General Syllabus Course Description/Expectations UTL 640E – Fall 2013

Instructor Julia Haug **Office** 1.308 Gebauer

Phone (512) 471-9216 E-mail jhaug@austin.utexas.edu

Office HoursT/TH 1-3 (& by appointment)LocationSZB 324SeminarT/THSeminar time9:30-12:30

Observers Pat Conquest pconquest@suddenlink.net

Beth Priem beth.priem@yahoo.com
Jennifer Troy m3troy@yahoo.com
Kathryn Wahlers khepfner@yahoo.com

Prerequisites

- A grade of A, A-, B+ or B in UTL 101 and UTL202
- Grade point average minimum of 2.75 overall and 3.0 in your major
- Laptop computer with MS office programs MAC or other

Required Texts:

- The English Teacher's Companion, 4th ed. by Jim Burke ISBN-13: 978-0-325-02840-8 (\$39.44 on Amazon.com)
- Teaching English By Design by Peter Smagorinsky
 ISBN-13: 978-0-325-00980-3 (\$23.34 on Amazon.com)

Consider purchasing one of the following titles for your professional library, as well:

- Building Adolescent Literacy in Today's English Classrooms by Randy Bomer ISBN-13: 978-0325013942 (\$35.23 on Amazon.com)
- Deeper Reading by Kelly Gallagher
 ISBN-13: 978-1571103840 (\$19.12 on Amazon.com)
- I Read It, but I Don't Get It by Cris Tovani
 ISBN-13: 978-1571100894 (\$15.69 on Amazon.com)
- Readicide by Kelly Gallagher ISBN-13: 978-1571107800 (\$15.15 on Amazon.com)
- Seeking Diversity by Linda Rief
 ISBN-13: 978-0435085988 (\$32.27 on Amazon.com)
- Time for Meaning, by Randy Bomer
 ISBN-13: 978-0435088491 (\$33.25 on Amazon.com)
- When Kids Can't Read: What Teachers Can Do by Kylene Beers ISBN-13: 978-0867095197 (\$26.87 on Amazon.com)

Course Description: UTL 640 will provide students with early field experience and an in-depth study of the theory and practice that is necessary to design and deliver excellent instruction. Students attend a six-hour course on the UT campus as well as complete the field experience. Students will attend **thirty-six** observation hours as well as teach **nine** lessons (three may be repeated) to the students they are observing. The classes are selected both for the diversity of the student body and the quality of the classroom teacher who serves as a mentor. The mentor teachers will work with the UTeach students to improve their teaching abilities as the semester progresses. The mentor teacher will remain in the classroom at all times and will provide immediate feedback on the quality of the UTeach student's instruction.

Course Objectives:

Students will

- implement instructional strategies that meet the needs of a diverse student population.
- address curricular issues such as vertical and horizontal alignment, organization of content, and development of skills.
- design and deliver interactive lessons.
- prepare and implement learner-centered instructional activities.
- focus on time-on-task issues during instruction.
- construct and implement a successful classroom management strategy appropriate for high school students.
- maintain a portfolio documenting the UTL 640 field and seminar experience.
- apply state and national standards when designing lessons.
- analyze their own personality and learning style as it relates to teaching.
- serve as a role model by demonstrating clear communication, pleasant demeanor, interest in each individual student, and accurate content.
- design and teach lesson plans appropriate for the subject area observed.
- demonstrate how and when to assess student performance.
- become reflective practitioners using course material and reflections to improve over time.
- begin to prepare for state certification exams, professional development opportunities, and appraisal systems.
- utilize technology to communicate, collaborate, investigate, and instruct.

Field Experience:

- **45** hours: You are responsible for observation/participation and teaching nine lessons totaling **45** hours. Specific guidelines for the fieldwork and evaluations of your work will be provided. An assessment by your mentor teacher will be turned in after each lesson and both a mid-term and final evaluation will be completed by the mentor at the end of the semester, as well as a midterm conference with me about your progress.
 - Observations & Reader Responses: Students will
 - keep anecdotal notes from classroom observations and apply to the assigned readings;
 - produce written responses to readings and observations, including reflections concerning the pedagogical issues raised during the observations; and
 - participate in class discussions concerning the observations and the various strategies and rationales learned from your reading and used by the mentor teacher, as well as alternative options to these situations.
 - Lessons: Students will
 - design and implement 6-9 lesson plans based on the TEKS, STAAR, and TExES domains and criteria (you may teach 3 lesson plans twice);

- reflect your textual knowledge through lesson planning, resource selection, and creation of materials;
- submit plans both to me and the CT 48 hours in advance excluding weekends;
- receive evaluative, constructive, and specific feedback from the mentor teacher over each of the lessons as well as an overall evaluation for the complete participation in the field experience;
- participate in class discussions concerning the students' own performance and execution of the lesson plans with regard to both positives and negatives of the teaching event; and
- record and submit one DVD of your unedited teaching of a single lesson (equipment can be checked out from LAITS).

Notes of Clarification re: Lessons

- Administration of a test is NOT a "teach."
- Meaningful incorporation of technology into your classroom is expected. A minimum of
 two of your lessons must use PowerPoint to deliver instruction and at least one lesson
 must incorporate an audio/video clip appropriate to the grade level and curricular material.
- You must record and submit the rough copy of one of your lessons on DVD between 10/29 and 11/21.

Protocols:

- Check in at the front office of the school each day you are there. For security reasons most schools require that you pick up a guest pass before walking through the school. Introduce yourself to the receptionist and to the principal if you see him or her. Learn their names!
- Sign-in and out with your mentor teacher **every** time you are there.
- Reflections are due after teaching lessons 3 and 6 and at the end of the teaching experience (for a total of 3). A reflection thoroughly describes your experience in the classroom during those series of lessons. Please email your first and second reflection within 72 hours of your third and sixth lessons, respectively. If for any reason you will not be able to meet this 72-hour guideline, email immediately to explain why you cannot do so and provide the projected date/time for submitting your reflection.
- Email reflections and other assignments to your instructor as required. Keep a hard copy for yourself.
- Lesson plans must be received 48 hours in advance for approval (excluding weekends). Therefore, if you plan to teach on Monday morning at 9:00, your LP should arrive to me on or by Wednesday morning by 9:00. Please remember, I have many lesson plans to approve, so you must adhere to this policy.
- You must be evaluated by a UTEACH observer two times to get credit in this course.
- Be sure to email your lesson plan to your observer the day before your observation and have a hardcopy available for her use on your observation day.
- Dress appropriately and professionally when going to schools. Follow the school's dress code
 for teachers. Avoid t-shirts with messages that could be offensive in a high school environment.
 Don't wear shorts, hats, or inappropriate footwear (i.e. flip-flops). Avoid clothing with political
 messages. You are teaching teenagers who are very aware of dress.
- **Professional behavior** is a must! Be on time and prepared. If you are unable to go to your school, follow the procedure listed below for emergencies. Re-schedule within one week. If you are unable to attend the class, email the instructor beforehand. Your mentor, your students, and your instructor are counting on you!
- · Immediately report any problems to me.
- Copy me on ALL correspondence between you and your CT.

IF AN EMERGENCY ARISES AND YOU HAVE TO MISS YOUR SCHEDULED HIGH SCHOOL CLASS, NOTIFY YOUR MENTOR AND YOUR INSTRUCTOR AS SOON AS YOU KNOW. Do not miss your teaching assignment due to a transportation problem. Be sure to reschedule and complete the missed activity within one week. Your students, mentor, and instructor are counting on you. Failure to make up an absence will result in a loss of 5 points off of your final grade.

Course Expectations:

- UTL 640 is a much more time demanding course than 101 and 202, so time management will be very important.
- Regular class attendance is important for success. <u>5 points will be deducted</u> from your final average for each absence after the first one.
- Be prepared for class each day we meet. Be on time!
- Turn in assignments on time. It is important that assignments be completed on time. This is an issue of professionalism and should be treated seriously. Assignments will be taken as late as 48 hours and will incur a 20% penalty. After 48 hours, no late work will be accepted. Check Blackboard for your grades any time you wish.
- What are Reader Responses? Periodically, you will prepare written responses to the assigned readings within the required texts. In this response, each student should focus on analyzing the implications of, speaking to the importance of, and/or raising questions about one or two selfselected passages from within the assigned pages. Students' findings and reactions documented in these responses will be discussed in Socratic Seminars during the semester.
- What is a Reflection? This is a 2.5- to 3-page essay about what you did while you were teaching the three lessons and should reflect your growing knowledge of your craft. It is to be concerned with your personal growth and is a thorough self-review of perceived strengths and weaknesses of both performance and lessons. You will write three reflections this semester: one each after lessons 3 & 6 in which you will discuss your continued improvement and challenges, and then a final one over the entire semester's experience. *The 3rd one will not be submitted via email but will be placed in your portfolio at the end of the semester.
- The accurate use of academic English is imperative in both speech and writing. You are going to be an English teacher! Please talk to me about any error I mark on your papers or emails if you are unsure of the error.
- Technology is of increasing importance to you as a student and teacher. You have been developing computer skills in the previous UTL courses. These competencies include
 - o communications via email, including attachments,
 - o word-processing, and
 - o searching web sites for new materials, educational resources, and school information.

In addition to the previously listed skills, you may now

- o create interactive multimedia lessons,
- o present multimedia lessons to small or large groups of public school students,
- o explore sample subject-specific educational software packages, and
- o design a web page or blog.

Grading System:

• <u>Field Experience</u> (Attendance to school, Cooperation with mentor and students, Lesson Plans, Observations, Required Reflections over Lessons and Observations, Anecdotal records, and TExES-based observation questions). *Fitness to teach is 20% of this grade.

50%

• <u>Seminar</u> (Attendance in seminar; Reading and Writing Assignments, including reader responses; Technology Assignments; Presentations; Participation)

30%

Unit Map Project

10%

• Portfolio

10%

Listed below are *scheduled* class plans; these dates are subject to change. *Please check Blackboard for changes since it is sometimes difficult to stay on schedule!*

Date	Seminar Topic	TO DO / Homework
8/29 (Th)	Overall Introduction Expectations and requirements: observations, reflections, reader responses, technology assignments, time management, pacing, performance criteria	⇒ Purchase req'd texts: The English Teacher's Companion, 4 th ed. by Burke and Teaching English By Design by Smagorinsky.
	Complete Criminal Background Checks— Bring Laptops Initiate crucial conversations: "What does effective instruction in an English/Language Arts classroom look like?" "What is the role of an English teacher today?"	⇒ Reading Assignment 1: Burke's Introduction and Chapters 1 & 2, "What We Teach" and "Who We Teach" DUE on 9/05 (approx 40 pgs)
9/03 (T)	Establishing trust —"Why must the English classroom be a place of trust?" Discuss this crucial element of a writing classroom. Introduce student interest inventories, reading & writing profiles, Proust Questionnaire, your "Ideal Bookshelf," and OPs, including student models. The Four Agreements: How They Apply to Professionals "What are the Principles of Learning, and what do they have to do with my classroom?" Review POL.	⇒ Reading Assignment 1 due next class.

Discuss Reading Assignment (RA) #1, "What We Teach" and "Who We Teach." "What are the TEKS and how do they shape my curriculum?" Review TEKS for English Language Arts—Bring laptops "What will I be expected to know when I take my certification tests?" Review standards for ELA educators. "What Happens When I Am Observed?" Observers, Pat Conquest, Beth Priem, Jennifer Troy & Kathryn Wahlers will address field observations; Q & A Discuss RA #2, "Students' Ways of Knowing" and points of intrigue/concern re: Technology Activity #1. Multiple Intelligences revisited: Why do learning styles matter? Creating student-centered classrooms Backward Design: Purposeful planning of assignments that scaffold learning and lead to success Discuss RA #3, "How to Teach." Curriculum Design Approaches: Genre study or skills-based and Concept-based instruction What about a chronological approach? Great Lesson Plans Matter: Designing lesson plans and constructing effective objectives Discuss three formats used by a couple of local school districts & important elements of lesson design evident in all three 9/17 Secondary Reading/Writing Workshop Demo Lesson 1 [focus on nonfiction—literary & expository] Debrief Enduring understandings (generalizations) and essential questions—define & discuss; model & practice 7 Technology Assignment #2 due: Teacher Webpages Sharing webpages! Timing in executing lessons Enduring understandings and essential questions—model & practice (cont'.)			
Socionary Reading/Writing Workshop Demo Lesson 1 Grous on nonfiction—literary & expository	"Who We Teach." "What are the TEKS and how do they shape my curriculum?" Review TEKS for English Language Arts—Bring laptops "What will I be expected to know when I take my certification tests?" Review standards for ELA educators. "What Happens When I Am Observed?" Observers, Pat Conquest, Beth Priem, Jennifer Troy & Kathryn Wahlers will address field observations;	⇒	due Monday the 9th (copy me on email) Technology Activity #1—Researching Your Assigned School—DUE next class Reading Assignment 2: Smagorinsky's Forward, Preface, and Chapter 1, "Students' Ways of Knowing" DUE next class
9/12 (Th) Curriculum Design Approaches: Genre study or skills-based and Concept-based instruction What about a chronological approach? Great Lesson Plans Matter: Designing lesson plans and constructing effective objectives Discuss three formats used by a couple of local school districts & important elements of lesson design evident in all three Secondary Reading/Writing Workshop Demo Lesson 1 [focus on nonfiction—literary & expository] Debrief Enduring understandings (generalizations) and essential questions—define & discuss; model & practice Technology Assignment #2 due: Teacher Webpages *Sharing webpages! Timing in executing lessons Enduring understandings and essential questions—model & Enduring understandings and essential questions—model & PReader Response #1 over any material from reading assignments 1-3 (due in class 10/10) Teachnology Assignment #2— Teacher Webpage— DUE by midnight on 9/18 (send URL via email) **Technology Assignment #2 will be shared next class! **Technology Assignment 4: Burke's Chapter 5, "Teaching Reading", pp. 136-142 & 152-202 DUE on 9/26 (approx 55 pgs)	intrigue/concern re: Technology Activity #1. Multiple Intelligences revisited: Why do learning styles matter? Creating student-centered classrooms Backward Design: Purposeful planning of assignments that		Burke's Chapter 3, "How to Teach" DUE next class (approx 25 pgs) Optional: OPs are welcome in class on
9/17 (T) [focus on nonfiction—literary & expository] Debrief Enduring understandings (generalizations) and essential questions—define & discuss; model & practice Technology Assignment #2 due: Teacher Webpages *Sharing webpages! (Th) Timing in executing lessons Enduring understandings and essential questions—model & Technology Assignment #2 due: Teacher Webpages *Sharing webpages! Timing in executing lessons Enduring understandings and essential questions—model &	Curriculum Design Approaches: Genre study or skills-based and Concept-based instruction What about a chronological approach? Great Lesson Plans Matter: Designing lesson plans and constructing effective objectives Discuss three formats used by a couple of local school districts & important elements of lesson design evident in		over any material from reading assignments 1-3 (due in class 10/10) Technology Assignment #2— Teacher Webpage— DUE by midnight on 9/18
9/19 *Sharing webpages! (Th) Timing in executing lessons Enduring understandings and essential questions—model & Burke's Chapter 5, "Teaching Reading", pp. 136-142 & 152-202 DUE on 9/26 (approx 55 pgs)	[focus on nonfiction—literary & expository] Debrief Enduring understandings (generalizations) and essential	⇒	#2 will be shared next
	 *Sharing webpages! Timing in executing lessons Enduring understandings and essential questions—model &	⇒	Burke's Chapter 5, "Teaching Reading", pp. 136-142 & 152-202 DUE

9/24 (T)	Practice PPR exam Test-taking strategies *Register for TEXES PPR test—select a date at the end of this fall semester. Pulse Check: How are things going in the field? Q&A re: reading schedule and reader responses.	⇒ Reading Assignment 4 due next class.
9/26 (Th)	Discuss RA #4, "Teaching Reading." "How can we differentiate instruction in such large classes?" Modifications to ensure success of all students ESL student learners Reading Strategies for All Ability Groups—literary and expository texts	⇒ Reading Assignment 5: Smagorinsky's Chapters 2 & 3, "Providing Scaffolds For Student Learning" & "Alternatives to Teacher-Led Discussions" DUE next class (approx 25 pgs)
10/01 (T)	Discuss RA #5, "Providing Scaffolds" and "Alternatives." *Register for TEXES ELAR 7-12 exam (January date). Secondary Reading/Writing Workshop Demo Lesson 2 [focus on fiction prose & media] Debrief	⇒ Reading Assignment 6: Burke's Chapter 4, "Teaching Writing", pp. 65-68 & 72-135 DUE on 10/08 (approx. 55 pgs)
10/03 (Th)	Discuss how reading and writing shapes our thoughts; more on backward Design and scaffolding to learn. Ladder of Inquiry Types of class discussions: Think/Pair/Share, Walk & Talks, Small groups with roles, Socratic Seminars, Fishbowl Discussions Introduce UNIT MAP Project What is important: Examine/discuss assignment parameters and elements of successful units	 ⇒ Reading Assignment 6 due next class. ⇒ Reader Response #2 over any material from reading assignments 4-6 (due in class 10/10) Are you ready to write & submit Reflection 1 over your first three lessons?
10/08 (T)	Discuss RA #6, "Teaching Writing." Initiate crucial conversations: "What is effective assessment?" Constructing multiple choice exams: benefits & detriments Item analysis & planning for instruction Rubric Design	 ⇒ Prepare for Socratic Seminar 1—finish any outstanding Reader Responses ⇒ Reading Assignment 7: Smagorinsky's Chapter 5-7, "Goals for Conventional Writing Assignments" – "Goals for Unconventional Writing Assignments" – "Responding to Students' Writing" DUE on 10/15 (approx 40 pgs)

10/10 (Th)	Reader Responses #1 & 2 due in class for Socratic Seminar 1 over reading assignments 1-6 *Responses 1 & 2 will be collected after seminar. Continue discussing effective assessment & rubrics	⇒ Reading Assignment 7 DUE next class.
10/15 (T)	Discuss RA #7, Smagorinsky's chapters 5-7. Secondary Reading/Writing Workshop Demo Lesson 3 [focus on poetry & mixed prose or visual media] Debrief	⇒ Reading Assignment 8: Smagorinsky's Chapters 8 & 9, "Why Conceptual Units?" and "The Basics of Unit Design" DUE next class (approx 30 pgs)
10/17 (Th)	Briefly discuss RA #8, Smagorinsky's chapters 8 & 9. Multi-modal literacies (in and out of school)—"Where and how do our students learn?" Inquiry / Research Strategies Revisit differentiation & creating student-centered classrooms through the lens of diversity	⇒ Reading Assignment 9: Smagorinsky's Chapters 10 & 11, "Your Unit Rationale" and "Outlining a Unit", DUE next class (approx 15 pgs) ⇒ Reader Response #3 over any material from reading assignments 7-9 (due in class 11/07)
10/22 (T)	Briefly discuss RA #9, Smagorinsky's chapters 10 & 11. UNIT MAP Groups Meet Midterm conferences	⇒ Reading Assignment 10: Burke's Chapter 6, "Speaking and Listening", pp. 203-206 & 208-255 DUE on 10/29 (approx. 50 pgs)
10/24 (Th)	Strategies & rationales for teaching poetry: Model and practice	⇒ Reading Assignment 10 DUE next class.
10/29 (T)	Briefly discuss RA #10, "Speaking and Listening." Strategies & rationales for teaching drama Continue discussing classroom diversity	⇒ Reading Assignment 11: Burke's Chapter 7, "Language Study", pp. 256-291 DUE 11/05 (approx 35 pgs) ⇒ Record and submit a rough copy of one of your lessons on DVD between 10/29 and11/21. Are you ready to write & submit Reflection 2 over your lessons 4-6?

10/31 (Th)	Secondary Reading/Writing Workshop Demo Lesson 4 [focus on author's thematic message / purpose] Debrief		Reading Assignment 11 DUE next class. Reader Response #4 over any material from reading assignments 10- 11 (due in class 11/07)
11/05 (T)	Essay calibration –practice assessing & analyzing student writing samples THE Grammar discussion—when and where does it matter? Prescriptive v. descriptive grammar	⇒	Prepare for Socratic Seminar 2—finish any outstanding Reader Responses
11/07 (Th)	Reader Responses #3 & 4 due in class for Socratic Seminar 2 over reading assignments 7-11 *Responses 3 & 4 will be collected after seminar. UNIT MAP Groups Meet	⇒	Technology Assignment #3—UNIT MAP Project—DUE in class on 11/14, 11/19, or 11/21, depending.
11/12 (T)	Secondary Reading/Writing Workshop Demo Lesson 5 [focus on revising & editing] Debrief More strategies for teaching grammar in context	⇒	REMINDER: Record and submit a rough copy of one of your lessons on DVD between 10/29 and11/21.
11/14 (Th)	UNIT MAP Project Presentations 1, 2, & 3		
11/19 (T)	UNIT MAP Project Presentations 4, 5, & 6		
11/21 (Th)	UNIT MAP Project Presentations 7 & 8 Project Self- / Group-Evaluations	⇒	Reading Assignment 12: Burke's Chapter 8, "Assessing and Grading Student Learning", pp. 293-331 DUE on 12/03 (approx 35 pgs)
11/26 (T)	Practice English TExES Test Test-taking strategies Communication & Tough Conversations: Administrators, Parents, and Students—Making Sure You Work as a Team		Technology Assignment #3—UNIT MAP Project—DUE in final form next class. Final Reflection (over lessons 7-9) DUE within your portfolio on 12/05.
11/28 (Th)	HOLIDAY		

12/03 (T)	Discuss RA #12, "Assessing and Grading Student Learning." Discussing the Future Apprenticeships Professionalism / Professional Organizations Technology Assignment #3—UNIT MAP Projects—due in final form Evaluations	→ Portfolio DUE next class date.
12/05 (Th)	Portfolio Due by noon (may be turned in earlier)—digital portfolios via email / hardcopies in Gebauer 1.308	

University Electronic Mail Notification Policy (Use of E-mail for Official Correspondence to Students)

All students should be familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in her or his e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at http://www.utexas.edu/its/policies/emailnotify.html. In this course, e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements.

Core Values and Policy on Scholastic Honesty:

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect towards peers and community. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Refer to the Student Judicial Services website at http://deanofstudents.utexas.edu/sjs/scholdis.php to access official University policies and procedures.

Accommodations for Students:

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Dean of Students at 471-6259; 471-4641 TTY.

Emergency Evacuation Policy

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

In the event of an evacuation, follow the instruction of faculty or class instructors.

Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.