 3 points (all posts are due at the end of **Week 1, August 28**, by 11:59pm)

Post: Record a video of yourself on the Meet and Greet page using FlipGrid. You'll have a few minutes to tell us a little about yourself (e.g., who you are, where you are from, goals, teaching, a book or movie you've enjoyed and a "fun" fact).

Note: Try getting this up by Friday, August 26, 2022.

Comment: By the end of Week 1, by 11:59pm, get around to five people (go for a mixture of people, especially those you don't know well) and respond in a brief and friendly way to their posts.

Grading

Post=3.5

Comment=0.5 x 5 comments=2.5 points

Total possible points 6.0

2. FIVE ONE-PAGERS (10 points – 5 @ 2 pts each)

Reflective writing at the conclusion of your reading of a particular work. Under your name and date, please include **complete APA citation** for book [e.g. Hesse, K. (1997). *Out of the Dust*. New York: Scholastic.] Also, in your discussion, please **include book page numbers** to anchor your quotes and comments securely to the evidence in the text. Specifically discuss each book as:

- **Reader:** What was particularly engaging? What was problematic? What kinds of images did you see/hear/touch/taste/smell? What kinds of connections did you make to this text a) personal, b) to other texts (including films, etc.), c) to the world? What did this bring up for you? Did you have an emotional response? What was the emotion? Why?
- **Recommender:** To whom would you recommend this book? Why or Why not?

The Five Book One-Pagers will include:

- 1) *Reading Magic*
- 2) *Ramona* book of your choice
- 3) *Out of the Dust* or *Heroes & She-Roes*
- 4) *Seedfolks*
- 5) Jason Reynolds (*Long Way Down*)

3. CHILDREN'S LITERATURE DISCUSSION (8 points-4 @ 2 pts each)

- 1) Ted Talk Discussion

- 2) Jamboard Discussion
- 3) Article Discussion
- 4) TEKS Discussion

4. ONLINE DISCUSSIONS (Class Textbook) (6 points-3 @ 2 pts each)

You will engage deeply with class texts. Active engagement entails completing assigned readings on time, asking critical questions, and exploring implications and applications of knowledge gained for your own professional work. In general, it is imperative that any discussion (face-to-face and/or Canvas) maintain a polite and collegial tone. Moreover, it is important that each person express him/herself fully and with supporting detail. Generally, each Canvas discussion 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, you should strive to maintain a positive and appreciative tone. As professional educators, being able to disagree and maintain a positive relationship is a valuable skill well worth continuous development.

5. PICTURE BOOK READ ALOUD PROJECT - (10 points)

Select an award winning picture book. Videotape yourself reading it aloud to a child. Try to get the child actively engaged in the read aloud. Due to COVID 19 Social Distancing requirements use your best judgement. The options for the read aloud include:

- Sit directly next to the child (only appropriate for family members)
- Sit at least six feet away from the child. Make sure they can see the pictures as you turn the pages.
- Do the read aloud over Zoom and record.
- Do the read aloud through a glass window or door.

After the read aloud, write a reflection on how you did. Answer the following questions:

- **Project Information:**
 - Describe the child. Name, Age, Gender, Relationship to You? (*You must receive written permission to videotape this child. Permission slips will be distributed in class.*)
 - Describe the book. APA Book Citation
- **Contextual Information:**
 - Describe where the read aloud took place?
 - Describe when the read aloud took place? Date/Time?
 - Describe if there were any external distractions during the read aloud.
 - Describe how you and the child were positioned during the read aloud.
 - Describe how long the read aloud took.
- **Project Reflection:**
 - Why did you choose this book to read aloud?
 - Describe the read aloud. What did you do? What did the child do?
 - How did you try to get the child actively engaged in the read aloud (i.e. used character voices, used props, asked questions, make predictions, make connections)?
 - How did the child respond to the read aloud?
 - Were you surprised by the child's response? Why/Why not?

- On a scale of 1-3 (1 = negative experience, 2 = neutral experience, 3 = positive experience) rate your performance during the read aloud. Why did you give yourself this rating?
- If you could do the read aloud again would you do anything differently? Why/Why not?
- **Project Presentation:**
 - Upload the video and reflection in Canvas.

6. FLIPGRID POETRY CAFÉ (10 points)

Poetry is meant to be read aloud and enjoyed. Select an award-winning children’s poet from a list provided in class. Research this poet and find at least one book of their poetry. **Create a one-page handout that showcases the life and work of the poet. Submit the handout in Canvas for peers to discuss at least in advance of the FLIPGRID POETRY CAFÉ.**

During the FLIPGRID POETRY CAFÉ be prepared to **masterfully** read aloud at least two poems (10 MINUTES MAX). The POETRY CAFÉ is an opportunity to be exposed to many different poets and see how you can make poetry meaningful and exciting for your future students. You will not be college students on this day. You will be transformed into poets, reciting the poems fluently, with expression. (Make sure to respond to all the different poetry readings with some positive feedback). You will respond to at least 4 classmates.

- Poet information 2 points
- FLIPGRID POETRY 4 points
- Peer Response (at least 4 classmates) 4 points

7. LIBRARY WORK (10 points)

We will work closely with the Children’s Literature Librarian, and will undertake a number of hands-on/minds-on activities associated with helping you become familiar with genres, texts, authors, illustrators, grade levels, and more. **You are expected to participate fully.** Preparation for each library session includes **reading/previewing the library lecture notes and taking the subsequent library session quizzes.**

8. CLASSROOM BOOKSHELF/DATABASE PROJECT (20 points)

Classroom Bookshelf 5 favorite books from Classroom Bookshelf Data Base (5 points)

Total 25 points

You need to familiarize yourself with the children’s section of the library and make friends with your librarian! **You will choose 25 children’s books** from various genres/forms to create a simulated/virtual future classroom bookshelf – the beginnings of your own classroom library over which you will create an **annotated bibliography**. These books will coincide with the different genres/forms that we will study throughout the semester. Entries for each book should include: book picture and book title, the author/illustrator, copyright date (2010-2022), genre/form, reading level, TEKS standards for classroom use, and book summary (in your own words. This is an opportunity for you to start thinking about your classroom library collection of children’s literature and explore their potential use as a future teacher. Submit your complete annotated bibliography in Canvas. **Please make sure you include the information on the template. (20 Points). You will present 5 of the 25 books, to your classmates, on FLIPGRID. You will introduce the books and give a brief summary of the books.**

Projects & Grading Criteria

Class Projects	Points
FLIPGRID Meet & Greet	(6 points)
Quizzes	(10 points 1 pt. each)
5 One-Pagers	(10 points 2 pts each)
Read-aloud Project	(10 points)
Flipgrid Poetry Café Project	(10 points)
Participation in Children’s Literature Online Discussions	(6 points)
Library work	(10 points)
Classroom Bookshelf Project	(25 points)
Flipgrid Classroom Bookshelf (5 books)	(5 points)
Children’s Literature Textbook Discussion	(6 points)
Childhood Friends	(2 point)

Note: Course grade is calculated on total percentage of overall grade.

Performance standards			
Points	Percent	Grade	Standard
90-100	90%	A	Superior
80-89	80%	B	Above Average
70-79	70%	C	Average
60-69	60%	D	Below Average
00-59	59% or below = “F”	F	Mediocre

Last day to Withdraw from Course: Friday, November 4, 2022.

Required Texts, Materials, & Supplies:

1. Tunnell, M. O.; Jacobs, J.S.; Young, T. A.; and Bryan, G. (2016). *Children’s Literature, Briefly, 7th Edition*. Boston: Pearson.
 ISBN-10: 0135185874
 ISBN-13: 978-01351858872

2. Fox, M. (2008). *Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever, 2nd Edition*. New York: Houghton Mifflin.
 ISBN-10: 0156035103
 ISBN-13: 978-0156035101

3. Jason, R (2019). *Long way down*, Simeon and Schuster
 ISBN-10: 1481438263
 ISBN-13: 978-1481438261

REQUIRED TRADEBOOKS: (in alphabetical order)

1. Self-selected picture books representing various genres/forms.
2. **CHOOSE ONE –Fantasy**
 - a. DiCamillo, K. (2003). *The Tale of Despereaux* being the story a mouse, a princess, some soup, and a spool of thread. Scholastic Inc.
 - b. Babbit, N. (1975). *Tuck Everlasting*. Scholastic Inc.
 - c. White, E. B. (2001). *Charlotte’s Web*. Harper Collins.
3. **CHOOSE ONE-Realistic Fiction**
 - a. Cleary, B., (Reprint 2009). *Beezus & Ramona*. Harper Collins.
 - b. Cleary, B., (Reprint 2009). *Ramona & He Father*. Harper Collins.
 - c. Cleary, B., (Reprint 2009). *Ramona the Brave*. Harper Collins.
 - d. Cleary, B., (Reprint 2009). *Ramona the Pest*. Harper Collins.
4. **CHOOSE ONE-POETRY**
 - a. Hesse, K. (1997). *Out of the Dust*. Scholastic Inc.
 - b. Lewis, J.P. (2005). *Heroes and She-Roes: Poems of Amazing and Everyday Heroes*. Penguin.
5. **CHOOSE ONE**
 - a. Lobel, A. (1980). *Fables*. Harper & Row.
 - b. Fleischman, P. (1997). *Seedfolks*. Harper Collins.

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.

READ 3323-001: CLASS CONTENT AND READING ASSIGNMENTS / DUE DATES
Tentative Schedule Fall 2021

Topical Outline & Schedule: The following tentative course calendar is subject to change. Adjustments to class sessions will be made as determined by progress made in accomplishing the objectives of each class session.

DATES	Module & Date	Activities, Assignments & Due Dates
Week 1 8/22/22 8/26/22	Module 1	Lecture(s) <ol style="list-style-type: none">1. Instructions for Week 12. Lecture: Course Overview (What is children’s literature?)3. Content Lecture: Read Alouds (Read Aloud Sheet)4. Content Lecture: Chapters 1 & 2 (Read, Read, Read and What Is a Good Book?)5. PowerPoint Chapters 1 & 2 READ Textbook: Tunnell et al., Chapters 1 & 2

		<p>E-Learning Activities: Meet & Greet (Flipgrid). All posts & Comments Due Sunday, August 28, 2022, by 11:59pm. Preferred POST by Friday, August 26, 2022 (so peers can respond) by 11:59pm COMMENTS by Sunday, August 28th (11:59pm): quick comment to (at least 5) peers.</p> <p>In Class Activities (TBD) ONLINE (Syllabus Search and Find Activity Sheet)</p>
<p>Week 2 8/29/22 9/2/22</p>	<p>Module 2</p>	<p>Lecture(s)</p> <ol style="list-style-type: none"> 1. Content: Read Aloud (Read Aloud Sheet) 2. Lecture: Fox, Reading Magic <p>PowerPoint</p> <p>Quiz: Tunnell, Chapters 1 & 2</p> <p>READ: Tunnell et al., Ch. 7 (Organizing Children Literature by Genre)</p> <p>PowerPoint</p> <p>ONLINE Discussion: Two (2) entries “Childhood Friends”</p> <p>LIBRARY WORK: Topical video lecture (Genre/Form) +Online Quiz PLEASE VIEW THE VIDEOS BEFORE TAKING THE QUIZ</p> <p><u>September 5, 2022 LABOR DAY</u></p>
<p>Week 3 9/5/22 9/9/22</p>	<p>Module 3</p>	<p>Lecture(s):</p> <ol style="list-style-type: none"> 1. Content: Read Aloud 2. Lecture : Tunnell et al, Chapters 3 & 4 (How to Recognize a Well-Written Book) 3. Picture Book Read Aloud Project Information (DUE WEEK 4) Child, video permission form (if needed) <p>PowerPoints</p> <p>CHILD Literature Discussion</p> <p>Discussion: The Teacher’s Role in Developing Engaged Readers 250-300 Word discussion on The Teacher’s Role in Developing Engaged Readers Respond to two (3) of your peer’s post (50-100 words)</p> <p>Quiz: Quiz for Chapter 7 will be during Week 5.</p> <p>One Pager: Fox, <i>Reading Magic</i></p> <p>In Class Activities</p> <p>LIBRARY WORK: Topical video lecture (Genre/Form) +Online Quiz</p> <p>LIBRARY CLASS: Topical video lecture (Genre/Form) +Online Quiz</p>
<p>Week 4 9/12/22 9/16/22</p>	<p>Module 4</p>	<p>Lecture(s)</p> <ol style="list-style-type: none"> 1. Content: Read Aloud 2. Lecture: Chapters 5 (Children’s Books History and Trends)

		<p>3. Lecture: Picture Book Video Presentation and Discussion PowerPoint</p> <p>READ: Tunnell et al., Ch. 5 READ: Tunnell et al., Appendix D Children’s Book Awards Children’s Book Awards Assignment READ: Choose One: White, E. B. (2001). <i>Charlotte’s Web</i> DiCamillo, K. (2003). <i>The Tale of Despereaux</i> Babbit, N. (1975). <i>Tuck Everlasting</i></p> <p>ONLINE One-Pager: Fox, <i>Reading Magic</i> (PLEASE REVIEW DIRECTIONS FOR ONE PAGERS) ONLINE Quiz: Chapters 3 & 4</p> <p>LIBRARY WORK: Topical video lecture (illustrations) +Online Quiz</p> <p>LIBRARY CLASS: Topical video lecture (illustrations) +Online Quiz</p>
<p>Week 5 9/19/22 9/23/22</p>	<p>Module 5</p>	<p>Lecture(s)</p> <ol style="list-style-type: none"> 1. Content: Read Aloud 2. Lecture: Tunnell et al., Chapter 17 (Teaching with Children’s Books) PowerPoint <p>READ: Tunnell et al., Ch. 17</p> <p>ONE PAGER from your BOOK OF CHOICE <i>Charlotte’s Web</i>, <i>The Tale of Despereaux</i> or <i>Tuck Everlasting</i>. PLEASE REVIEW DIRECTIONS FOR ONE PAGERS</p> <p>PRESENTATION: Picture Book Read Aloud Project (UPLOAD CANVAS)</p> <p>ONLINE Quiz: Tunnell, Ch. 5 & 7</p>
<p>Week 6 9/26/22 9/30/22</p>	<p>Module 6</p>	<p>Lecture(s):</p> <ol style="list-style-type: none"> 1. Content: Read Aloud 2. Lecture : Tunnell et al., Chapters 10 & 11 (Folk Literature, Modern Fantasy) POWERPOINT 3. FLIPGRID Poetry Cafe Instructions/Information/Poet Information due 4. POET SIGN UP SHEET (Google Docs) <p>READ: Tunnell et al., Ch. 10</p>

		<p>READ: Tunnell et al., Ch. 11</p> <p>Discussion Question: Should Fantasy be introduced in the classroom? Why? or Why Not? 250-300 WORDS Respond to at least 2 classmates (50-100 words)</p> <p>Online Quiz: Chapter 17</p> <p>LIBRARY WORK: Topical video lecture (Content Levels) +Online Quiz</p> <p>LIBRARY CLASS: Topical video lecture (Content Levels) +Online Quiz</p>
<p>Week 7 10/3/22 10/7/22</p>	<p>Module 7</p>	<p>Lecture(s)</p> <ol style="list-style-type: none"> 1. Content : Read Aloud 2. Lecture: Chapter 12 (Contemporary Realistic Fiction) 3. Flipgrid Poetry Café Information/Instructions/Poet Information due October 16) 4. Classroom Bookshelf Project Information <p>PowerPoint</p> <p>READ : Tunnell et al., Ch. 12</p> <p>READ (Choose one): Lobel, <i>Fables or Seedfolks</i> One Pager (Book of Choice)</p> <p>Discussion: Textbook 250-300 words and respond to at least two peers</p> <p>ONLINE Quiz : Tunnell, Chapters 10 & 11</p>
<p>Week 8 10/10/22 10/14/22</p>	<p>Module 8</p>	<p>Lecture(s)</p> <ol style="list-style-type: none"> 1. Read Aloud 2. Lecture : Tunnell et al., Chapter 9 (Poetry) 3. Content: Flipgrid Poetry Cafe instructions <p>READ: Tunnell et al., Ch. 9</p> <p>1. CHOOSE ONE-POETRY</p> <ol style="list-style-type: none"> a. Hesse, K. (1997). <i>Out of the Dust</i>. Scholastic Inc. b. Lewis, J.P. (2005). <i>Heroes and She-Roes: Poems of Amazing and Everyday Heroes</i>. Penguin. <p>One Pager on the book of your choice</p> <p>CHILD Literature Discussion: Documentary Novel/Historical Fiction Discussion: Your thoughts on Documentary Novel/Historical Fiction. How will you incorporate this genre in your classroom?</p> <p>Poetry Video Lesson Where I'm From (George Ella Lyon) Video</p>

		<p>Where I'm From CHIEFTHEPOET Video Template: Where I'm From (Your Poem)</p> <p>ONLINE Quiz: Tunnell, Ch. 12</p> <p>LIBRARY WORK: Topical video lecture (Poetry)+Online Quiz</p> <p>LIBRARY CLASS: Topical video lecture (Poetry)+Online Quiz</p>
<p>Week 9 10/17/22 10/21/22</p>	Module 9	<p>Lecture(s)</p> <ol style="list-style-type: none"> 1. Read Aloud 2. Tunnell et al., Chapter 8 (Picture Books) <p>PowerPoint</p> <p>READ: Tunnell et al., Ch. 8</p> <p>READ: Reynolds, J. (2017). Long Way Down. Simon & Schuster Children's Publishing.</p> <p>FlipGrid Poetry Café Read two poems and respond to at least two peers</p> <p>TED TALK: Listen to a TED TALK Write 250-300 discussion Respond to a least two peers (50-100 words)</p> <p>ONLINE Quiz: Tunnell, Ch. 9</p>
<p>Week 10 10/24/22 10/28/22</p>	Module 10	<p>Lecture(s)</p> <ol style="list-style-type: none"> 1. Read Aloud 2. Content : Literature Circle Role Sheets (Explain the Assignment) 3. Lecture : Tunnell et al., Chapter 12 (Contemporary Fiction) <p>PowerPoint</p> <p>Literature Circle Role Sheets: Chapter Book of Choice CHILD Literature Discussion: Literature Circle Role Sheets Discuss how the Literature Circle Role sheets can be used in the classroom. Think about the chapter book you will use to complete at least five literature role sheets.</p> <p>ONLINE One-Pager: Long Way Down (Please review the directions for one pager) Online Discussion ONLINE Quiz: Tunnell, Ch. 8</p>
		LAST DAY TO WITHDRAW FRIDAY, NOVEMBER 4, 2022
<p>Week 11 10/31/22 11/4/22</p>	Module 11	<p>Lecture(s)</p> <ol style="list-style-type: none"> 1. Read Aloud 2. Lecture : Tunnell et al., Chapter 13 (Historical Fiction) 3. Content: Classroom Bookshelf Project (Discuss presenting five (5) of your chosen Classroom Bookshelf Project on Flipgrid) <p>PowerPoint</p>

		<p>READ: Tunnell et al., Ch. 13 Online Discussion: Article Read the Article. Discuss using 250-300 words Respond to two at least two peers Online Quiz: Chapter 12</p> <p>Library: Classroom Bookshelf Project</p>
<p>Week 12 11/7/22 11/11/22</p>	<p>Module 12</p>	<p>Lecture(s) 1. Read Aloud 2. Lecture: Chapters 14 & 15 (Biographies & Informational Books)</p> <p>PowerPoint 3. Classroom Bookshelf Project Information</p> <p>READ: Tunnell et al., Ch. 14 READ: Tunnell et al., Ch. 15 READ: Lewis, Heroes & She-Roes or Out of the Dust One Pager (Review the directions for One Pagers)</p> <p>Work on Classroom Bookshelf Project Quiz: Tunnell, Ch. 13</p>
<p>Week 13 11/14/22 4/18/22</p>	<p>Module 13</p>	<p>Lecture(s) 1. Read Aloud 2. Lecture : Tunnell et al., Chapter 6 (Multiculture Books)</p> <p>PowerPoint Read: Seedfolks In Class Activities (TBD) READ: Tunnell et al., Ch. 6 ONLINE Quiz: Tunnell, Ch. 14 & 15 Classroom Bookshelf Project (presentation) Five Books (Part of the 25 Books) Bring copies for your peers</p> <p>LIBRARY WORK: (PRIOR TO CLASS) Topical video lecture (Multicult + Ban) +Online Quiz</p>
<p>Nov. 21-22</p>		<p>Thanksgiving Break</p>
<p>Week 14 11/28/22 12/2/22</p>	<p>Module 14</p>	<p>Lecture(s) 1. Read Aloud 2. Banned Books 3. Lecture Tunnell, et al., Chapter 16 (Controversial Books)</p> <p>PowerPoint READ: Tunnell, et al., Ch. 16 PRESENTATION: Classroom Bookshelf Project Online One Pager: Seedfolks</p> <p>ONLINE – Classroom Bookshelf Project with Annotated Bibliography (Final)</p>

**Week 15
LAST WEEK**

Module
15

ONLINE Quiz: Tunnell, Ch. 6
ONLINE Discussion: "Censorship"
ONLINE One-Pager
ONLINE – Course Evaluation

Course Attendance Policy:

Absences and tardiness may result in a permanent grade change. Students are expected to arrive promptly for every class and to call or email the instructor in the case of an emergency. Come to class prepared to contribute to discussions, ask appropriate questions, and participate in class activities. Roll is taken at each class session. Please see the instructor if you come in tardy to ensure that I indicate your attendance in my records. If it is necessary for you to miss a class, you should arrange for a classmate to take notes and pick up handouts for you. You are responsible for the content of classes that are missed.

Late Assignment:

Late assignments without prior, written permission from the instructor or without the presence of documentable (by you) of extenuating circumstances will result in lowering of the assignment grade. In order to earn an "A" for the semester, students must demonstrate outstanding performance on class work, exemplary credit on all assignments, and professionalism throughout the semester. To earn an "A" you must go above and beyond average academic performance

Technology Policy:

Out of respect for your fellow students, your professor, and the educational process, all technology devices (i.e. cell/smart phones, lap tops, iPads, etc.) must be powered down and put away unless otherwise indicated by the professor. Cell phones may be left on vibrate for emergency notification purposes only. Students will be allowed to use the electronic devices during designated technology breaks. Texting or other cell phone use during class time may result in a reduction of your participation points.

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.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement

- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

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/>

[University Guidelines, Links and Policies](#)

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.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).