Instructor Julia Haug  
E-mail jhaug@austin.utexas.edu 
Seminar M/W  
Phone (512) 471-9216 
Seminar Time 2:00-5:00pm  
Office 1.308 Gebauer 
Location MEZ 2.124  
Office Hrs M/W 12:30-1:30pm, Th 2:30-4:30pm (& by appt) 

Observers Pat Conquest pconquest91@gmail.com  
Sara Gaetjens saragaetjens@gmail.com  
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  
- Teaching English By Design by Peter Smagorinsky  

Consider purchasing one of the following titles for your professional library, as well: 
- Deeper Reading by Kelly Gallagher  
- When Kids Can’t Read: What Teachers Can Do by Kylene Beers  
  ISBN-13: 978-0867095197 (new from $33.84 on Amazon.com)  
- Notice and Note: Strategies for Close Reading by Kylene Beers and Robert E. Probst  
- With Rigor for All by Carol Jago  

Additional titles to consider based on your professional interests: 
- Language Learners in the English Classroom by Fisher, Rothenberg, & Frey  
  ISBN-13: 978-0814127049 (new from $27.74 on Amazon.com)  
- Building Literacy Connections with Graphic Novels by James Bucky Carter  
- Adolescents and Digital Literacies: Learning Alongside Our Students by Sara Kajder  
  ISBN-13: 978-0814152997 (new from $19.00 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 digital 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 midterm 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 content and 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 or Prezi 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—at least **45 minutes in length**—on DVD or by electronic means between 10/20 and 11/19.

**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 teaches 3 and 6 and at the end of the teaching experience (for a total of three). 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 teaches, 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.**
- Use email to submit lesson plans as required; lesson reflections and most other assignments may be submitted through Canvas as directed. Keep soft or hard copies of all assignments for yourself.
- Lesson plans must be received at least 48 hours in advance for review and approval (excluding weekends). Therefore, if you plan to teach on Monday morning at 9:05am, your LP should arrive in my inbox by or before Thursday morning by 9:05. **Please remember, I have many lesson plans to review and approve, so you must adhere to this policy.**
- You must be evaluated by a UTeach-LA field 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.**
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. **5 points will be deducted** from your final average for each absence after the first one.
- Be prepared for class each day we meet. Make every effort to be on time and consistently return from breaks within the time allotted!
- 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 Canvas 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. These responses most often focus on analyzing the implications of, speaking to the importance of, and/or raising questions about one or two self-selected passages from within the assigned pages. Students' findings and reactions documented in these responses will be discussed in seminar during the semester.
- What is a Reflection? This is a 2.5- to 3-page essay about what you did while you were teaching a set of 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 your teaching performance and lesson design. You will write three reflections this semester: one each after teaches/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 reflection need only be submitted as part of your digital 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
  - communications via email, including attachments,
  - word-processing, and
  - searching web sites for new materials, educational resources, and school information.
In addition to the previously listed skills, you may now
  - create interactive multimedia lessons,
  - present multimedia lessons to small or large groups of public school students,
  - explore sample subject-specific educational software packages, and
  - design a web page or blog.

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 up to a 5-point penalty to your final grade.**
**Grading System:**

*Note: This course employs +/- semester grades.*

- **Field Experience** (Attendance to school; Cooperation with mentor and students; Lesson Plans; Observations and anecdotal records; Required Reflections over Lessons; Required Program Documentation). *Fitness to Teach is 20% of this grade.*

- **Seminar** (Attendance in seminar; Reading and Writing Assignments, including reader responses; Technology Assignments; Presentations; Participation)

- **Unit Map Project**

- **Portfolio**

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<tr>
<th>Date</th>
<th>Seminar Topic</th>
<th>TO DO / Homework</th>
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<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>8/27 (W)</td>
<td>Overall Introduction - Expectations and requirements: observations, reflections, reader responses, technology assignments, time management, pacing, performance criteria</td>
<td>⇒ Purchase req’d texts: The English Teacher’s Companion, 4th ed. by Burke and Teaching English By Design by Smagorinsky. ⇒ Reading Assignment 1: Burke’s Introduction and Chapters 1 &amp; 2, “What We Teach” and “Who We Teach,” and Smagorinsky’s Foreward, Preface, and Chapter 1, “Students’ Ways of Knowing,” DUE on 9/10 (approx 65 pgs)</td>
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<td>Initiate crucial conversations: “What does effective instruction in an English/Language Arts classroom look like?” “What is the role of an English teacher today?”</td>
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<td><strong>Week 2</strong></td>
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<td>9/01 (M)</td>
<td>HOLIDAY</td>
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<td>9/03 (W)</td>
<td>“Why must the English classroom be a place of trust?” Discuss the need to establish trust in a writing classroom. Introduce student interest inventories, reading &amp; writing profiles, Proust Questionnaire, your “Ideal Bookshelf,” and OPs, including student models, as time allows. The Four Agreements: How They Apply to Professionals Complete Criminal Background Checks—Bring laptops</td>
<td>⇒ Don’t forget about Reading Assignment 1! ⇒ Optional: OPs are welcome in class on 9/15.</td>
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<td>Week 3</td>
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<td>9/08 (M)</td>
<td><strong>“What Happens When I Am Observed?”</strong></td>
<td>Introductory email to CT due by 5:00pm on Thursday the 11th (copy me on email)</td>
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<td>Observers Pat Conquest, Sara Gaetjens, Beth Priem, Jennifer Troy &amp; Kathryn Wahlers will</td>
<td><strong>Technology Activity #1—</strong></td>
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<td>address field observations</td>
<td>Researching Your Assigned School—DUE in class on 9/22</td>
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<td><strong>“What are the TEKS and how do they shape my curriculum?”</strong> Review TEKS for English</td>
<td><strong>Reading Assignment 1 due for discussion next class.</strong></td>
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<td>Language Arts—<strong>Bring laptops</strong></td>
<td><strong>Record &amp; bring 2-3 lingering questions</strong> you have after reading these chapters.</td>
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<td><strong>“What will I be expected to know when I take my certification tests?”</strong> (Part I):</td>
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<td>Review standards for ELA educators.</td>
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<td>9/10 (W)</td>
<td>Discuss Reading Assignment (RA) #1, Burke’s “What We Teach” and “Who We Teach,” and RA 2,</td>
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<td>Smagorinsky’s “Students’ Ways of Knowing.”</td>
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<td>Creating student-centered classrooms:</td>
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<td>“What are the Principles of Learning, and what do they have to do with my classroom?”</td>
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<td>Review POL.</td>
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<th>Week 4</th>
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<td>9/15 (M)</td>
<td><strong>Multiple Intelligences revisited—Why do learning styles matter?</strong></td>
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<td>Great Lesson Plans Matter:</td>
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<td>--Designing lesson plans and constructing effective objectives *(review the 3-part</td>
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<td>objective)*</td>
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<td>--Formats used by local school districts &amp; important elements of lesson design evident</td>
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<td>in all three</td>
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<td><strong>Optional:</strong> OPs may be shared in class.</td>
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<td>9/17 (W)</td>
<td><strong>Lesson Plans (continued)—Real-time practice</strong></td>
<td><strong>Reader Response #1 over material from reading assignment 2 (due at start of class 9/24)</strong></td>
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<td>“Three Levels of Reading” Strategy</td>
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<td>“What will I be expected to know when I take my certification tests?” (Part II): Review</td>
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<td>the PPR certification exam domains prior to next class.</td>
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| Week 5 | 9/22 (M) | Discuss points of intrigue/concern re: Technology Activity #1.  
Backward Design: Purposeful planning of assignments that scaffold learning and lead to success  
Practice PPR exam questions (set 1)  
Test-taking strategies | 7  
Technology Assignment #2—Teacher Webpage—  
DUE by 11:59pm on 10/19 (send URL via email)  
Reading Assignment 2 due next class. |
|---|---|---|
| 9/24 (W) | Discuss RA #2, Burke’s “How to Teach” and “Teaching Reading.” *Response 1 will be collected afterward.  
Inquiry-based Teaching—Crucial Habits of Mind  
*The Significance of Inquiry  
-- In-class “Think Tanks”  
-- Ladder of Inquiry / Questioning Strategies  
“What will I be expected to know when I take my certification tests?” (Part III): Review the ELAR certification exam domains prior to next class. | 8  
Reading Assignment 3:  
| Week 6 | 9/29 (M) | Practice ELAR 7-12 exam questions (set 1) – MC Game!  
Curriculum Design Approach 1: Concept-based instruction  
Enduring understandings (generalizations) and essential questions—define & discuss; model & practice  
Pulse Check: How are things going in the field? Timing in executing lessons | 9  
Reading Assignment 3 due next class. |
| 10/01 (W) | Discuss RA #3, Smagorinsky’s “Providing Scaffolds” and “Alternatives” and the excerpt from Burke’s Chapter 6.  
Enduring understandings and essential questions—model & practice (cont’.)  
Curriculum Design Approach 2: Genre study or skills-based instruction | 10  
Reading Assignment 4:  
Burke’s Chapter 4, “Teaching Writing,” pp. 65-68 & 72-135, and Smagorinsky’s Chapter 5-7, “Goals for Conventional Writing Assignments” – “Goals for Unconventional Writing Assignments” – “Responding to Students’ Writing,” DUE on 10/13 (approx 95 pgs) |
| Week 7 | 10/06 (M) | Curriculum Design Approach 2: Genre study or skills-based instruction (cont’.)
Create a WIKI of Reading Strategies & Types of class discussions: Chalk Talk, Affinity Mapping, Anticipation Guides, Small groups with roles, Inner/Outer Circle, etc. --Bring laptops!

*Are you ready to write & submit Lesson Reflection 1 over your first three lessons/teaches? You should be HERE this week.*

| 10/08 (W) | Practice PPR EC-12 exam questions (set 2)
Introduce UNIT MAP Group Project
What is important: Examine/discuss assignment parameters and elements of successful units

STAAR EOC Exam “Crash Course” from RRISD ELAR CIS, Caron St. Onge

| Week 8 | 10/13 (M) | Discuss RA #4, Burke’s “Teaching Writing” and Smagorinsky’s chapters 5-7. *Response 2 will be collected afterward.
UNIT MAP Project launch—form groups
*Email me w/list of group members & selected course/grade for group map by or before 10/17 at noon
Take-home ELAR 7-12 practice questions (set 2)

| 10/15 (W) | Brief Q&A re: take-home ELAR 7-12 practice questions (set 2)
Initiate crucial conversations: “What is effective assessment?”
--Types of Assessments
--Assessment Design
--Rubric Design (as time allows)

| 11 | Reader Response #2 over material from reading assignment 4 (due at start of class 10/13)
Consult the class WIKI for Reading Strategies & Types of class discussions to use in your lessons!

| 12 | Reading Assignment 4 and Reader Response 2 are due next class.
Don’t forget about Technology Assignment #2!

| 13 | Record and submit a rough copy of one of your lessons on DVD or electronically between 10/20 and 11/19.
Reading Assignment 5: Burke’s Chapter 8, “Assessing and Grading Student Learning,” (pp. 293-322) DUE next class (approx 30 pgs)

| 14 | Technology Assignment #2 will be shared next class!
Reading Assignment 6: Smagorinsky’s Chapters 8-11 & 13—“Why Conceptual Units?”, “The Basics of Unit Design”, “Your Unit Rationale”, “Outlining a Unit”, and “Introductory Activities”—DUE 10/22 in preparation your UMP group meeting (approx 55 pgs)

| 15 | Reader Response #3 over material from reading assignment 6 (due at start of class 10/22)
| Week 9 | 10/20 (M) |  Technology Assignment #2 due: Teacher Webpages  
--Bring laptops  
*Sharing webpages!  
Continue discussing assessment  
--Rubric Design (as needed)  
--Essay calibration: practice assessing & analyzing student writing samples  
*HW: Register for TExES PPR test—select a date toward the end of this semester (late November through December)—and ELAR 7-12 exam (December test date recommended) tonight/tomorrow.  
⇒ Reading Assignment 6 and Reader Response 3 are due next class.  
⇒ Record and submit a rough copy of one of your lessons on DVD or electronically between 10/20 and 11/19. |
|---|---|---|
| 10/22 (W) | UNIT MAP Groups Meet  
--Discuss RA #6, Smagorinsky's chapters 8-11 & 13, as a group. *Response 3 will be collected afterward.  
--Begin work on UMP  
*Midterm conferences  
⇒ Reading Assignment 7:  
Finish Burke's Chapters 6, "Speaking and Listening" (pp. 203-206, 208-217, & 237-255) and 8, "Assessing and Grading Student Learning" (pp. 323-331) DUE next class (approx 40 pgs)  
⇒ Reader Response #4  
(Technology Assignment #3) over any material from reading assignments 5 & 7 (due by midnight on 11/04) |
| Week 10 | 10/27 (M) | Initiate crucial conversations: “How can we differentiate instruction in such large classes?”  
Continue discussing differentiation  
--Modifications to ensure success of all students  
--ESL student learners  
Briefly discuss RA #5 & 7, Burke’s “Speaking and Listening” and “Assessing and Grading Student Learning.”  
HW: Take-home PPR EC-12 exam questions (set 3)  
⇒ Reading Assignment 8:  
Burke’s Chapter 7, “Language Study” (pp. 256-291), and Smagorinsky’s Chapter 12 re: “Teaching Language” & “Methods of Teaching Grammar” (pp. 158-166) DUE 11/12 (approx 45 pgs)  
⇒ Reader Response #5 over material from reading assignment 8 (due at start of class 11/12) |
| 10/29 (W) | Brief Q&A re: take-home PPR EC-12 exam questions (set 3)  
Strategies & rationales for teaching drama  
HW: Take-home ELAR 7-12Constructed Response Question #1  
*Are you ready to write & submit Lesson Reflection 2 over your lessons/teaches 4-6? You should be HERE this week.  
⇒ Reader Response #4 DUE by 11:59pm on 11/04. |
| Week 11 | 11/03 (M) | Briefly discuss ELAR 7-12 CRQ #1, including assessment rubric and scored sample responses  
Strategies & rationales for teaching poetry: Model/practice  
Debrief | ➞ Reader Response #4 DUE by tomorrow at 11:59pm. |
|---|---|---|---|
| 11/05 (W) | Strategies for teaching poetry (continued)  
UNIT MAP Groups Meet | ➞ Reading Assignment 8 and Reader Response 5 DUE next Wednesday. |
| Week 12 | 11/10 (M) | Continue discussing assessment  
--Constructing multiple choice exams: benefits & detriments / item analysis & planning for instruction  
--Practice!  
Discuss the 640E Semester Portfolio Assignment  
--Digital Portfolio Option presented by Hannah Mullen, Grace Worm (current / former 360E students) | ➞ REMINDER: Record and submit a rough copy of one of your lessons on DVD or electronically between 10/20 and 11/19. |
| 11/12 (W) | THE Grammar discussion—when and where does it matter?  
Prescriptive v. descriptive grammar  
--Discuss RA #8, Burke’s “Language Study” and portions of Smagorinsky’s chapter 12. *Response 5 will be collected afterward. | ➞ Working Draft of UNIT MAP Project (Technology Assignment #4)—DUE in class on 11/17 or 11/19, depending. |
| Week 13 | 11/17 (M) | UNIT MAP Project Presentations 1-3  
The Grammar Discussion (continue as needed)  
Multi-modal literacies (in and out of school): “Where and how do our students learn?” | |
| 11/19 (W) | UNIT MAP Project Presentations 4-6  
Project Self- / Group-Evaluations  
HW: Take-home practice ELAR 7-12 CRQ #2. | |
### 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](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](http://deanofstudents.utexas.edu/sjs/scholdis.php) to access official University policies and procedures. Link to University Honor Code: [http://catalog.utexas.edu/general-information/the-university/#universitycodeofconduct](http://catalog.utexas.edu/general-information/the-university/#universitycodeofconduct).

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### Weekly Activities

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<th>Week 14</th>
<th>Monday</th>
<th>11/24</th>
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<td>Briefly discuss ELAR 7-12 CRQ #2, including assessment rubric and scored sample responses.</td>
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<td>Multi-modal literacies (continued)</td>
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<tr>
<th>Week 14</th>
<th>Wednesday</th>
<th>11/26</th>
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<td>Practice ELAR 7-12 MC questions (sets 3&amp;4, 10 + 37Qs) and PPR EC-12 MC questions (sets 4&amp;5, 70 + 10Qs)—Posted on Canvas.</td>
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<th>Week 15</th>
<th>Monday</th>
<th>12/01</th>
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<td>Discuss practice ELAR 7-12 and PPR EC-12 MC questions posted on Canvas on 11/24.</td>
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<td>Communication &amp; Tough Conversations: Administrators, Parents, and Students—Making Sure You Work as a Team</td>
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<td>Discussing the Future Apprenticeships: Professionalism / Professional Organizations</td>
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<td>Course Evaluations</td>
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<th>Week 15</th>
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<td>Digital Portfolios Due by 5pm (may be turned in earlier)—submit link via email</td>
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- **UNIT MAP Project DUE in final form next Monday (submit via single PDF by noon on 12/01).**
- **640E Semester Portfolio (Technology Assignment #5) DUE 12/05.**
- **UNIT MAP Projects DUE by noon (submit via single PDF for group).**
- **Final Reflection (over lessons 7-9) DUE within your portfolio on 12/03.**
- **Portfolio DUE next class date.**

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**jhaug@austin.utexas.edu Fall 2014**
Accommodations for Students:
Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, http://www.utexas.edu/diversity/ddce/ssd/.

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

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.


Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency.