General Syllabus
Course Description/Expectations
UTL 640E Teaching In Secondary Schools – Spring 2015

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: JES A303A  
Office Hrs: M noon-1:30 / W 12:30-1:30  
Th 3:00-4:30pm (& 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  
  ISBN-13: 978-1571103840 (new from $17.61 on Amazon.com)
- When Kids Can’t Read: What Teachers Can Do by Kylene Beers  
  ISBN-13: 978-0867095197 (new from $38.45 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  
- Image Grammar, 2nd Edition: Teaching Grammar as Part of the Writing Process by Harry Noden  
- Adolescents and Digital Literacies: Learning Alongside Our Students by Sara Kajder  
**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-LA 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-LA 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; you will also have 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 for credit);
- 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 3/09 and 4/20.

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 submit 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; lesson reflections and other written assignments should be submitted through Canvas unless otherwise 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 prescribed for emergencies (top of the next page). If you are unable to attend the class, email the instructor beforehand.
- Immediately report any academic or placement-related 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 is of utmost importance.
• 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.** 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? Most assigned readings from the required texts correspond to a written response assignment. These responses focus on analyzing the implications of, speaking to the importance of, and/or raising questions about material 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 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 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 and final reflection need only be submitted as part of your digital portfolio at the end of the semester. *For more information, see the “Lessons, Reflections, and Evaluations” document.*
• 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:**

*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) 50%

- **Unit Map Project** 10%

- **Portfolio** 10%

\[ 100\% \]

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Seminar Topic</th>
<th>TO DO / Homework</th>
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</table>
| **Week 1** | 1/21 (W) | Overall Introduction  
--Expectations and requirements: observations, reflections, reader responses, technology assignments, time management, pacing, performance criteria  
Initiate crucial conversations:  
“What does effective instruction in an English/Language Arts classroom look like?”  
“What is the role of an English teacher today?”  

\[ 1 \]  
**Note:** District criminal background checks for spring 640 field placements should have been completed prior to this first class day. *Please see me if you have yet to do so.*  
⇒ Purchase req’d texts:  
The English Teacher’s Companion, 4th ed. by Burke and Teaching English By Design by Smagorinsky.  
⇒ Reading Assignment (RA) #1: Burke’s Introduction and Chapters 1 & 2, “What We Teach” and “Who We Teach,” and Smagorinsky’s Foreward, Preface, and Chapter 1, “Students’ Ways of Knowing,” DUE on 2/02 (approx 65 pgs)  
⇒ Reader Response (RR) 1 over material from RA 1 (due at start of class 2/02)  
⇒ Bring laptops or tablets next class. |

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<tr>
<th>Date</th>
<th>Seminar Topic</th>
<th>TO DO / Homework</th>
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</table>
| **Week 2** | 1/26 (M) | “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 & writing profiles, Proust Questionnaire, and your “Ideal Bookshelf.”  
*The Four Agreements: How They Apply to Professionals  
\[ 2 \]  
⇒ Reader Response (RR) 1 over material from RA 1 (due at start of class 2/02)  
⇒ Bring laptops or tablets next class. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1/28</td>
<td>W</td>
<td>“What Happens When I Am Observed?”</td>
<td>Observers Pat Conquest, Sara Gaetjens, Beth Priem, Jennifer Troy &amp; Kathryn Wahlers will address field observations -- Q &amp; A</td>
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<td>“What will I be expected to know when I take my certification tests?”</td>
<td>“What will I be expected to know when I take my certification tests?” Review standards for ELA educators &amp; the PPR certification exam domains prior to class on 2/04.</td>
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<td>“What are the TEKS and how do they shape my curriculum?”</td>
<td>Review TEKS for English Language Arts—Need laptops or tablets</td>
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<td>⇒ Introductory email to CT due by 2pm on Friday the 30th</td>
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<td>⇒ Technology Activity #1—Researching Your Assigned School—DUE in class on 2/11</td>
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<td>⇒ RA #1 &amp; RR 1 due for discussion next class.</td>
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<td>Week 3</td>
<td>2/02</td>
<td>Discuss RA #1: Burke’s “What We Teach” and “Who We Teach,” and Smagorinsky’s “Students’ Ways of Knowing.”</td>
<td>*RR 1 will be collected afterward.</td>
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<td></td>
<td>M</td>
<td>Creating student-centered classrooms:</td>
<td>“What are the Principles of Learning, and what do they have to do with my classroom?” Review POL.</td>
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<td>Multiple Intelligences revisited—Why do learning styles matter?</td>
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<td>⇒ RA #2: Burke’s Chapter 3, “How to Teach,” and Chapter 5, “Teaching Reading” (pp. 136-142 &amp; 152-202), DUE 2/16 (approx 80 pgs)</td>
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<td>2/04</td>
<td>Pulse Check: Discuss the ELAR 7-12 &amp; PPR EC-12 Standards, plus the PPR certification exam domains.</td>
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<td>W</td>
<td>Great Lesson Plans Matter:</td>
<td>--Designing lesson plans and constructing effective objectives (review the 3-part objective)</td>
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<td>--Three formats used by a couple of local school districts &amp; important elements of lesson design evident in all three</td>
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<td>Week 4</td>
<td>2/09</td>
<td>Lesson Plans (continued)—Real-time practice</td>
<td>“Three Levels of Reading” Strategy</td>
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<td>“Three Levels of Reading” Strategy</td>
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<td>⇒ RA #2 &amp; RR 2 due next Monday (2/16).</td>
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<td>2/11</td>
<td>Discuss points of intrigue/concern re: Technology Activity #1.</td>
<td>Backward Design: Purposeful planning of assignments that scaffold learning and lead to success</td>
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<td>W</td>
<td>⇒ Technology Assignment #2—</td>
<td>Teacher Webpage—</td>
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<td>Teacher Webpage—</td>
<td>DUE by 11:59pm on 3/10 (submit URL via Canvas AND send via email)</td>
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<td>⇒ RA #2 &amp; 2 lingering questions due next class.</td>
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</table>
| Week 5       | 2/16 (M)  | Discuss RA #2, Burke’s “How to Teach” and “Teaching Reading.”  
Practice PPR EC-12 exam questions (set 1) – MC Game!  
Test-taking strategies  
Inquiry-based Teaching—Crucial Habits of Mind | ⇒ RA #3: Smagorinsky’s Chapters 2 & 3,  
“Providing Scaffolds For Student Learning” &  
“Alternatives to Teacher-Led Discussions,” and  
pp. 217-236 re:  
“Discussion” in Burke’s Chapter 6, “Speaking and Listening,” DUE 2/23  
(approx 45 pgs) |
|-------------|----------|------------------------------------------------------------------|-------------------------------------------------|
| Week 6      | 2/18 (W) | Pulse Check: How are things going in the field?  
*Discuss Observation Assignment 1*  
Curriculum Design Approach 1: Concept-based instruction  
Enduring understandings (*generalizations*) and essential questions—define & discuss; model & practice | ⇒ RR 3 (Technology Assignment #3a) over material from reading assignments 3 & 4 (due by noon on 3/09).  
⇒ RA #3 due next class. |
| Week 6      | 2/23 (M) | Enduring understandings and essential questions—model & practice (*cont’.*  
Curriculum Design Approach 2: Genre study or skills-based instruction | ⇒ Consult the Reading & Discussion Strategies posted in today’s class module—you are encouraged to use these in your lessons!  
⇒ RA #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 3/04  
(approx. 95 pgs) |
|             | 2/25 (W) | Pulse Check: How are things going in the field?  
*Discuss Observation Assignment 2 (& 3 as time allows)*  
Timing in executing lessons  
Practice ELAR 7-12 exam questions (set 1)  
Initiate crucial conversations: “What is effective assessment?”  
--Types of Assessments  
HW: Take-home PPR EC-12 exam questions (set 2)         |
<table>
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<tr>
<th>Week 7</th>
<th>3/02 (M)</th>
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<tr>
<td><strong>Brief Q&amp;A re: take-home PPR EC-12 exam questions (set 2)</strong></td>
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<td>Continue discussing assessment</td>
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<td>--Assessment Design</td>
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<td>--Rubric Design</td>
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<td><em>Register for TExES PPR EC-12 test—select a date toward the end of this semester (in May or June)—and ELAR 7-12 exam (June test date most recommended) within the next 2-3 weeks.</em></td>
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⇒ Don’t forget about Technology Assignment #2!
⇒ RA #4 is due next class.
⇒ RR 3 is due by noon on 3/09.

<table>
<thead>
<tr>
<th>3/04 (W)</th>
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<tbody>
<tr>
<td>Assessment, continued 13</td>
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<tr>
<td>--Essay calibration: practice assessing &amp; analyzing student writing samples</td>
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<tr>
<td>Pulse Check: How are things going in the field?</td>
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<tr>
<td><em>Discuss Observation Assignment 4</em></td>
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<td>Will you be ready to write &amp; submit <strong>Lesson Reflection 1</strong> over your first three lessons/teaches within the next week?</td>
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<tr>
<td>STAAR EOC Exam “Crash Course” from RRISD ELAR CIS, Caron St. Onge</td>
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</table>

⇒ Record and submit a rough copy of one of your lessons on DVD or electronically between 3/09 and 4/20.
⇒ **RA #5**: Smagorinsky’s Chapters 8-11 & 13—“Why Conceptual Units?”, “The Basics of Unit Design”, “Your Unit Rationale”, “Outlining a Unit”, and “Introductory Activities”—DUE 3/23 (approx 55 pgs)

<table>
<thead>
<tr>
<th>Week 8</th>
<th>3/09 (M)</th>
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<tr>
<td>Assessment, continued 14</td>
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<tr>
<td>--Essay calibration (<strong>cont’</strong>): practice assessing &amp; analyzing student writing samples</td>
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<td>Discuss RA #3 &amp; 4 on teaching reading and writing.</td>
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<td>Introduce <strong>UNIT MAP Group Project</strong></td>
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<td>--What is important: Examine/discuss assignment parameters and elements of successful units</td>
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<td>--<strong>Form groups</strong>: Email me w/list of group members &amp; selected course/grade for group map by or before 3/11 at noon</td>
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⇒ **Technology Assignment #2 will be shared next class—bring your laptops or tablets!**
⇒ **RR 4** over material from RA #5 (due at start of class 3/23)
<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>3/11 (W)</td>
<td>Technology Assignment #2 due: <strong>Teacher Webpages</strong>&lt;br&gt;*Sharing webpages!**&lt;br&gt;“Fitness” Self-Evaluations (formative)&lt;br&gt;Initiate crucial conversations: “How can we differentiate instruction in such large classes?”&lt;br&gt;*Have you registered for your TExES PPR &amp; ELAR exams yet? If not, please do so before we return from the break if possible.</td>
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<td>⇒ RA #5 and RR 4 are due next class—the Monday after spring break!&lt;br⇒ Bring laptops or tablets next class.&lt;br⇒ RA #6: Finish Burke’s Chapters 6, “Speaking and Listening” (pp. 203-206, 208-217, &amp; 237-255) and all of Chapter 8, “Assessing and Grading Student Learning,” (pp. 293-331) DUE 3/25 (approx 70 pgs)</td>
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<td>3/16 &amp; 3/18</td>
<td><strong>SPRING BREAK</strong></td>
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<td>Week 9</td>
<td>Continue discussing differentiation&lt;br&gt;--Modifications to ensure success of all students&lt;br&gt;--ESL student learners&lt;br&gt;UNIT MAP Groups Meet&lt;br&gt;--Discuss RA #5, Smagorinsky’s chapters 8-11 &amp; 13, as a group. *Response 4 will be collected afterward.&lt;br&gt;--Begin work on UMP&lt;br&gt;*Midterm conferences</td>
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<td>⇒ Record and submit a rough copy of one of your lessons on DVD or electronically by 4/20.&lt;br⇒ RA #6 is due next class!&lt;br⇒ RR 5 (Technology Assignment #3b) over any material from reading assignment 6 (due by 11:59pm on 4/05)</td>
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<tr>
<td>3/25 (W)</td>
<td>Revisiting Inquiry-based Teaching&lt;br&gt;-- In-class “Think Tanks”&lt;br&gt;-- Ladder of Inquiry / Questioning Strategies</td>
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<td>Week 10</td>
<td>Pulse Check: How are things going in the field? With the Unit Map Projects?&lt;br&gt;*Discussion Observation Assignment 5&lt;br&gt;Will you be ready to write &amp; submit <strong>Lesson Reflection 2</strong> over your lessons/teaches 4-6 by the end of this week?&lt;br&gt;Practice ELAR 7-12 exam questions (set 2)</td>
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<td>⇒ RR 5 DUE by 11:59pm on 4/05.</td>
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<td>4/01 (W)</td>
<td>Rationales &amp; strategies for teaching poetry:&lt;br&gt;Model/practice&lt;br&gt;Debrief</td>
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<td>Week 11</td>
<td>4/06 (M)</td>
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<td>Week 12</td>
<td>4/08 (W)</td>
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<td>Week 12</td>
<td>4/13 (M)</td>
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<td>Week 12</td>
<td>4/15 (W)</td>
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<td>Week 13</td>
<td>4/20 (M)</td>
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<td>Week 13</td>
<td>4/22 (W)</td>
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⇒ RA #7: 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 4/27 (approx 45 pgs)

⇒ REMINDER: Record and submit a rough copy of one of your lessons on DVD or electronically by 4/20.

⇒ Working Draft of UNIT MAP Project (Technology Assignment #4)—DUE by class on 4/20 or 4/22, depending (that’s next week).

⇒ OPTIONAL: Practice ELAR 8-12 MC questions (sets 3&4, 10 + 37Qs) and PPR EC-12 MC questions (sets 4&5, 70 + 10Qs)—Posted in Canvas. Bring laptops or tablets next class.

⇒ RR 6 over any material from RA #7 (due at the start of class on 4/27)
<table>
<thead>
<tr>
<th>Week 14</th>
<th>4/27 (M)</th>
<th>Discuss Burke’s “Language Study” and portions of Smagorinsky’s chapter 12. *Response 6 will be collected afterward. PPR EC-12 exam questions (set 3)</th>
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</thead>
<tbody>
<tr>
<td>4/29 (W)</td>
<td>Multi-modal literacies (in and out of school): “Where and how do our students learn?” Discuss OPTIONAL 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 on 4/15.</td>
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<td>5/06 (W)</td>
<td>Digital portfolios due by 5pm (may be turned in earlier)—submit link or document via Canvas.</td>
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⇒ UNIT MAP Project DUE in final form next Monday (submit via single PDF by noon on 5/04).
⇒ 640E Semester Portfolio (Technology Assignment #5) DUE 5/06.
⇒ Final Lesson Reflection (over teaches/lessons 7-9) DUE on 5/06 within your semester portfolio.
⇒ UNIT MAP Projects DUE by noon (submit via single PDF for group).
⇒ No seminar on this date.
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. Link to University Honor Code: http://catalog.utexas.edu/general-information/the-university/#universitycodeofconduct.

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/ssl/

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.