RDNG 4364 Children's Literature
Spring Semester 2024

General Course Information

Information Item	Information
Instructor:	Katina L. Thomas, Ed.D.
Section # and CRN:	P02 CRN 24040
Office Location:	Wilhemina F. Delco, Rm. 318
Office Phone:	936-261-3628
Email Address:	klthomas@pvamu.edu
Office Hours:	Monday 1:00 p.m. – 3:00 p.m.; Tuesday 10:00 a.m. – 12:00 p.m.; Wednesday 1:00 p.m. – 3:00 p.m.
Mode of Instruction:	Face to Face Instruction
Course Location:	Wilhelmima F. Delco ,Rm. 330
Class Days & Times:	MW 5:00 p.m. – 6:20 p.m.
Catalog Description:	The reading and evaluation of children's literature to include information about children's books, to develop children's interests in reading, authors, illustrators, and to solve problems in guidance of reading.
Prerequisites:	NONE
Co-requisites:	NONE
Required Texts:	Galda, L., Liang, L.A., & Cullinan, B.E. (2017). *Literature and the child (9th ed.).* Boston, MA: Cengage Learning. **ISBN**: 978-1-305-64236-2 The required Literacy Book (To Be Announced.).
Recommended Reference(s):	Strunk, W, Jr., & White, E.B. (2000). *The elements of style* (4th ed.). Boston: Allyn and Bacon. Texas Education Agency. (2021). *The dyslexia handbook - 2018 update: Procedures concerning dyslexia and related disorders.* Austin, TX: Texas Education Agency. *Texas Examinations of Educator Standards (TExES) Program Preparation Manuals* http://www.nesinc.com

SEE APPENDIX A for Student Learning Outcomes.

Student Learning Outcomes (SLOs):
   SLO 2: Content
   SLO 3: Instructional Practice
   SLO 4: Professional Responsibility

Course Learning Objectives (CLOs):

Upon successful completion of this course, students will be able to:	Student Learning Outcome Alignment	Core Curriculum Outcome Alignment
1. Demonstrate an understanding of the State Educator Standards, *Standards for the Preparation of Literacy Professionals 2017* (ILA), and the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading. **Download** Texas Education Agency http://www.tea.texas.gov International Literacy Association (ILA) http://www.literacyworldwide.org Domain I Standards: IV, VI, VII, VIII, IX, XI Competencies: 003, 006, 007, 008 **Science of Teaching Reading (STR)** **Domain I** Competency: 002 **Domain II** Competencies: 003, 008 **Domain III** Competencies: 009, 010 Texas Essential Knowledge and Skills International Literacy Association (ILA) Standards: 1-6	SLO2. SLO3. SLO4.	Critical Thinking Skills Personal Responsibility Communication Skills Teamwork
2. Demonstrate the role of literature in the reading program. Domain I Standards: IV, VI, VII, VIII, IX, XI Competencies: 003, 006, 007, 008 **Science of Teaching Reading (STR)** **Domain I** Competency: 002 **Domain II** Competencies: 003, 008 **Domain III** Competencies: 009, 010 Texas Essential Knowledge and Skills (TEKS) International Literacy Association (ILA) Standards: 1, 2, 3	SLO2. SLO3. SLO4.	Critical Thinking Skills Communication Skills Teamwork

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3. Provide multiple opportunities for students to listen and respond to a wide variety of children's and young people's literature, both fiction and nonfiction, and to recognize the characteristics of various types of narrative and expository texts. Domain I Standards: IV, VI, VII, VIII, IX, XI Competencies: 003, 006, 007, 008 **Science of Teaching Reading (STR)** **Domain I** Competency: 002 **Domain II** Competencies: 003, 008 **Domain III** Competencies: 009, 010 Texas Essential Knowledge and Skills (TEKS) International Literacy Association (ILA) Standards: 1-6	SLO2. SLO3. SLO4.	Communication Skills Personal Responsibility Social Responsibility
4. Demonstrate an appreciation of cultural diversity: talk with children about their favorite books, participate in story reading experiences, interact with others about stories, etc. Domain I Standards: IV, VI, VII, VIII, IX, XI Competencies: 003, 006, 007, 008 **Science of Teaching Reading (STR)** **Domain I** Competency: 002 **Domain II** Competencies: 003, 008 **Domain III** Competencies: 009, 010 Texas Essential Knowledge and Skills (TEKS) International Literacy Association (ILA) Standards: 1, 2, 4, 5	SLO2. SLO3. SLO4.	Communication Skills Personal Responsibility Social Responsibility
5. Read and evaluate children's books in the literature program. Domain I Standards: IV, VI, VII, VIII, IX, XI Competencies: 003, 006, 007, 008 **Science of Teaching Reading (STR)** **Domain I** Competency: 002 **Domain II** Competencies: 003, 008 **Domain III** Competencies: 009, 010 Texas Essential Knowledge and Skills (TEKS) International Literacy Association (ILA) Standards: 1, 2, 4, 5	SLO2. SLO3. SLO4.	Personal Responsibility Communication Skills Empirical and Quantitative Skills

6. Demonstrate the ability to use communication skills (oral, written, and presentation) in the reading program. Educator Standards: EC-6 I-XII **Science of Teaching Reading (STR)** **Domain I** Competency: 002 **Domain II** Competencies: 003, 008 **Domain III** Competencies: 009, 010 Texas Essential Knowledge and Skills (TEKS) International Literacy Association (ILA) Standards: 1-6	SLO2. SLO3. SLO4.	Communication Skills Critical Thinking Personal Responsibility Social Responsibility
7. Demonstrate the ability to integrate the use of technology in the reading program. Educator Standards**: EC-6** XII **Science of Teaching Reading (STR)** **Domain I** Competency: 002 **Domain II** Competencies: 003, 008 **Domain III** Competencies: 009, 010 International Literacy Association (ILA) Standards: 2, 5 International Society of Technology in Education (ISTE) Standards: 1a, 3b	SLO2. SLO3. SLO4.	Communication Skills Personal Responsibility Social Responsibility Teamwork

PURPOSE OF THE COURSE: To develop competencies that will enable a candidate to achieve a satisfactory score on the *Texas Examinations of Educator Standards* (*TExES*).

COURSE GOALS: RDNG 4364 P02 focuses on goals identified in the Whitlowe R. Green College of Education Conceptual Framework:

Educators as Facilitators of Learning for Diverse Populations (E-FOLD-P MODEL), is fundamental to learning content in all areas and in teaching a diverse population. It is designed to achieve these outcomes:

1. Develop the reading teacher as a problem-solver, critical thinker, and decision-maker.   [**Educator Standards EC-6** XI; **4-8**-VI; **ILA** Standards: 1-5]

2. Develop the reading teacher as a reflective and a continual learner utilizing effective teaching practices. [**Educator Standards: EC-6** – XII; **4-8** VII; **ILA Standards**: 1, 2, 3, 4, 5, 6]

3. Develop the reading teacher as a facilitator of student growth and development, by precept and example. [**Educator Standards: EC-6** XI, XII; **4-8**-VI, VII; **ILA Standards:** 2,5]

4. Develop the reading teacher who demonstrates an understanding and appreciation of human diversity and global awareness. [**Educator Standards: EC-6** I-XII; **4-8** I-VII; **ILA Standards**: 3, 4, 6
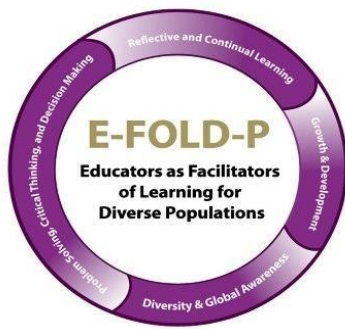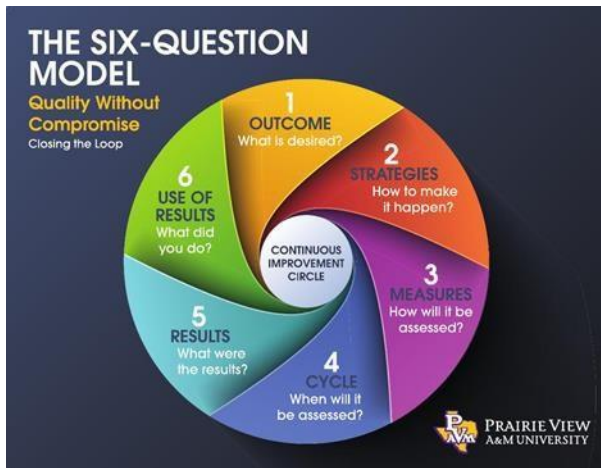
Major Course Requirements

The evaluation methods for the course will be cumulative and summative:
Cumulative Evaluations will take place periodically either announced or unannounced to determine the degree and extent of proficiency of the content and extent of learning outcomes of the course and expected knowledge on the *Texas Examinations of Educator Standards* (*TExES*). [**Educator Standards**: **EC-6** I-XII; **4-8** I-VIII]

Summative Evaluation will be made on a scheduled and announced date at the end of the course. The summative evaluation is to determine the gross learning over the full content of the course and the expected content of the *Texas Examinations of Educator Standards (TExES).* [**Educator Standards**: **EC-6** I-XII; **4-8** I-VIII]

Practice examinations materials are used to strengthen the teaching of standards and competencies in the course and the expected content of the *Texas Examinations of Educator Standards (TExES).* [**Educator Standards**: **EC-6** I-XII; **4-8** I-VIII]

Poster Project is designed to integrate use of the English Language Arts and Reading (ELAR), Spanish Language Arts and Reading (SLAR) Texas Essential Knowledge and Skills (TEKS) with assignments and course materials. [**Educator Standards**: **EC-6** I-XII; **4-8** I-VIII; **ILA Standard** 2]

Ethics, Professional Development and Leadership will include modeling of class attendance, membership in professional organizations, professional decorum, and development of professional leadership characteristics. Review of the ethics policies of Prairie View A&M University, The Texas A&M University System, and the State of Texas to demonstrate understanding of ethics policies. [**Educator Standards**: **EC-6** XII; **4-8** VII; **ILA Standard** 6]

The Standards

English Language Arts and Reading Generalist EC-6 Standards
- http://www.tea.texs.gov
- http://www.ritter.tea.st.tx.us/rules/tac/chapter110/index.html
- http://www.tx.nesinc.com

Standard I.   Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

Standard II.   Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

Standard III.   Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Standard IV.   Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

Standard V.   Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

Standard VI.   Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard VII.   Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

Standard VIII.   Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

Standard IX.   Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

Standard X.   Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

Standard XI.   Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

Standard XII: Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

Subject Exam I – English Language Arts and Reading (901)

Competency 001-(Oral Language): The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides students with varied opportunities to develop listening and speaking skills.

Competency 002-(Word Analysis and Identification Skills): The teacher understands the importance of word analysis and identification skills for reading comprehension and provides many opportunities for students to practice and improve these skills.

Competency 003-(Reading Fluency): The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.

Competency 004-(Reading Comprehension and Applications): The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension, and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.

Competency 005-(Vocabulary Development): The teacher knows the importance of vocabulary development and applies that knowledge to teach reading, listening, speaking, and writing.

Competency 006- (Reading, Inquiry, and Research): The teacher understands the importance of inquiry and research skills to students' academic success and provides instruction that promotes students' acquisition and effective use of these skills in the content areas.

Competency 007-(Writing Conventions): The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

Competency 008-(Written Communication): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

Competency 009- (Viewing and Representing): The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various types of media, including electronic media, and provides students with opportunities to develop skills in this area.

Competency 010-(Assessment of Developing Literacy): The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

Subject Exam I – English Language Arts and Reading (806)

Competency 001 (Oral Language): *The teacher understands the importance of oral language, knows the developmental processes of oral language and provides a variety of instructional opportunities for students to develop listening and speaking skills.*

Competency 002 (Early Literacy Development): *The teacher understands the foundations of early literacy development.*

Competency 003 (Word Identification Skills and Reading Fluency): *The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provides many opportunities for students to practice and improve word identification skills and reading fluency.*

Competency 004 (Reading Comprehension and Assessment): *The teacher understands the importance of reading for understanding, knows components and processes of reading comprehension and teaches students strategies for improving their comprehension.*

Competency 005 (Reading Applications): *The teacher understands reading skills and strategies appropriate for various types of texts and contexts and teaches students to apply these skills and strategies to enhance their reading proficiency.*

Competency 006 (Written Language – Writing Conventions): *The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.*

Competency 007 (Written Language - Composition): *The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.*

Competency 008 (Viewing and Representing): *The teacher understands skills for interpreting, analyzing, evaluating and producing visual images and messages in various media and provides students with opportunities to develop skills in this area.*

Competency 009 (Study and Inquiry Skills): *The teacher understands the importance of study and inquiry skills as tools for learning in the content areas and promotes students' development in applying study and inquiry skills.*

Subject Exam – English Language Arts and Reading 4-8 (217)

Domain I-Foundations of Reading

Competency 001- (Foundations of Teaching Reading): Understand research-based, evidence-based, and culturally relevant foundational concepts, principles, and best practices related to reading instruction and assessment.

Competency 002- (Foundational Reading Skills): Understand concepts, principles, and best practices related to the development of foundational reading skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level foundational reading skills.

Competency 003- (Word Analysis Skills and Reading Fluency): Understand concepts, principles, and best practices related to the development of word analysis skills and fluency, and demonstrate knowledge of

developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level word analysis skills and reading fluency

Competency 004- (Vocabulary Development): Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research-and evidence-based assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills.

Domain II-Text Comprehension and Analysis

Competency 005- (Reading Comprehension Development): Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally appropriate, research-and evidence-based assessment and instructional practices to promote all students' development of grade-level reading comprehension strategies.

Competency 006- (Reading Literary Texts): Understand the genre-specific characteristics, structures, and purposes of diverse traditional, contemporary, and classical literary texts; analyze how authors use these elements and characteristics to achieve specific purposes; and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of a range of complex literary texts.

Competency 007- (Reading Informational and Argumentative Texts): Understand the elements and characteristics of informational and argumentative texts, analyze how authors use these elements and characteristics to achieve specific purposes, and demonstrate knowledge of research-based strategies and best practices for promoting students' ability to engage in text-based analyses of complex information and argumentative texts.

Domain III- Oral and Written Communication

Competency 008- (Composition): Understand the characteristics of various genres of written text; apply knowledge of strategies for developing well-organized, engaging, written texts that achieve specific purposes for specific audiences; and apply knowledge of research-based strategies and best practices for promoting students' ability to develop well-organized, engaging, written texts that achieve specific purposes for specific audiences.

Competency 009 – (Inquiry and Research): Demonstrate knowledge of strategies for conducting focused inquiry and research and presenting the results in an appropriate, responsible, and ethical manner and of research-based strategies and best practices for promoting students' ability to conduct focused inquiry and research and present the results in an appropriate, responsible, and ethical manner.

Competency 010- (Listening and Speaking): Demonstrate knowledge of strategies for critical listening and collaborative speaking and of research-based strategies and best practices for promoting students' skills in critical listening and collaborative speaking, including using differentiation strategies that are culturally and academically appropriate for all students.

DOMAIN IV- Educating All Learners and Professional Practice

Competency 011- (Differentiation Strategies in Planning and Practice): Understand how to identify and implement developmentally and culturally appropriate strategies and data-driven practices to effectively teach and engage all learners.

Competency 012- (Culturally Responsive Practices): Understand how to identify and implement culturally responsive, developmentally appropriate practices to effectively teach and engage students.

Competency 013- (Data Driven Practice and Formal/Informal Assessment): Understand the types, selection, and uses of data-driven, developmentally appropriate assessments and assessment practices to effectively support program improvement and all students' learning.

Domain V-Constructed Response

Competency 014- (Constructed Response): In a written response, describe principles and strategies for developing standards-based, data-driven instruction that will help all students achieve a specific learning goal.

Science of Teaching Reading (STR) (293)
Competency 001--(Foundations of the Science of Teaching Reading): Understand the foundational concepts, principles, and best practices related to the science of teaching reading.
Competency 002--(Foundations of Reading Assessment): Understand foundational concepts, principles, and best practices related to reading assessment.
Competency 003--(Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to young children's development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research-and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills.
Competency 004--(Phonological and Phonemic Awareness): Understand concepts, principles, and best practices related to the development of phonological and phonemic awareness, and demonstrate knowledge of developmentally appropriate, research-and evidence-based assessment and instructional practices to promote all students' development of grade-level phonological and phonemic awareness skills.
Competency 005--(Print Concepts and Alphabet Knowledge): Understand concepts, principles, and best practices related to the development of print concepts and alphabet knowledge, including understanding of the alphabetic principle, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level print concepts and alphabet knowledge and their understanding of the alphabetic principle.
Competency 006--(Phonics and Other Word Identification Skills): Understand concepts, principles, and best practices related to the development of phonics and other word identification skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonics and other word identification skills and related spelling skills.
Competency 007--(Syllabication and Morphemic Analysis Skills): Understand concepts, principles, and best practices related to the development of syllabication and morphemic analysis skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research-and evidence-based assessment and instructional practices to promote all students' development of grade-level syllabication and morphemic analysis skills and related spelling skills.
Competency 008--(Reading Fluency): Understand concepts, principles, and best practices related to the development of reading fluency, and demonstrate knowledge of developmentally appropriate, research-and evidence-based assessment and instructional practices to promote all students' development of grade-level reading fluency.
Competency 009--(Vocabulary Development): Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence based assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills.
Competency 010--(Comprehension Development): Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of reading comprehension strategies in order to gain, clarify, and deepen understanding of appropriately complex texts.
Competency 011--(Comprehension of Literary Text): Understand concepts, principles, and best practices related to the comprehension of and critical thinking about literary texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for literary texts.
Competency 012—(Comprehension of Informational Text): Understand concepts, principles, and best practices related to the comprehension of and critical thinking about informational texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for informational texts.

Competency 013—(Analysis and Response): Analyze assessment data related to reading development in foundational reading skills and reading comprehension, and prepare an organized, developed response based on the data and information presented.

RDNG 4364 P02 Children's Literature is aligned to these standards:

See *APPENDIX A*.

- **Council for the Accreditation of Educator Preparation (CAEP) Standards**
  http://caepnet.org
  Student Learning Outcomes (SLOs)
  Standard 2: Content
  Standard 3: Instructional Practice
  Standard 4: Professional Responsibility

- **Council of Chief State School Officers (CCSSO) Interstate Teacher Assessment and Support Consortium (InTASC) Standards** http://cccso.org
  Standard 4: Content Knowledge   Standard 5: Application of Content
  Standard 6: Assessment   Standard 7: Planning for Instruction
  Standard 8: Instructional Strategies   Standard 9: Professional Learning and
  Ethical Practice
  Standard 10: Leadership and Collaboration

See *APPENDIX B.*

STANDARDS FOR THE PREPARATION OF LITERACY PROFESSIONALS 2017
International Literacy Association (ILA)
http://www.literacyworldwide.org

Standard 1:   Foundational Knowledge
Standard 2:   Curriculum and Instruction
Standard 3:   Assessment and Evaluation
Standard 4:   Diversity and Equity
Standard 5:   Learners and Literacy Environment
Standard 6:   Professional Learning and Leadership

International Society of Technology in Education (ISTE) Standards

1a   Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.

3b   Establish a learning culture that promotes curiosity and critical examination of online resources and foster digital literacy and media fluency.

Method of Determining Final Course Grade

Course Grade Requirements	Value	Total
1. Classroom Attendance, Classroom Participation, and High-Quality Completion of Assignments	Three (3) Major Assignments	**50%**
2. Mid-Semester Examination (**Formal**)	Mid-Semester Examination No Credit Given	**20%**

		0%
3. Scheduled *TExES* Practice Examinations		
	Final Examination	**20%**
4. Final Examination **(Formal)**		
5. Ethics, Professional Development and Leadership	Attendance and Participation in Virtual Professional Meetings, Professional Leadership Characteristics, Membership in Professional Organizations, Professional Attire and Decorum, Documented Evidence of Community Service, Attendance and Participation in Virtual Century II Book Reviews, etc.	**10%**
Total:		**100%**

Grading Criteria and Conversion:

A = 90-100
B = 80 - 89
C = 70 - 79
D = 60 - 69
F =   0 – 59

If a student has stopped attending the course (i.e. "stopped out") at any point after the first day of class but did not officially withdraw from the course and has missed assignments and exams and performed below the grade level of a D, a grade of FN (failed-non attendance) will be assigned for the final course grade to ensure compliance with the federal Title IV financial aid regulations. In contrast, if the student has completed all assignments and exams, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

Detailed Description of Major Assignments:

Assignment 1:
Book Talk Project

Book Talk Project
The candidate will plan, research, create, and make a professional presentation for the Book Talk Project.
1. Choose children's or young people's literature to read; present the project during the Book Talk. Refer to the format provided by the instructor of record for the Book Talk Project.
2. Create a book of the Book Talk Project.
    - Domain I
    - Standards: IV, VI, VII, VIII, IX, XI
    - Competencies: 003, 006, 007, 008
    - **Science of Teaching Reading (STR)**
      Domain I
      Competency: 002
      Domain II
      Competencies: 003, 008
      Domain III
      Competencies: 009, 010

Assignment 2:
Oral and Written Research-Based Presentation

Oral and Written Research-Based Presentation
The candidate will research and present an oral and written research-based presentation on an assigned topic in reading.
    - Domain I
    - Standards: IV, VI, VII, VIII, IX, XI
    - Competencies: 003, 006, 007, 008
    - **Science of Teaching Reading (STR)**
      Domain I
      Competency: 002
      Domain II
      Competencies: 003, 008
      Domain III
      Competencies: 009, 010

Assignment 3:
SPRING LITERACY WORKSHOP:

SPRING LITERACY WORKSHOP: Literacy Book Hour
The candidate will create a project to present to the class, during the SPRING LITERACY WORKSHOP: Literacy Book Hour. Refer to the format provided by the Literacy Book Hour instructor of record for the Literacy Book Hour.
    - Domain I

    - Standards: IV, VI, VII, VIII, IX, XI
- Competencies: 003, 006, 007, 008
- **Science of Teaching Reading (STR)**
      Domain I
      Competency: 002
      Domain II
      Competency: 003
      Domain III
      Competency: 009, 010

Course Procedures and Additional Instructor Policies

Taskstream
Taskstream is a tool that Prairie View A&M University uses for assessment purposes. One of your assignments may be required to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. If applicable, more information will be provided during the semester by your department, but for general information, you can visit Taskstream via the link in eCourses.

Expectations of the Candidate:
1. Read and adhere to the UNIVERSITY CLASS ATTENDANCE POLICY.
2. Be on time for each Face-to-Face Instructional Method class and remain in class for the full class time.
3. Read and discuss handout on **Teacher Expectations**.
4. Purchase the required textbook for RDNG 4364 P02 Children's Literature.
5. Participate and make meaningful contributions to class discussions.
    - Educator Standards: Core Subjects EC-6; 4-8; 7-12   http://www.tea.texas.gov
    - International Literacy Association (ILA) Standards: 1-6   http://www.literacyworldwide.org
    - Texas Essential Knowledge and Skills (TEKS)   http://www.tea.texas.gov
    - English Language Proficiency Standards (ELPS)   http://www.statues.legis.state.tx.us
    - The Florida Center for Reading Research (FCRR)   http://www.fcrr.org

6. Present high-quality assigned individual and/or group oral and written research-based report(s) in the course.
7. Unless a candidate has a documented written statement granting an excused absence, late **or** past-due assignments will **not** be accepted.
8. Submit **all** assignments, papers, and projects on the scheduled due date(s) and during the regular scheduled Face-to-Face Instructional Method class time.
9. Participate in professional meetings and field-based assignments, as scheduled.
10. All papers are to be typed, double-spaced, and submitted on white erasable bond paper.
11. References are to be properly cited and written according to the *Publication manual of the American Psychological Association*, 7th edition, 2019.
12. Submit quality reports for all assignments. [Be sure to document data and keep a copy for your file.]
13. Keep a duplicate of **all** written work submitted.
14. Complete all professional reading and writing assignments according to directions provided by the instructor of record for the course.
15. Use communication skills (oral, written, and presentation) in the course.
16. Integrate the use of technology in completing class assignments.
17. Complete all assigned professional readings according to standards in the academic discipline.
18. Examination Policy:
    Examinations should be taken as scheduled. **No** makeup examinations will be allowed except under documented emergencies. *See Student Handbook.*
    Successfully pass all examinations as scheduled by the professor and by the University on the scheduled date(s), during the regular scheduled Face-to-Face Instructional Method class time.

**Also, cell phone use is prohibited during class time unless authorized for a specific instructional task. All cell phones should be on silent or vibrate. Tablets and computers are allowed to assist with participation in class activities.

Semester Calendar

Week One - Week Two:	**Introduction to the Course**

Topic Descriptions: Overview and Introduction to the State and National Standards:
Educator Standards   http://www.tea.texas.gov
International Literacy Association Standards   http://www.literacyworldwide.org
Children's and Adolescent Literature
Administer Pre-Assessment.

Readings: a. Read and discuss syllabus and candidate expectations.
b. Download and discuss state and national standards: Texas Educator
   Standards, International Literacy Association (ILA) Standards, Core Subjects EC-6,
   English Language Arts and Reading 4-8; 7-12, English Language Arts and Reading
(ELAR), and Spanish Language Arts and Reading (SLAR) Texas Essential
   Knowledge and Skills (TEKS) for English Language Arts and Reading, *Texas
   Examinations of Educator Standards (TExES), The Dyslexia Handbook 2021
   Update: Procedures Concerning Dyslexia and Related Disorders*
http://www.tea.texas.gov
c. Review the *literature* book.
d. Read chapter 1 of the textbook; complete Children's Literature Study Guide.

Assignments: Research, discuss, and submit portfolio of assigned documents for specialized areas:
EC-6, 4-8, 7-12.
Discuss assignments for the course.
Discuss the *literacy* book.
Discuss handout on the University Core Curriculum: Critical Thinking Skills,
Communication Skills, Teamwork, Empirical and Quantitative Skills, Personal
Responsibility, and Social Responsibility.
Discuss Chapter 1 of the textbook; discuss Children's Literature Study
Guide. Present oral and written research-based presentations. Virtual Tour of
the John B. Coleman Library.

Week Three:	**Children's and Adolescent Literature**

Topic Description: **Literature in the Lives of Young Readers**

Readings: Read Chapter 2 of the textbook; complete Children's Literature Study Guide. Research
award winning books in literature.
Critique and submit titles of top books written for children.

Assignments: Discuss Chapter 2 of the textbook; discuss Children's Literature Study Guide. Participate
in the Literacy Book Hour and Panel Discussion.
Present oral and written research-based presentations.
Virtual Tour of the John B. Coleman Library.

Week Four: **Formats**

Topic Description: **Picturebooks as Visual Art**

Readings: Read Chapter 3 of the textbook; complete Children's Literature Study Guide.
                            Read handouts provided by the instructor of record.
                            Complete assigned readings and written activities on *TExES* competencies.

Assignments: Discuss the Children's Literature Study Guide.
                            Bring in and discuss children's books that could be used to teach and reinforce reading
                            skills and strategies.
                            Read and evaluate picture book; share findings with the class.
                            Present oral and written research-based presentations.

Week Five: **Genres**

Topic Descriptions: **Picturebooks across Genres**

Readings: Read Chapter 4 of the textbook*;* complete the Children's Literature Study Guide.
                            Read handouts provided by the instructor of record.
                            Complete assigned readings and writing activities on *TExES* competencies.

Assignments: Discuss the Children's Literature Study Guide.
                            Present oral and written research-based presentations.
                            Bring in and discuss children's books which could be used to teach and reinforce
                            reading skills and strategies.
                            Read and evaluate picturebooks; share findings with the class.
                            Complete children's literature learning activities.

Week Six: **Literature**

Topic Descriptions: **Nonfiction and Folklore**

Readings: Read Chapter 5 and Chapter 6 of the textbook; complete Children's Literature Study
                            Guides.
                            Research state and national standards.
                            Align state and national standards to the Texas Essential Knowledge and Skills (TEKS)
                            for English Language Arts and Reading.

Assignments: Discuss Children's Literature Study Guides.
                            Discuss the alignment of state and national standards to the TEKS.
                            Present oral and written research-based presentations.

Week Seven: **Fiction**

Topic Descriptions: Fantastic Literature: Fantasy and Science Fiction
Contemporary Realistic Fiction

Readings: Read Chapter 7 and Chapter 8 of the textbook; complete Children's Literature Study Guides.

Assignment(s):   Present oral and written research-based presentations.
Continue discussion of the Literacy Book and the SPRING LITERACY WORKSHOP.
Engage candidates in research-based instruction: The John B. Coleman Library.
Review for Mid-Semester Examination (**Formal**).

Week Eight: **Administer Mid-Semester Examination (Formal).**

Week Nine-Week Ten: **Literature**

Topic Descriptions   Historical Fiction
Biography and Memoir

Readings: Read and discuss Chapter 9 and Chapter 10 of the textbook; complete Children's Literature Study Guides.
Research state and national standards.
Align state and national standards to the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading.

Assignment(s):   Discuss alignment of state and national standards to the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading.
Present oral and written research-based presentations.
Engage in panel discussion of the *literacy* book.

Week Eleven: **SPRING LITERACY WORKSHOP: Literature Book Hour**

Topic Description: Conduct SPRING LITERACY WORKSHOP: Literature Book Hour.

Reading: Continue reading the *Literacy* Book.
W

Assignment: Present the assigned *literacy* book for the oral and written presentation--slideshow.

Week Twelve   **Poetry**

Topic Description:	**Poetry and Verse**
Readings:	Read and discuss Chapter 11 of the textbook; complete Children's Literature Study Guide.
	Research and read Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading.
	Research and read *Texas Examinations of Educators Standards (TExES)* for specialized areas: EC-6, 4-8, and 7-12.
Assignment(s):	Discuss Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading.
	Discuss *Texas Examinations of Educators Standards (TExES)* for specialized areas: EC6, 4-8, and 7-12.
	View YouTube videos of poets.
	Present oral and written research-based presentations.

Week Thirteen:	**Children's Literature**
Topic Description:	**Children's Literature in the Classroom**
Readings:	Read Chapter 12 of the textbook; complete Children's Literature Study Guide.
Assignment(s):	Invite guest speakers to the class to discuss a topic of presentation on Children's Literature.

Week Fourteen-Week Fifteen	**The Roles of the Library**
Topic Descriptions:	**Creating an At-Home Library**
	Closing the Loop
Readings:	Readings from the assigned chapters, Children's Literature Study Guides, handouts, and the assigned literacy book.
Assignments:	Complete and share learning activities for Children's Literature.
	Review for the Final Examination (Formal).
	Administer Post-Assessment.
	Complete Closing the Loop.

Week Sixteen	**Administer Final Examination (Formal).**

Student Support and Success

John B. Coleman Library
The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Website: https://www.pvamu.edu/library/; Phone: 936-261-1500

Academic Advising Services
Academic Advising Services offers students a variety of services that contributes to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in

PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major at www.pvamu.edu/advising. Phone: 936-261-5911

The University Tutoring Center
The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC, in virtual face-to-face sessions (https://www.pvamu.edu/student-success/sass/university-tutoring-center/), and through online sessions (https://www.pvamu.edu/pvplace/). Other support services available for students include Supplemental Instruction, Study Break, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; Website: https://www.pvamu.edu/student-success/sass/university-tutoring-center/

Writing Center
The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: https://www.pvamu.edu/student-success/writing-center/; Grammarly Registration: https://www.grammarly.com/enterprise/signup

Academic Early Alert
Academic Early Alert is a proactive system of communication and collaboration between faculty, academic advisors, and PVAMU students that is designed to support student success by promptly identifying issues and allowing for intervention. Academic Early Alerts help students by providing a central location to schedule advising appointments, view advisor contact information, and request assistance. Students who recognize that they have a problem that is negatively affecting their academic performance or ability to continue school may self-refer an Academic Early Alert. To do so, students will log in to PV Place and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: https://www.pvamu.edu/student-success/early-alert/

Student Counseling Services
The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2nd floor; Phone: 936-261-3564; Website: https://www.pvamu.edu/healthservices/student-counseling-services/

Office of Testing Services
Testing Services serves to create opportunities by offering a suite of exams that aid in the students' academic and professional success. Currently, we administer entrance (HESI A2), college readiness (TSI assessment), Prior Learning (CLEP, DSST), and proctored exams. Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; Website: www.pvamu.edu/testing

Office of Diagnostic Testing and Disability Services
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Website: https://www.pvamu.edu/disabilityservices/

Center for Instructional Innovation and Technology Services (CIITS)
Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend college in the traditional manner. The Center for Instructional Innovation and Technology Services (CIITS) supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit: https://www.pvamu.edu/dlearning/distance-learning-2-2/students-2/; Phone: 936-261-3283

Veteran Affairs
Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; Website: https://www.pvamu.edu/sa/departments/veteranaffairs/

Office for Student Engagement
The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; Website: https://www.pvamu.edu/studentengagement/

Career Services
Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; Website: https://www.pvamu.edu/careerservices/

University Rules and Procedures

Academic Misconduct
Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the Academic Integrity webpage. Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

Forms of Academic Dishonesty:

1. Cheating: Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;

2. Plagiarism: Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and

claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;

3. <u>Collusion</u>: When more than one student or person contributes to a piece of work that is submitted as the work of an individual;

4. <u>Conspiracy</u>: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and

5. <u>Multiple Submission</u>: Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

Nonacademic Misconduct
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

Sexual Misconduct
Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at www.pvamu.edu/titleix, including confidential resources available on campus.

Protections and Accommodations for Pregnant and Parenting Students
The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex, sexual orientation, and gender identity in education programs or activities that receive federal financial assistance. This protection includes those who may be pregnant and parenting. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Students seeking accommodations related to pregnancy or parenting should contact the Office of Title IX for information, resources, and support at titleixteam@pvamu.edu. Additional information and/or support may be provided by the Office of Disability Services or the Office of the Dean of Students.

Non-Discrimination Statement
Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109 or by phone at 936-261-1744 or 1792.

Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)
Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are accumulated

beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Student Academic Appeals Process
Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations

Minimum **Recommended Hardware and Software:**
- Intel PC or Laptop with Windows 10 or later version; Mac with OS High Sierra*
- Smartphone or iPad/Tablet with Wi-Fi*
- High-speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

* Smartphones, Google Chrome books, and Android tablets may not be supported. iPads are the only tablets supported.

Participants should have a basic proficiency of the following computer skills:
- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software

Netiquette **(online etiquette)**
Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.

Video Conferencing Etiquette
When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

Technical Support
Students should go to https://mypassword.pvamu.edu/ if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email ciits@pvamu.edu.

Communication Expectations and Standards

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement
Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can occur in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion boards.

It is strongly suggested that students type their discussion postings in a word processing application such as Word and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, copy and paste to the discussion board.

COVID-19 Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, PVAMU has adopted policies and practices to limit virus transmission.

- **Self-reporting** – Students who test positive for COVID-19 are required to report their positive test results within 48 hours using the PVAMU Self-Reporting Form. Proof of off-campus and self-administered home test results must be sent to covid-19@pvamu.edu. Proof for self-administered home test is a picture of the test with a photo ID in the same photo.

- **Self-monitoring** – Students should follow public health guidance to help slow the spread of the virus, including being vaccinated. Students who have a fever or exhibit symptoms of COVID-19 should not participate in face-to-face instruction.

- **Face Coverings** – Face coverings (KN-95, surgical mask, etc.) are highly recommended in classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is challenging to maintain reliably.

- **Physical Distancing** – Physical distancing should be maintained between students, instructors, and others in course and course-related activities where possible.

- **Personal Illness and Quarantine** – Students required to quarantine are to participate in courses and course-related activities remotely and must not attend face-to-face course activities. Communication with the student's instructor for remote support will take place by the Office of the Assistant Vice President for Academic Engagement and Success. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that is too severe for the student to attend class may qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, studentconduct@pvamu.edu.
- **Questions** – For answers regarding COVID-19 policies and/or procedures, students should refer to www.pvamu.edu/coronavirus or email covid-19@pvamu.edu.

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Journals

Book Links
Children's Literature Association Quarterly
Children's Literature in Education
Educational Leadership
Internet World
Journal of Early Childhood Literacy
Language Arts
School Library Journal
The Reading Teacher

Online Newspapers

Education Week	http://www.edweek.org
The Dallas Morning News	http://www.DallasNews.com
The Houston Chronicle	http://www.houstonchronicle.com
The New York Times	http://www.nytimes.com
The Washington Post	http://www.washpost.com
USA TODAY	http://www.usatoday.com

Digital Resources

Academy of American Poets	http://www.poets.org
All Poetry	http://www.allpoetry.com
American Library Association	http://www.ala.org
Children's Book Council	http://www.cbcbooks.org
E-Books at Harris County Public Library	http://www.netLibrary.com
International Children's Digital Library	http://www.en.childrenslibrary.org
International Literacy Association	http://www.literacyworldwide.org
iStation	http://www.istation.com
Library of Congress	http://www.loc.gov
Many Books	http://www.manybooks.net
National Council of Teachers of English	http://www.ncte.org
National Reading Panel	http://www.nationalreadingpanel.org
Poetry for Kids	http://www.poetry4kids.com
Project Gutenbert	http://www.gutenberg.org
Publishers Weekly	http://www.publishersweekly.com
Reading Online	http://www.readingonline.org
Reading Rockets	http://www.readingrockets.org
ReadWriteThink (RWT)	http://www.readwritethink.org
School Library Journal	http://www.slj.com
Texas Education Agency	http://www.tea.state.tx.us/publications
Texas Reading Organization	http://www.texasreading.org/otra
Texas Success	http://www.texassuccess.org
The Horn Book Magazine	http://www.hbook.com
United States Department of Education	http://www.ed.gov

APPENDIX A
Student Learning Outcomes (SLOs)
Revised from the 2022 Council for the Accreditation of Educator Preparation (CAEP)
http://caepnet.org

Student Learning Outcomes (SLOs)

1. **The Learner and Learning:** Candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Candidates are able **to apply critical concepts** and principles of learner development, **learning differences,** and creating safe and supportive learning environments in order to work effectively with diverse P-12 students and their families.

    (CAEP R1.1; InTASC Standards 1, 2, and 3)

2. **Content**: Candidates are able to apply their knowledge of content at the appropriate progression levels and demonstrate proficiency in the use of **oral/verbal and written expressions**. Candidates know the central concepts of their content area and are able to apply the content in developing equitable and inclusive learning experiences for diverse P-12 students.

    (CAEP R1.2; InTASC Standards 4 and 5)

3. **Instructional Practice**: Candidates are able to apply their knowledge relating to instructional practice at the appropriate progression levels. Candidates are able to assess, plan for instruction, and utilize a variety of instructional strategies to provide equitable and inclusive learning experiences for diverse P-12 students. Candidates **model and apply national or state-approved technology standards** to engage and improve learning for all students.

    (CAEP R1.3; InTASC Standards 6, 7 and 8)

4. **Professional Responsibility:** Candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Candidates demonstrate engagement in professional learning, act ethically, take responsibility for student learning, and collaborate with others to **work effectively with diverse P-12 students and their families**.

    (CAEP R1.4; InTASC 9 and 10)

Program Learning Outcomes (PLOs)

1. **Clinical Partnerships and Practice**
   The program ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences are designed to develop candidates' knowledge, skills, and professional dispositions to demonstrate a positive impact on diverse students' learning and development. The high-quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share the responsibility to identify and address real problems of practice candidates' experience in their engagement with P-12 students.

2. **Candidate Recruitment, Progression, and Support**
   The program demonstrates the quality of candidates is a continuous and purposeful focus from recruitment through completion. The program demonstrates that the development of candidate quality is the goal of educator preparation and that the program provides support services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.

3. **Program Impact**
   The program demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

4. **Quality Assurance System and Continuous Improvement**
   The program maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The program uses the results of inquiry and data collection to establish priorities, enhanced program elements, and highlight innovations.

STANDARDS FOR THE PREPARATION OF LITERACY PROFESSIONALS 2017
International Literacy Association
http://www.literacyworldwide.org

TEACHER EDUCATORS Recommended Competencies
In the following sections, the competencies for teacher educators, as they align with the 2017 standards, are described.

STANDARD I: Foundational Knowledge
Effective teacher educators know and can demonstrate the following:

- Understanding of the theoretical and evidence-based foundations of language acquisition and literacy for all learners, in varied contexts.
- Understanding of the theoretical and evidence-based foundations of writing development, the writing processes, and the integral connections between reading and writing for all learners, in varied contexts, and across grade levels and disciplinary domains.
- Understanding of the theoretical and evidence-based foundations of language, its development, and the ways in which it influences literacy development for all learners, in varied contexts, and across grade levels and disciplinary domains.
- Understanding of the theory and research related to preparing literacy professionals.

STANDARD 2: Curriculum and Instruction
Effective teacher educators know and demonstrate the following:

- Ability to teach classroom teachers and specialized literacy professionals how to design and implement large-group and small-group evidence-based literacy instruction.
- Understanding of the quality and effectiveness of programs and curricula currently used in schools.
- Ability to evaluate effectiveness of these programs.
- Ability to teach preservice and inservice teachers how to differentiate literacy instruction, including approaches for organizing and managing small-group instruction.
- Ability to establish strong field-based partnerships with exemplary literacy teachers and schools.
- Ability to teach classroom teachers and specialized literacy professionals how to develop and facilitate comprehensive and culturally sensitive literacy curriculum and supports for all learners, and especially for learners who are experiencing literacy difficulties.
- How to organize their own classrooms to model comprehensive and culturally sensitive instruction.

STANDARD 3: Assessment and Evaluation
Effective teacher educators know and can demonstrate the following:

- Ability to teach literacy professionals how to understand the purpose, format, features, strengths/limitations, and uses of various tools in a comprehensive literacy and language assessment system (including reliability, validity, formative/summative, inherent language, dialect, and/or cultural bias).
- Ability to understand and be able to teach methods of implementing a data-based decision and evaluation plan, with systematic analysis and interpretation of assessment data (e.g., data patterns across a district), and to design support systems for literacy professionals to ensure reliable and valid results.
- How to use assessment data to design and implement relevant professional learning experiences. They should be able to teach literacy professionals how to use assessment data, results, and trends to thoughtfully recommend professional learning needs and additional resources for instruction.
- How to explain technical aspects of various assessments and advocate for and collaborate with school districts on best assessment practices.

STANDARD 4: Diversity and Equity
Effective teacher educators know and can demonstrate the following:

- A deep understanding of critical pedagogies that apply to diversity and equity in literacy education.
- A deep understanding of their own cultural experiences and how they affect their teaching.
- How to involve teacher candidates in conversations, exercises, and reflective practices that deepen their understanding of issues of diversity and equity in the literacy classroom.
- Ability to ensure that teacher candidates have field-based experiences in diverse school settings.

STANDARD 5: Learners and the Literacy Environment
Effective teacher educators know and can demonstrate the following:

- Ability to teach classroom teachers and specialized literacy professionals how language and literacy develops from birth through adolescence.
- Ability to teach classroom teachers and specialized literacy professionals how to effectively structure the learning environment in pre-K-12 settings.
- Ability to model instructional practices that reflect principles of differentiation, using both traditional and online formats.
- Ability to model effective practices of engaged learning in both traditional and online formats.

STANDARD 6: Professional Learning and Leadership
Effective teacher educators know and can demonstrate the following:

- The role of self-reflection in teacher education.
- Ability to design assignments that provide teacher candidates with opportunities to collaborate.
- Ability to engage in self-reflective, professional development opportunities that increase their teaching performance.
- Ability to engage in programmatic self-study.
- Ability to model political advocacy and activism.
- Ability to conduct research that contributes to the development of the literacy field; such research can be theoretical/empirical or it can be the "scholarship of engagement" (Boyer, 1990).
- Understanding of the 2017 standards for literacy professionals and how they affect the programming for preparing classroom teachers and specialized literacy professionals.