General Syllabus
Course Description/Expectations
& Tentative Schedule
Teaching In Secondary Schools, UTL 640 English – F2018

*The digital version of this document, housed on Canvas, includes hyperlinks.

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Office Phone: (512) 471-9216
Office: Belmont 224J
Office Hours: M/W 4:45 – 6:00PM
Th 3:30 – 4:45PM
Seminar Day: M/W
Seminar Time: 2:00 – 5:00PM
Location: GAR 2.128

University Field Supervisors:
Pat Conquest: pconquest91@gmail.com
Sara Gaetjens: saragaetjens@gmail.com
Ginger Gannaway: gingergannaway@gmail.com
Dede Garrison: dedegarrison@hotmail.com

Prerequisites
- A grade of B or higher in UTL 101 and UTL 202
- Grade point average minimum of 2.75 overall and 3.0 in your major
- Laptop computer with MS Office – MAC or other

Course Description
UTL 640, a twice-weekly three-hour seminar, provides you with an in-depth study of the theory and practices necessary to design and deliver excellent instruction in secondary English Language Arts. You will develop a deeper understanding of effective methods for teaching English literature and language through:
- Readings, seminar discussion, and active participation.
- Fieldwork experience that includes observations, lesson planning and execution, and reflection.

WHAT WILL I LEARN?

General Course Objectives
The following areas of study and practice will support and increase your knowledge and skills to prepare you for the English Language Arts & Reading (ELAR) classroom.
- The integration of the Texas Essential Knowledge and Skills (TEKS) for ELAR into lesson planning.
- Seminar readings, presentations, discussions, and hands-on activities.
- Fieldwork observation, lesson planning, instruction, performance evaluation.
- Technology applications and authentic assessment into lesson plans.

Standards for Texas Educators
As part of the four-semester UTLA teacher certification program, this course incorporates and expands on the following standards:
- Texas Approved Educator Standards Adopted in Chapter 149
- Pedagogy and Professional Responsibilities Standards (EC-Grade 12)
- Technology Applications (EC-Grade 12) – ONLY the first seven standards apply to all teachers
- English Language Proficiency Standards
- English Language Arts and Reading Grade 7-12, 8-12 – for those seeking secondary ELAR certification

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Specific Objectives and Learning Outcomes
Students will:

- Design and deliver interactive lessons that align to state and national standards for secondary ELAR courses.
- Prepare and implement learner-centered 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.
- Utilize technology to communicate, collaborate, investigate, and instruct.
- Analyze and explore how and when to assess student performance.
- Focus on time-on-task issues during instruction.
- Implement a successful classroom management strategy appropriate for high school students.
- Serve as a role model by demonstrating clear communication, pleasant demeanor, interest in each individual student, and accurate content.
- Use course material, cooperating teacher (CT) and university field supervisor (FS) evaluation input, videos of instructional delivery, and written reflections to improve over time.
- Begin preparing for state certification exams, professional learning opportunities, and appraisal systems.
- Assemble and submit a professional website documenting the UTL 640E field and seminar experience.

HOW WILL I LEARN?

Students will assume responsibility for achieving the course objectives by:

- Actively reading assigned texts and participating in seminar discussions and activities.
- Completing reading and writing assignments on time.
- Becoming familiar with the issues and literature of the teaching profession.
- Demonstrating theoretical knowledge of English methodology in all work.

Communication
Email and Canvas will serve as primary sources of communication for this course. Use email to submit lesson plans; upload other written assignments, including lesson reflections, to Canvas unless otherwise directed. Keep soft or hard copies of all assignments for yourself. Lesson plan review comments will be returned via email; comments on other assessed products will be posted on Canvas (barring unforeseen circumstances).

Required Texts

- *Teaching English By Design* by Peter Smagorinsky

- *Deeper Reading* by Kelly Gallagher

Digital copies of all other required readings will be available in Canvas. Feel free to consider the following additional titles to support more specific professional interests:


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Seminar Assignments/Products
Descriptions of and due dates for assignments, including responses to required readings, are provided on Canvas. Students must upload products as directed by the specified time on given due dates. If for any reason you may fail to meet the required timeline for an assignment’s submission, email the UTL instructor as soon as possible to explain your obstacle and provide a reasonable projected date/time for submitting said work. Empty assignment cells in the Canvas gradebook will be filled with ‘0’ when the assignment can no longer be accepted for credit.

Field Experience and Field Work Assignments
UTL 640 will provide students with field experience in a high school classroom selected for the diversity of the student body and the quality of the classroom teacher who serves as CT. The field experience consists of at least 45 hours in the classroom to meet the requirements of UTL 640 and accompanies our twice-weekly seminar on campus.

Observations
Attend, minimally, thirty-six participatory observation periods and write seven directed observations. See “Observation Assignments for the 640 Field Placement” for additional details. This time spent will enable you to:

- Document observed activities and procedures.
- Participate in classroom activities as suggested by cooperating teacher.
- Observe, reflect on, and research answers to specific questions concerning observations.
- Participate in seminar discussions concerning the observations and the various strategies and rationales used by the cooperating teacher, as well as alternate options.

Lesson Plans*
Deliver six to nine lessons based on the TEKS/SEs and TExES domains and criteria in order to teach a total of nine times (you may teach three lessons twice for credit). You will:

- Design and implement lessons of 45 to 90 minutes, incorporating strategies shared in seminar and discussed in assigned readings. Teaches 1-3 may run between 30 and 45 minutes. By teach 4, plan to run at least 60 minutes and build toward teaching for the entire class period by or before teach 7.
- Reflect your content and textual knowledge through instructional design, resource selection, and creation of materials. Giving a test does not count as a lesson unless you design and deliver a review during the first 40-45 minutes of the class period.
- Incorporate meaningful employment of digital media—an expectation of the 21st century classroom. A minimum of three of your lessons must use digital means—such as an infographic, a grade-level appropriate audio/video clip embedded in PowerPoint or Prezi, or blended learning tool—to deliver instruction or support students’ application of the curricular material.
- Provide lesson plans (LPs) to the CT and the UT instructor at least 48 hours in advance of lesson’s scheduled delivery, excluding Saturdays/Sundays. ATTENTION: Lessons to be delivered between 8:30AM and 12:30PM must be submitted by 8:00AM two business days in advance; lessons scheduled for delivery after 12:30PM must be submitted by noon.
  - Example: If your lesson is scheduled for delivery on Monday morning at 9:05AM, your LP must arrive in my inbox by Thursday at 8:00AM to meet the assignment deadline.
  - Until you receive my review comments and approval of your lesson plan, you do not have permission to deliver it. Failure to submit an LP according to this deadline can result in a minor late penalty, such as LP approval with a loss of 10 points, or a stiffer penalty of failure to receive LP approval due to time constraints and negation of the scheduled teach.
  - If you perceive that you will not be able to adhere to this timeline for a particular lesson’s submission, discuss your obstacle with the instructor immediately (in seminar, office hours, or via email).
- “Double teach” up to three lessons, if possible.

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You may teach three of your lessons to two different classes. If you teach a lesson more than twice, you will only receive credit for two teaches. When repeating a lesson, indicate on your LP that you will do this in “Teach(es).”

- Participate in seminar discussions concerning positive and negative aspects of your lessons and changes that should be made in future lessons.

**Lesson Reflections**
You will:

- Write and submit lesson reflections after teaches 3 and 6 and at the end of the teaching experience (for a total of three). The sooner you reflect, the more you will remember, the more accurate your reflection.

A lesson reflection thoroughly describes your experience in the classroom during a set of teaches (1-3, 4-6, all 9). Submit your first and second reflection within 72 hours of your third and sixth teaches, respectively, and your final reflection within 7 days of your ninth teach.

- Record, reflect on within a written critique, and submit two unedited digital recordings of yourself teaching—1) during your 2nd or 3rd teach and 2) during your 7th or 8th teach. *See “Observation Assignments for the 640 Field Placement” for details.

**Lesson Evaluations**
You will:

- Receive evaluative, constructive, and specific feedback from the CT over each lesson/teach.
- Initiate communication with your FS to schedule observations and respond to correspondence sent by your FS professionally and in a timely manner.
- Submit LPs to your FS at least 24 hours prior to scheduled observations and provide a print copy for her convenience when she comes to observe.
- Receive evaluative, constructive, and specific feedback from the FS over at least two lessons/teaches to meet UTL 640 requirements. Additional observations may be required or requested.
- Participate in a ~45-minute, post-lesson debrief with your FS after each of her observations.
- Submit CT and FS lesson evaluations to your UTL instructor ASAP following your lesson/teach. White sheets from the triplicate form should be submitted at the start of the following seminar; electronic forms should be submitted within 1-2 business days after delivery.

*See “Lessons, Reflections, and Evaluations” for additional details.

**Cooperating Teachers**

CTs for UTL 640 will work with the UTeach-LA students to improve their teaching abilities as the semester progresses. The CT will REMAIN in the classroom AT ALL TIMES and will provide written feedback on the quality of the UTeach-LA student’s instruction after each lesson. Your CT is neither required nor expected to participate in the ~45-minute post-lesson debrief with you and your FS.

**Technology**

Skills developed in the previous UTL courses include:

- Communication via e-mail including attachments.
- Word-processing.
- Searching websites for new materials, educational resources, and school information.

In addition to the previously listed skills, you will:

- Design and present interactive multimedia lessons to small or large groups of students.
- Explore subject-specific educational applications and software.
- Develop learning scenarios that incorporate the use of technology by students.
- Create a professional educator’s website.
HOW YOU WILL SUCCEED IN THIS COURSE

Course Expectations

UTL 640 demands more of your time than 101 or 202. Successful time management is of utmost importance.

✓ Attend seminar regularly. Five points will be deducted from your final average for every seminar absence after the first absence. Absences incurred in the field may ultimately impact your ability to complete the 640 internship, thereby affecting your ability to progress to the student teaching semester.

✓ Make every effort to arrive on time and consistently return from breaks within the time allotted. Excessive or frequent tardiness may amount to absences, thereby resulting in a grade penalty. Students will be advised of this infraction by the instructor.

✓ Communicate with the UTL instructor regarding an absence or potential late arrival to seminar as soon as possible. You can find more information about UT’s absence policy at the at the following web address: http://deanofstudents.utexas.edu/emergency/absencenotificationrequest.php

✓ Be prepared for class each day we meet! Complete readings and written products as listed on your syllabus or assigned the previous class before class begins. Come ready to participate!

✓ Completing assignments on time reflects your professionalism. Keep track of what's due and when! All late assignments will be accepted with a starting grade of 80%. Work more than 48 hours late will result in a 0/no credit unless the UTL instructor chooses to accept said work after receiving a student’s written request to submit, complete with a rationale for the delay. Once a ‘0’ is posted in the assignment cell in the Canvas gradebook, the assignment cannot be submitted for credit.

✓ The accurate use of academic English is imperative in both speech and writing. You are going to be an English teacher, after all. Please talk to me about any error I mark on your papers or emails if you are unsure of the error.

✓ Follow the “Pacing Guide” to complete all field work in a timely manner.

✓ Per University guidelines, please eat before you arrive for class or during our ~10-minute break. If you must eat a quick snack during class, avoid bringing anything distracting (noisy packaging, strong aroma, loud crunch, etc.). Some foods simply impede constructive focus and active participation.

Field Placement Protocols

- Include your UTL instructor on ALL written correspondence between you and your CT.
- 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.
- Demonstrate sound professional judgement. Be on time and prepared. If you are unable to fulfill a scheduled observation or lesson presentation, contact your CT and UTL instructor immediately.
- Dress appropriately and professionally when in the field. Consider that your appearance asserts a thesis on your regard for your role in the classroom. Avoid t-shirts with messages that could be considered provocative in a high school environment, including any clothing with political messages. Avoid wearing hats, inappropriate footwear (i.e. flip-flops), or items in conflict with the district dress code.
- Immediately communicate any placement-related problems to your UTL instructor.
Grading

50% Field Experience  Attendance to placement campus; Cooperation with mentor and students; LPs; Observations; Required Lesson Reflections; Required Program Documentation

30% Seminar  Attendance in seminar; Reading and Writing Assignments, including RA responses; Technology Assignments 1 & 2; Presentations; Participation

10% Teacher Proficiency  Performance evaluation on UTL 640 Spectrum of Apprenticeship Skills

10% Professional Educator Website (Technology Assignment 3)

100% TOTAL GRADE

The grading scale for this course includes pluses and minuses.

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94%-100%</td>
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<tr>
<td>A-</td>
<td>90%-93%</td>
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<tr>
<td>B+</td>
<td>87%-89%</td>
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<tr>
<td>B</td>
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<td>B-</td>
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<td>C+</td>
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<tr>
<td>C</td>
<td>70%-72%</td>
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<tr>
<td>C-</td>
<td>69%-68%</td>
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<tr>
<td>D</td>
<td>60%-69%</td>
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<tr>
<td>F</td>
<td>59% and below</td>
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Reminder: **Five points are deducted from your total grade for each absence from seminar after the first one.**

Individual Growth Plans (IGPs)

Interns must complete the fieldwork satisfactorily to receive credit for this course. Inadequate performance or professionalism during your field experience may result in the development of an IGP. The purpose of an IGP serves to clearly identify any aspect of your performance that is unacceptable and to establish goals and target dates for improved performance. Failure to achieve the goals of an IGP may result in termination of your field experience. Your final grade will reflect the entire semester’s work, including any pre-IGP performance.

STUDENTS’ RIGHTS & RESPONSIBILITIES

You have a right to

- A learning environment that supports mental and physical wellness.
- Respect.
- Be assessed and graded fairly.
- Freedom of opinion and expression.
- Privacy and confidentiality.
- Meaningful and equal participation, to self-organize groups to improve your learning environment.
- Learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

You have a responsibility to

- Take care of yourself, manage your time, and communicate with the UTL instructor and others at UTeach-LA if things start to feel out of control or overwhelming.
- Behave in a way that is worthy of respect and always respectful of others. Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers’ experiences.
- Create an inclusive environment and to act when someone is excluded.
- Hold yourself, your peers, and your instructors accountable to these standards.

Personal Pronoun Preference

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.
**TENTATIVE COURSE SCHEDULE, Sp2018**

Listed below are *scheduled* class plans; these dates are subject to change. *Keep up with changes via Canvas and in-class announcements.*

<table>
<thead>
<tr>
<th>Seminar</th>
<th>Topic</th>
<th>TO DO / Homework</th>
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</table>
| 1       | 8/29 (W) | *Establish the practice of bringing your laptop/tablet with you to class every day!*  
Introduction: General course expectations and requirements  
- Syllabus & schedule, requirements & assignments  
- Time management, pacing, performance criteria  
- Expectations re: technology  
Introductory essential questions:  
What are the qualities and/or capabilities of English teachers?  
What is the goal of ‘English’ in secondary school today?  
--Discuss Reading Assignment #1.  
Educator Standard(s) I & II; PPR EC-12 Standard(s) I & II  
ELAR 7-12 Standard(s) I, III, VII, VIII, & IX |
| ⇒ Purchase req’d texts:  
Teaching English By Design by Smagorinsky + Deeper Reading by Gallagher  
⇒ Reading Assignment 2  
DUE next class (~50 pgs, plus 25 extension pgs).  
*Don't forget to complete and bring RA2 Response in hard copy!*  
⇒ Your Life in 9 to 21 Six-word Memoirs DUE next class.  
*Don't forget to submit your work in Canvas by 1:00PM and bring a hard copy!*  
⇒ Interest Inventory DUE next class. |
| * 9/03 (M) | **LABOR DAY HOLIDAY** | ⇒ See previous row. |
| 2       | 9/05 (W) | *Share “Your Life” in Six-Word Memoirs in small groups; hard copies will be given to Fs's.  
Focus on the Field Experience:  
--Field Supervisors Pat Conquest, Sara Gaetjens, Ginger Gannaway, & Dede Garrison will explain field observations  
-Expectations and requirements re: 640 lessons or “teaches,” lesson reflections, and observation assignments  
What are the ways in which students know and learn?  
Discuss Reading Assignment #2.  
*Bring text if possible.*  
*RA2 Response will be collected afterward.*  
Inquiry-based Teaching—Crucial Habits of Mind  
The Significance of Inquiry  
Educator Standard(s) II, IV, & VI; PPR EC-12 Standard(s) II, III, & IV  
ELAR 7-12 Standard(s) I, III, & VIII |
| ⇒ Professional email of introduction to CT due by 10:00AM next Monday (9/10)—copy me on email.  
⇒ Reading Assignment 3  
DUE 9/12, seminar 4 (~35 pgs).  
*Don't forget to complete and bring RA3 Response in hard copy!*  
⇒ Review TEA’s Approved Educator Standards, PPR EC-12, and Technology Applications Standards (I-VI only) prior to 9/12, seminar 4  
⇒ Technology Activity #1—  
"Your 640 internship"— DUE 10/01, seminar 9; submit link |
<table>
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Details</th>
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| 3/9/10 (M) | How does classroom environment impact achievement? | Effective secondary ELAR teachers demonstrate personal interest in students and cultivate a trusting community. -- Getting to know students: interest inventories, interviews, reading & writing profiles, “Ideal Bookshelf” assignment, Proust Questionnaire, etc. -- Creating classroom norms  
What are the essential principles of learning?  
-- Creating learner-centered classrooms  
Educator Standard(s) II, IV, & VI; PPR EC-12 Standard(s) II, III, & IV  
ELAR 7-12 Standard(s) I, III, & VIII |
| 4/9/12 (W) | The Principles of Learning (continued) | What are the elements of effective instructional design? Effective teachers use backward design to ensure that instruction and assignments align to desired understandings and scaffold students toward achievement. -- Discuss Reading Assignment #3.  
*RA3 Response will be collected afterward.  
What are the expectations for educators in Texas? -- Discuss TEA’s Approved Educator Standards, PPR EC-12 Standards, & Technology Applications Standards (I-VII only)  
Educator Standard(s) I, II, & III; PPR EC-12 Standard(s) I & II  
ELAR 7-12 Standard(s) I, III, & VIII  
Technology Applications Standard(s) I, V, & VII |
| 5/9/17 (M) | What are the elements of effective secondary English lessons? | -- Discuss Reading Assignment #4—Bring text (electronic or physical).  
*RA4 Response will be completed in class.  
-- Lesson plan formats used by some local school districts & transferrable elements of lesson design  
-- Examine the 640E LP format  
-- Discuss 2-3 sample lesson plans  
-- Constructing lesson objectives  
What are the expectations for educators in Texas? -- Discuss the ELAR 7/8-12 Educator Standards  
Educator Standard(s) I & III; PPR EC-12 Standard(s) I & III  
ELAR 7-12 Standard(s) I  
Technology Applications Standard(s) VII |

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<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Due Date</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>6</td>
<td>9/19(W)</td>
<td>Lesson Design (continued)</td>
<td>Reading Assignment 6 &lt;br&gt;DUE next class (~50 pgs)</td>
<td><em>In-class access to text(s) required</em>&lt;br&gt;The Play Within Our Play, Act I</td>
</tr>
<tr>
<td>7</td>
<td>9/24(M)</td>
<td>The Play Within Our Play (continued)</td>
<td>Observation 2 DUE by 11:59pm this Saturday night!</td>
<td>What are the elements of effective instructional design?</td>
</tr>
<tr>
<td>8</td>
<td>9/26(W)</td>
<td>How do effective secondary English teachers use design as a tool for deep learning?</td>
<td>Reading Assignment 8 &lt;br&gt;DUE 10/03, seminar 10 (~50 pgs). <em>Don't forget RA8 Response requires participation in an online discussion forum; Post 1 due before the start of seminar 10!</em></td>
<td>Discuss Reading Assignment #7—Bring text &amp; laptop/tablet</td>
</tr>
<tr>
<td>9</td>
<td>10/01(M)</td>
<td>Placement Pulse Check:</td>
<td>Observation 3 DUE by 11:59pm on Saturday October 13th!</td>
<td>-- Discuss points of intrigue/concern re: Technology Activity #1.&lt;br&gt;--Briefly discuss Observations #1 &amp; 2, “Your Classroom” and “Classroom Management”&lt;br&gt;ELAR Unit Design (continued)&lt;br&gt;--EUs and EQs: model &amp; practice&lt;br&gt;What will my TExES certification exams be like?&lt;br&gt;Preparing for the PPR EC-12 Exam&lt;br&gt;--Examine the PPR EC-12 certification exam domains&lt;br&gt;--Practice PPR exam questions (set 1)&lt;br&gt;*Test-taking strategies&lt;br&gt;Eduator Standard(s) I &amp; III; PPR EC-12 Standard(s) I &amp; III&lt;br&gt;ELAR 7-12 Standard(s) I&lt;br&gt;Technology Applications Standard(s) I, III, V, &amp; VII</td>
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</table>

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<table>
<thead>
<tr>
<th>Date</th>
<th>Note</th>
<th>ELAR Unit Design (continued)</th>
<th>Reading Assignment 9—selection(s) for Act II of The Play Within Our Play—DUE next class. Annotate to prep for discussion.</th>
<th>Complete Posts 2 &amp; 3 of your RA8 Response by 10:00AM on 10/10.</th>
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<tr>
<td>10/03 (W)</td>
<td>10</td>
<td>--Launching a Unit: Laying the foundation for conceptual pursuits -- EUs and EQs (continued)</td>
<td>Educator Standard(s) I &amp; III; PPR EC-12 Standard(s) I &amp; III ELAR 7-12 Standard(s) I &amp; IV</td>
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<tr>
<td>10/08 (M)</td>
<td>11</td>
<td>The Play Within Our Play, Act II *In-class access to text(s) required</td>
<td>What will my TExES certification exams be like? Preparing for the ELAR 7-12 Exam --Examine the ELAR 7-12 certification exam domains --Practice ELAR 7-12 exam questions (set 1)</td>
<td>Reading Assignment 10 DUE 10/22, seminar 15 (~50 pgs). *Don't forget to complete and bring RA10 Response in hard copy!</td>
</tr>
<tr>
<td>10/10 (W)</td>
<td>12</td>
<td>Preparing for the ELAR 7-12 Exam (continued) --Briefly discuss practice set 1 Placement Pulse Check: Briefly discuss Observations #2 &amp; #3, “Classroom Management” &amp; “Your CT in Action”</td>
<td>How do effective secondary English educators support students’ in building critical reading and thinking skills? Revisit Inquiry-based Teaching --Discuss points of interest/concern re: RA7 and the online forum discussion. *Bring text &amp; laptop/tablet -- In-class “Think Tanks” -- Ladder of Inquiry / Questioning Strategies</td>
<td>Observation 4 DUE by 11:59pm this Saturday night! Submit your completed Differentiation Matrix in Canvas by noon on 10/19. Take-home ELAR 7-12 Constructed Response Question #1 DUE in Canvas by 2PM on 10/22, seminar 15, and accessible in class.</td>
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<tr>
<td>10/15 (M)</td>
<td>13</td>
<td>How do effective teachers use differentiation to accommodate all learners’ needs? Revisit the Principles of Differentiation --Working with “Special Student Populations” (English language learners and students receiving 504 and Special Education services). *Bring laptop/tablet</td>
<td>Preparing for the PPR EC-12 Exam (continued) --Practice set 2</td>
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<td>10/22 (W)</td>
<td>14</td>
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<td>Date</td>
<td>Assignment</td>
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<tr>
<td>10/17</td>
<td>How can secondary educators use campus and community resources to support curriculum goals?  &lt;br&gt; Field trip to the Blanton Museum</td>
<td>Educator Standard(s) VI; PPR EC-12 Standard(s) IV  &lt;br&gt; ➤ Respond to the “Blanton Debrief” Google form  &lt;br&gt; (rec’d via email on 10/16) by 11:59PM tonight!</td>
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<tr>
<td>10/17</td>
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<td>*Register online by the end of the month for your TExES ELAR 7-12 and PPR EC-12 exams. Follow recommended testing windows provided in class.</td>
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<tr>
<td>10/17</td>
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<td>➤ Check Canvas frequently.</td>
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<tr>
<td>10/22</td>
<td>*Mid-semester Reflection  &lt;br&gt; --Internship Proficiency Spectrum Formative Self-Eval  &lt;br&gt; Placement Pulse Check: Discuss Observation #4 (1st video &amp; self-critique)  &lt;br&gt; Building Critical Reading and Thinking Skills (continued)  &lt;br&gt; --Discuss Reading Assignment #10. *Bring text &amp; laptop/tablet  &lt;br&gt; *RA10 Response will be collected afterward.  &lt;br&gt; Preparing for the ELAR 7-12 Exam (continued)  &lt;br&gt; --Briefly discuss CRQ #1, including assessment rubric and scored sample responses</td>
<td>Educator Standard(s) I &amp; III; PPR EC-12 Standard(s) I &amp; III  &lt;br&gt; ELAR 7-12 Standard(s) IV, V, &amp; VII  &lt;br&gt; Technology Applications Standard(s) I, II, &amp; III  &lt;br&gt; ➤ Observation 5 DUE by 11:59pm on Saturday November 3rd!  &lt;br&gt; ➤ Reading Assignment 11—selection(s) for Act III of The Play Within Our Play—DUE next class. Annotate to prep for discussion.  &lt;br&gt; *Are you building your 640E Semester Portfolio as you go? Look back at the assignment page to see what you can start putting together now to save time later.</td>
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<td>10/24</td>
<td>The Play Within Our Play, Act III  &lt;br&gt; *In-class access to text(s) required</td>
<td>Educator Standard(s) I &amp; III; PPR EC-12 Standard(s) I &amp; III  &lt;br&gt; ELAR 7-12 Standard(s) I, II, IV, V, VI, VII, &amp; VIII  &lt;br&gt; ➤ Reading Assignment 12 DUE next class (~50 pgs)</td>
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<td>10/29</td>
<td>ELAR Unit Design (continued)  &lt;br&gt; --Practice crafting enduring understandings and essential questions  &lt;br&gt; Building Critical Reading and Thinking Skills (continued)  &lt;br&gt; --Discuss Reading Assignment #12. *Bring text  &lt;br&gt; *RA12 response will be completed in class.</td>
<td>Educator Standard(s) I, II, &amp; III; PPR EC-12 Standard(s) I, II, &amp; III  &lt;br&gt; ELAR 7-12 Standard(s) I, II, III, V, &amp; VIII  &lt;br&gt; ➤ Reading Assignment 13 DUE 11/05, seminar 19 (~30 pgs). *Don’t forget to complete and bring RA13 Response in hard copy!  &lt;br&gt; *Are you ready to write &amp; submit Lesson Reflection 2 over your lessons/teaches 4-6? You should be HERE by this time. (It’s due in Canvas within 72 hours of completing your 6th teach.)</td>
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<td>10/31</td>
<td>How can secondary educators use campus and community resources to support curriculum goals?  &lt;br&gt; Field trip to the Harry Ransom Center</td>
<td>➤ Respond to the “HRC Debrief” Google form  &lt;br&gt; (rec’d via email on 10/30) by 11:59PM tonight!</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Due Date</th>
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<tr>
<td>11/05</td>
<td><em>Did you remember to register online for your TExES ELAR 7-12 and PPR EC-12 exams? If not, do so by the end of this week!</em></td>
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<td><strong>What are methods effective secondary English educators use to assess student learning?</strong> Effective assessments logically, authentically align with unit concepts. Discuss Reading Assignment #13. <em>Bring text.</em>  <em>RA13 response will be used in class.</em> Types of Assessments educator Standard(s) I, III, &amp; V; PPR EC-12 Standard(s) I &amp; III ELAR 7-12 Standard(s) I</td>
<td><strong>Observation 6 DUE by 11:59pm on Saturday November 16th!</strong></td>
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<td>11/07</td>
<td><em>How do secondary English educators provide effective writing instruction?</em> Initiate a discussion of the reading/writing workshop and writing process approaches. <em>How do effective English teachers ignite curiosity in language or engage students in writing?</em> Strategies for Energizing Language Lessons with Play</td>
<td><strong>Complete Posts 2 &amp; 3 of your RA14 Response by 10:00AM on 11/19</strong></td>
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</table>
| 11/12  | Strategies for Energizing Language Lessons with Play (continued) ELAR Assessments (continued) Discuss Reading Assignment #15. *RA15 response will be collected afterward.* Designing Assessments & Rubrics | **Reading Assignment 16—selection(s) for Act IV of The Play Within Our Play—DUE 11/19, seminar 23. Annotate to prep for discussion.** **PPR EC-12 Practice Set 3: Complete the full-length online exam (link available in Canvas), then save and upload your results in Canvas—DUE by 11:59PM on 11/21.**

*Are you ready to write and submit your Final Reflection (over your 640 teaching experience)? You should be HERE by the end of the week. *It’s due in Canvas within 7 days of completing your 9th and final teach.*

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<td>11/14</td>
<td>22</td>
<td>ELAR Assessments (continued) --Calibration Exercise 1: Practice analyzing &amp; assessing student writing samples 1 --Calibration Exercise 2: Additional practice assessing student writing samples Educator Standard(s) I, III, &amp; V; PPR EC-12 Standard(s) I &amp; III ELAR 7-12 Standard(s) I, V, &amp; VII</td>
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<td>11/19</td>
<td>23</td>
<td>How do secondary English provide effective instruction in grammatical, syntactical, and mechanical conventions? Effective writing instruction (continued): Teaching Conventions in Context --Discuss points of interest/concern re: RA14 and the online forum discussion. *Bring text --Prescriptive v. descriptive grammar The Play Within Our Play, Act IV *In-class access to text(s) required Educator Standard(s) I &amp; III; PPR EC-12 Standard(s) I &amp; III ELAR 7-12 Standard(s) I, V, VI, &amp; VII Technology Application Standard(s) I, II, IV, &amp; V</td>
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<td>11/21</td>
<td>24</td>
<td>No seminar— UT Austin closed for Thanksgiving Holiday on this date.</td>
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<tr>
<td>11/26</td>
<td>25</td>
<td>Preparing for the TExES Certification Exams (continued) --Briefly discuss the full-length, electronic practice test --Briefly discuss CRQ #2, including assessment rubric and scored sample responses Effective writing instruction (continued): --Continue discussing reading/writing workshop and the writing process Designing ELAR Assessments (continued) --Constructing multiple choice exams: benefits &amp; detriments / item analysis &amp; planning for instruction Educator Standard(s) I, III &amp; V; PPR EC-12 Standard(s) I &amp; III ELAR 7-12 Standard(s) I, II, IV, V, VII, &amp; VIII Technology Applications Standard(s) I, II, V, &amp; VII</td>
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<td>11/28</td>
<td>26</td>
<td>Designing ELAR Assessments (continued) --Practice! Building Critical Reading and Thinking Skills (continued) --Discuss Reading Assignment #17. *Bring text *RA17 Response will be completed in class. Educator Standard(s) I, III, &amp; V; PPR EC-12 Standard(s) I &amp; III ELAR 7-12 Standard(s) I, V, VII, VIII, &amp; IX</td>
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⇒ ELAR 7-12 Exam Practice Set 2 DUE next class
⇒ Reading Assignment 18 & RA18 Response DUE 12/05, seminar 27

⇒ Take-home ELAR 7-12 Constructed Response Question #2 DUE in Canvas by 2PM on 11/26, seminar 24, and accessible in class.
⇒ Reading Assignment 17 DUE 11/28, seminar 25 (~45 pgs)
  *Don't forget about PPR EC-12 Practice Set 3!*
<table>
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<tr>
<td>12/03 (M)</td>
<td>Preparing for the ELAR 7-12 Exam <em>(continued)</em>&lt;br&gt; --Briefly go over and discuss practice set 2&lt;br&gt; Tips for Teaching Poetry&lt;br&gt; --Model/practice&lt;br&gt; Tips for Teaching Drama&lt;br&gt; Educator Standard(s) I &amp; III; PPR EC-12 Standard(s) I &amp; III&lt;br&gt; ELAR 7-12 Standard(s) I, II, IV, V, VI, VII, &amp; VIII</td>
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<td>12/05 (W)</td>
<td>Discuss Observation #7 <em>(2nd video &amp; self-critique)</em>&lt;br&gt; Discuss Reading Assignment #18—<em>Bring text</em>&lt;br&gt; <em>RA18 Response will be collected afterward (as needed).</em>&lt;br&gt; Communication &amp; Tough Conversations: Administrators, Parents, and Students—Making Sure You Work as a Team&lt;br&gt; Educator Standard(s) I, III, &amp; VI; PPR EC-12 Standard(s) I &amp; IV&lt;br&gt; Technology Application Standard(s) I, II, IV, &amp; V</td>
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<tr>
<td>12/10 (M)</td>
<td>Final Internship Proficiency Spectrum Self-Eval&lt;br&gt; Discussing the Future Apprenticeships: Professionalism / Professional Organizations&lt;br&gt; Course Evaluations&lt;br&gt; Educator Standard(s) VI; PPR EC-12 Standard(s) IV</td>
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<tr>
<td>12/12 (W)</td>
<td><em>Links to semester portfolios due by 11:59PM</em> (may be turned in earlier)—submit link to site and PDF of completed self-eval in Canvas</td>
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University Policies

Academic Integrity
Each student in the course is expected to abide by the University of Texas Honor Code: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT’s Academic Honesty and the University Honor Code which can be found at the following web address: 
http://deanofstudents.utexas.edu/sjs/acint_student.php

University Electronic Mail Notification Policy
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. 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.

Q Drop Policy
If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: 
http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop

University Resources for Students
Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we’ll develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus:

**Services for Students with Disabilities**
This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329-3986 (video phone). 
http://ddce.utexas.edu/disability/about/

**Counseling and Mental Health Center**
Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.
All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.
If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. 
http://www.cmhc.utexas.edu/individualcounseling.html

**The Sanger Learning Center**
Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage

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of Sanger Center’s classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit [http://www.utexas.edu/ugs/sic](http://www.utexas.edu/ugs/sic) or call 512-471-3614 (JES A332).

**Undergraduate Writing Center:** [http://uwc.utexas.edu/](http://uwc.utexas.edu/)

**Libraries:** [http://www.lib.utexas.edu/](http://www.lib.utexas.edu/)

**ITS:** [http://www.utexas.edu/its/](http://www.utexas.edu/its/)

**Student Emergency Services:** [http://deanofstudents.utexas.edu/emergency/](http://deanofstudents.utexas.edu/emergency/)

**Important Safety Information:**
If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn’t feel right – it probably isn’t. Trust your instincts and share your concerns.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, [http://www.utexas.edu/safety/](http://www.utexas.edu/safety/)

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](http://www.utexas.edu/emergency)

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