

# EDRD 6322

## 520, Summer, 2020

### Syllabus



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OFFICE HOURS: Tuesdays: 10-12, Wednesdays 9-11, Thursdays 8:30-9:30 & 3:30-4:30, all other times by appointment

This course is a Web Course and is conducted within Canvas

<http://utpb.instructure.com>

**NOTE:** The due dates and times for the activities will adhere to the Central Time Zone.

## Course Description

This course offers in-depth analysis and synthesis of contemporary research in problems, theories and issues in literacy education including representation in literature. Students participate in written responses and oral discussions to demonstrate understanding. Class is conducted in a seminar style where the professor and students jointly investigate the topic of representation in literature and build an appreciation for process writing. What is critical literacy? Who is included in the literature? Who is excluded? How will the educators better assist students to become critically literate? How can educators use theory to guide their practices?

### Measurable Learning Outcomes:

By the end of this course, you will be able to:

- A. Define critical literacy, including what it is and what it is not
- B. Locate and share professional readings on critical literacy
- C. Lead discussions on area(s) of critical literacy
- D. Plan and present a critical literacy project
- E. Demonstrate an understanding of theories of reading and their application to instruction

This course addresses TEA Reading Specialist Standards II & IV

This course addresses the following ILA Reading Specialist Standards: 1.1, 1.3, 1.4 & 4.1

**Prerequisites:** admission to graduate studies

## Materials

Required Materials:

Tracy, D. & Morrow, L. (2012). *Lenses on Reading*, 3rd ed. NY: Guildford Press. ISBN: 978-1462530649

Hintz, C. & Tribunella, E. (2013). *Reading Children's Literature: A Critical Introduction*. NY: Bedford/St. Martin's Press ISBN: 978-0312608484

Jimenez, Francisco. (1997). *The Circuit, Stories from the Life of a Migrant Child*. Albuquerque: University of New Mexico Press ISBN: 978-0826317971

Bauer, J. (2012). *Almost Home*. NY: Puffin Books. ISBN: 978-0142427484

Tillage, L.W. (1997). *Leon's Story*. NY: Farrar, Straus, Giroux. ISBN: 978-0374443306

Velasquez, (2017). *Dreams & Nightmares*, New York: Parlor Press. ISBN: 9781602359390

Other materials:

*internet*

## Important Academic Dates

UTPB [Academic Calendar](#)

## Course Overview

**Description of the assignments:**

**This class has a total of 200 pts. possible**

**Reflective Journal: 60 pts (Objectives A & E) (TEA II & IV) (ILA 1.3,1.4 & 4.1)**

You will keep a reflective journal on reading assignments as you build a definition of critical literacy. This journal will include note taking on the required reading assignments including books and required articles. Entries include a brief summary (1/2 page minimum), followed by a reflection, and questions. **Your final journal entry/reflection serves as a final exam. You will submit the first half at the midterm.**

**Theoretical Research paper: 50 pts (Objectives B & E) (TEA II) (ILA 4.1)**

Choose six scholarly articles that contain a theoretical framework. You will analyze each article's theoretical framework by explaining the connection between the theories presented and the research outcomes or instructional activities recommended. See assignment sheet for details.

**Critical Literacy Classroom Project and presentation 50 pts (Objective D) (TEA II & IV) (ILA 1.1, 1.3 & 4.1)**

You will choose a children's book that exhibits a form of representation. You will analyze the book applying theories of critical/pedagogical literacy, and explain your thoughts to our class in a 6 slide power point or another form of presentation. For example I once chose to analyze two novels about immigrant girls from a post-colonial perspective. Prepare and upload a handout.

**Online Discussions. 40 pts. (Objectives B & C) (TEA II & IV) (ILA 4.1)**

There are four discussion topics. You will be responsible for posting at least one paragraph reacting to the assigned topic. You will also post one question for discussion and respond to at least one other student's question and one other students' paragraph.

Grading:

<b>Course Activity</b>	<b>Points</b>	<b>Percentage of Total Grade</b>
Reflective Journal	60	30%
Critical Lit. Project	50	25%
Theoretical Research Paper	50	25%
Discussions Topic # 1 Topic # 2 Topic # 3 Topic #4	40	20%
<b>Total</b>	<b>200</b>	<b>100%</b>

Grading Scale:

<b>Grade Range</b>	<b>Letter Grade</b>
93 and above (186 points)	A
85 to 92 (170-185 points)	B

<b>Grade Range</b>	<b>Letter Grade</b>
75-84 (150-169 points)	C

*\*Unless otherwise stated, all materials, activities, and assessments are required and are not optional.*

## **Communication, Grading & Feedback:**

I can be contacted via email, canvas, during office hours and phone. I try to respond to messages within 24 hours. You will receive a response in 48 hours. The turnaround time on grades is a week. Check Canvas often. Feedback will either be written on assignments or a note in Canvas. I will be very engaged in your learning by participating in discussions, having office hours (both physical and virtual), and posting weekly announcements,

## **Time Management:**

A student should expect to spend three hours on preparation and learning assignments for every semester credit hour. If a class is a 3-semester credit hour class, it is expected that a student should spend about 9 hours out of class on assignments in addition to 3 hours of in-class time for a total of about 12 hours per week to obtain an "A" in a class. It is important to develop a Time Management Plan to be successful.

## **Policies**

### Discussion Board

Discussion Board is primarily for discussing course related topics and issues. Best practices are:

- Read all message postings in online discussion.
- Respond to the question directly
- Reply to minimum of two other student posts.
- Use a person's name in the body of your message when you reply to their message.
- Avoid postings that are limited to 'I agree' or 'great idea', etc.
- Ensure responses to questions are meaningful, reflective.
- Support statements with concepts from course readings, refer to personal experience, examples.

- Follow **Rules of Behavior** (below).

## **Rules of Behavior**

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal.
- Do not use language that is inappropriate for a classroom setting or prejudicial in gender, race, or ethnicity.
- Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
- Be courteous and respectful to other people on the list.
- Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
- Use line breaks and paragraphs in long responses.
- Write your full name at the end of the posting.
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

### **Make-Up/Late Submission Policy**

All course activities must be submitted before or on set due dates and times. Points will be deducted for any assignment turned in late. If the student is unable to abide by the due dates and times, it is their responsibility to contact the instructor immediately.

## **Academic Dishonesty/Plagiarism/Cheating**

The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the [University's Handbook:Scholastic Dishonesty](#).

**Academic dishonesty** includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

**Plagiarism** includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

## **Attendance and Class Participation**

Regular and active participation is an essential, unmistakably important aspect of this online course. Students will log on a minimum of three times every seven days. All students are expected to do the work assigned, notify the instructor when emergencies arise.

### **Tracking**

Learning management systems have tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

### **Absenteeism**

All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation.

### **Course Incomplete/Withdrawal/Grade Appeal**

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given and will only be considered if the student has met **all** of the following conditions:

- Completed 75% or more of the coursework,
- Earned (at the time of the Incomplete request) a B or better average on all coursework,

- Submitted a valid, documented excuse for not being able to complete the course on time, and
- Has contacted the instructor prior to the last day of regular classes (full semester/face-to-face students) or one week prior to the last week of classes (online/8 week session).

Students must submit a written (electronic) petition for an extension and sign a contract that lists the remaining coursework to be completed and due dates. If the assignments and activities identified in the petition are not completed by the agreed upon due date, the student's grade will revert to a "F" two semesters after the original "I" grade was submitted.

Students are advised to review the University policy on Satisfactory Academic Progress and Financial Aid Probation that may result from course withdrawals or incompletes.

Find information and dates regarding drops and withdrawals consult the University Handbook: [Drops and Withdrawals](#) and [Appeal Process](#).

## Accommodation for Students with Disabilities

**Students with Disabilities:** The University of Texas of the Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Any student with a disability who is requesting an accommodation for this course must provide the instructor with official documentation in the form of a letter from the ADA Officer for Students. Only those students who have officially documented a need for an accommodation will have their request honored. \*\*Adapted from UTSA ADA syllabus statement.\*\*

**ADA Officer for Students:** Mr. Paul Leverington  
**Address:** Mesa Building 4243/4901 E. University, Odessa, Texas 79762  
**Voice Telephone:** 432-552-4696

**Email:** [ada@utpb.edu](mailto:ada@utpb.edu)

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

## Computer Skills, Technical & Software Requirements

*Describe any special prerequisite skills (word processing, spreadsheet, presentation software, YouTube account, etc. Example: This course is designed as a web-based class, which necessitates specific computer expertise on the part of the student, specific computer equipment or programs, and a commitment on the part of the student beyond*

*that of most other courses.) Student will need to create word processing documents, save files, submit files.*

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to [UTPB Office 365 Page](#).

Computer Technical Requirements

See [Technical Requirements](#).

Online Student Authentication

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to employ at least two methods of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB's Distance Education Policy requires at least one additional student identification method within the course that has been determined and approved by the faculty or academic program. This course satisfies the second method of student authentication by: Presentation of approved photo ID\* through a web cam and video recorded proctoring during assessment (Respondus Monitor, Examity)

\*Approved up to date photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD. Dual credit and early college high school students use school district identifications.

Using LockDown Browser & Respondus Monitor for Online Exams

This course requires the use of LockDown Browser and Monitor for online exams. Watch this [short video](#) to get a basic understanding of LockDown Browser and Monitor.

Download and install [LockDown Browser](#).

To take an online test, open LockDown Browser which opens Canvas and navigate to the exam. (You cannot access the exam with a standard web browser.)

When taking an online exam, follow these guidelines:

- Setup web cam for exams using Monitor.
- Ensure you're in a location where you won't be interrupted.
- Turn off all mobile devices, phones, etc.
- Clear your desk of all external materials — books, papers, other computers, or devices.
- Remain at your desk or workstation for the duration of the test.



- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.

## **Preparation for Emergencies**

### Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

### Complete Loss of Contact

If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and contact information.

### Lost/Corrupt/Missing Files

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, you may be required to resubmit the files.

## **End-of-Course Evaluation & Instructor Evaluation**

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

## **Student Support Services**

SERVICE	CONTACT
ADA Accommodation/Support	<a href="#">Testing Services &amp; Academic Accommodations Department</a> (432) 552-4696
Advising	(432) 552-2661 <a href="#">UTPB Academic Advising Center</a>
Bookstore	<a href="#">UTPB Campus Bookstore</a> (432) 552-0220
Email, Office 365, my.utpb.edu	<a href="#">Information Technology</a>
Financial Aid and Scholarship	<a href="#">UTPB Financial Aid</a> (432) 552-2620
Library	The <a href="#">J. Conrad Dunagan Library</a> Online at (432) 552-2370
Registrar	<a href="#">UTPB Registrar</a> (432) 552-2635
Student Services	<a href="#">Student Services</a> (432) 552-2600
Technical Support	<a href="#">Canvas</a> 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: <a href="#">Smarthinking Online Tutoring</a> (provides tutoring services), <a href="#">SmarterMeasure</a> (measures learner readiness for online course).

## Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

## Copyright Statement

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

## **Tentative Schedule**

*\*The instructor reserves the right to revise the schedule to fit the needs of the course. Students will be made aware of any changes via Canvas.*

<b>DATE</b>	<b>Assignments/Activities/Topics</b>	<b>Due Date</b>
Wk 1 5/11- 5/17	Introduction to course and assignments Discussion Topic #1: Tell us about yourself!	5/17
WK 2 5/18- 5/24	<i>Lenses on Reading</i> , chaps. 1, 3 <i>Reading Children's Literature</i> , Intro to students and chps. 1,3	5/24
WK 3 5/25- 5/31	<i>The Circuit</i> , <i>Stories from the Life of a Migrant Child</i> <i>Lenses on Reading</i> , chap. 2 <i>Reading Children's Literature</i> , Chap. 2, 8 <i>Cesar Chavez: A Hero for Everyone</i> Discussion Topic #2 Post a paragraph reflecting <i>Cesar Chavez</i> Post one discussion question. Respond to at least one other person's paragraph and one person's question	5/31
WK 4 6/1-6/7	Discussion Topic #3: <b>Post idea for Theoretical paper</b> <b>Final draft of critical literacy project due</b> <i>Lenses on Reading</i> , chap. 4, 6 <i>Reading Children's Literature</i> , chap. 7	6/7
WK 5 6/8- 6/14	<i>Lenses on Reading</i> , Chap. 5, 7 <i>Reading Children's Literature</i> , chap. 5, 6	6/14
WK 6 6/15- 6/21	<b>Final Draft of Theoretical paper due</b> <i>Reading Children's Literature</i> , chap.11. <i>Lenses on Reading</i> , chap. 8 <i>Almost Home</i> Discussion Topic #4 Post a paragraph reflecting on <i>Almost Home</i> Post one discussion question	6/21

DATE	Assignments/Activities/Topics	Due Date
	Respond to at least one other person's paragraph and one person's question	
WK 7 6/22- 6/26	<i>Reading Children's Literature</i> , chaps 9. 10 <i>Leon's Story</i> Journal is due Friday is the last day to submit any work.	FRIDAY 6/26

Sample Syllabus