Instructor: Julia Haug
E-mail: jhaug@austin.utexas.edu
Seminar: M/W
Phone: (512) 471-9216
Seminar Time: 2:00-5:00PM
Office: BEL 224
Office Hrs: M/W 4:45-6:00PM
T/Th 10AM – noon by appt.
Th 4:00-5:00PM

Observers:
- Pat Conquest pconquest91@gmail.com
- Sara Gaetjens saragaetjens@gmail.com
- Beth Priem beth.priem@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:
- Teaching English By Design by Peter Smagorinsky
- Deeper Reading by Kelly Gallagher

Additional titles to consider based on your professional interests:
- The Literature Workshop by Sheridan Blau
- Reading Nonfiction: Notice and Note Stances, Signposts, and Strategies
- 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, for a total of 45 hours in the field. 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 your mentor teacher will complete both a midterm and final evaluation of your performance; you will also have a midterm conference with me about your progress.
  - **Observations & Reader Responses:** Students will
    - keep anecdotal notes from classroom observations;
    - produce written responses to assigned readings and observations, including reflections concerning the pedagogical issues raised during the observations; and
    - participate in class discussions concerning the various strategies and rationales learned from your reading and used by the mentor teacher during observations, as well as alternative options available in these situations.
  - **Lessons:** Students will
    - design and implement 6-9 original lesson plans based on the TEKS, STAAR, and TExES domains and criteria (you may teach 3 lessons twice for credit);
reflect your content and textual knowledge through lesson planning, resource selection, and creation of materials;

submit plans both to me and your CT 48 hours in advance, excluding Saturdays/Sundays;

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 your peers’ and your own performance and execution of the lesson plans with regard to both positives and negatives of the teaching event; and

record, reflect on within a written critique, and submit two unedited video recordings of yourself teaching.

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, Prezi, or comparable visual technological means 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 a rough digital copy of two of your lessons—a) of your 2nd or 3rd teach (must be 30-40 minutes in length) and b) of your 7th or 8th teach (45-90 minutes)—via link in Canvas or DVD.

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 in Canvas 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. NOTE: Until you receive my review comments and approval of your lesson plan, you do not have permission to deliver it.
- 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.

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IF AN EMERGENCY ARISES AND YOU HAVE TO MISS YOUR SCHEDULED HIGH SCHOOL CLASS, NOTIFY YOUR MENTOR TEACHER 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, your mentor teacher, and your instructor are counting on you. Failure to make up an absence will result in up to a 5-point penalty to your final grade.

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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 raising questions about, speaking to the importance of, or analyzing the implications of material from within the assigned pages. Students’ responses will be discussed in seminar throughout the semester.
• What is a Lesson 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 or apps, and
  o design a website.

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.  
    55%

  • Seminar (Attendance in seminar; Reading and Writing Assignments, including reader responses; Technology Assignments 1 & 2; Presentations; Participation) 
    35%

  • Digital Portfolio (Technology Assignment 3) 
    10%

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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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction: General course expectations and requirements</td>
<td>⇒ Purchase req’d texts: Teaching English By Design by Smagorinsky + Deeper Reading by Gallagher</td>
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<td>8/24</td>
<td>• Syllabus &amp; schedule, field requirements, course assignments, semester portfolio</td>
<td>⇒ Reading Assignment 1 DUE next class (approx 40 pgs). *Don't forget to complete and bring Response 1 in hard copy!</td>
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<td>(W)</td>
<td>• Time management, pacing, performance criteria</td>
<td>⇒ Review TEA’s standards for ELAR 7/8-12 educators and Technology Applications (EC-12) prior to next class</td>
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<td>Introduce essential questions for the course:</td>
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<td>What is effective English/Language Arts instruction?</td>
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<td>What is the role of an English teacher today?</td>
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<td>Inquiry-based Teaching—Crucial Habits of Mind</td>
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<td>The Significance of Inquiry</td>
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<td>Educator Standard II</td>
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<td>PPR EC-12 Standards II &amp; III</td>
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<td>ELAR 7-12 Standards V &amp; VI</td>
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### Week 2

**8/29 (M)**

**What does effective instruction in a secondary English/Language Arts classroom look like?**
--Discuss Reading Assignment #1—*Bring text and laptop/tablet*
*Response 1 will be collected afterward.*
--Discuss the ELAR 7-12 & Technology EC-12 standards.

**Why must the English classroom be a place of trust?**
Discuss the need to establish trust in a writing classroom.
--Getting to know your students: interest inventories, reading & writing profiles, Proust Questionnaire, “Ideal Bookshelf” assignment, O.P.s, etc.
--Creating classroom norms

Educator Standards II & IV
PPR EC-12 Standard II
ELAR 7-12 Standards II, III, & V

⇒ **Reading Assignment 2**
DUE next class (approx 35 pgs, plus additional extension pages). *Don't forget to complete and bring Response 2 in hard copy!*

⇒ **Introductory email to CT**
due by noon this Friday (9/02)—*copy me* on email

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**8/31 (W)**

**What happens when I am observed?**
Field Supervisors Pat Conquest, Sara Gaetjens, Beth Priem, & Kathryn Wahlers will address field observations
--Q & A

Expectations and requirements re: 640 lessons or “teaches,” lesson reflections, and observation assignments

Discuss Reading Assignment #2—*Bring laptop or tablet*
*Response 2 will be collected afterward.*

Educator Standards II, IV, & VI
PPR EC-12 Standards II & IV
ELAR 7-12 Standards III & VIII

⇒ **Review TEA’s Approved Educator & PPR EC-12 standards** prior to next class

⇒ **Reading Assignment 3**
DUE 9/12 (approx 40 pgs, plus additional extension pages)

⇒ **Technology Activity #1**—
Creating a Blendspace re: your 640 internship—DUE on 9/21; submit link in Canvas by 1:00p.m.

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**9/05 (M)**

**LABOR DAY HOLIDAY**

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**9/07 (W)**

**What are the Principles of Learning, and what do they have to do with my classroom?**
--Creating student-centered classrooms
--Discuss the Approved Educator and PPR EC-12 standards.

Great Lesson Plans Matter:
--Formats used by local school districts & important elements of lesson design evident in all three
--Designing lesson plans

Educator Standards I, II, & III
PPR EC-12 Standards I, II, & III
ELAR 7-12 Standards III, V, VI, & VIII

⇒ **Review ELAR TEKS for English I, II, III, or IV (as assigned) and the ELPS** prior to next class
<table>
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<tr>
<th>Week 4</th>
<th>9/12 (M)</th>
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<td>Why do learning styles matter?</td>
<td>--Discuss Reading Assignment #3—Bring text &amp; laptop/tablet <em>Response 3 will be completed in class.</em> --Multiple Intelligences revisited Lesson Plans (continued)—Need laptop/tablet --Discuss TEKS for English I-IV and ELPS --Examine &amp; discuss 2-3 sample lesson plans --Constructing effective objectives Educator Standards I &amp; III PPR EC-12 Standards I &amp; III ELAR 7-12 Standards II, III, IV, &amp; IX</td>
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<td>Observation 1 DUE by 11:59pm this Saturday night! Reading Assignment 4 DUE next class (approx 45 pgs) Consult the class module for Reading &amp; Discussion Strategies—you are encouraged to use these in your lessons 😊</td>
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<th>Week 4</th>
<th>9/14 (W)</th>
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<td>Backward Design: Purposeful planning of assignments that scaffold learning and lead to success --Discuss Reading Assignment #4—Bring texts and laptop/tablet <em>Response 4 will be completed in class.</em> --STAAR EOC Exam Excerpts &amp; AP exam excerpts (free response Lit + open argument)</td>
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<td>Read the assigned short story provided to prep for in-class assignment on Monday Reading Assignment 5 DUE next class (approx 35 pgs). *Don’t forget to *Response 5 requires participation in an online discussion forum; Post 1 due by 9/19 @ 11:59PM!</td>
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<th>Week 5</th>
<th>9/19 (M)</th>
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<td>Placement Pulse Check: Briefly discuss Observation #1, “Your Classroom” Lesson Plans (continued)—Real-time practice</td>
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<td>Observation 2 DUE by 11:59pm this Saturday night!</td>
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<th>Week 5</th>
<th>9/21 (W)</th>
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<td>Discuss points of intrigue/concern re: Technology Activity #1. Preparing for the TExES Certification Exams --Examine the PPR EC-12 certification exam domains --Practice PPR exam questions (set 1) *Test-taking strategies Language Study</td>
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<td>Complete Reader Response 5 by 11:59pm on 9/25 Technology Assignment #3—Portfolio Website—DUE by 11:59pm on 12/04 (submit URL and PDF of self-eval in Canvas)</td>
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jhaug@austin.utexas.edu Fall 2016
| Week 6 | 9/26 (M) | Discuss points of interest and persistent lingering questions re: RA #5 and the RR #5 discussion forum.  
--- *Bring text & laptop/tablet*  
Preparing for the TExES Certification Exams  
--Examine the ELAR 7-12 certification exam domains  
--Practice ELAR 7-12 exam questions (set 1)  
Educator Standards I, III, & VI  
PPR EC-12 Standards I, III, & IV  
ELAR 7-12 Standards I, III, VI, & VIII  
Technology Application Standards I, II, IV, & V |
| Observations 3 DUE by 11:59pm this Saturday night!  
Reading Assignment 6 DUE next class (approx 35 pgs plus additional extension pages) |
| 9/28 (W) | Placement Pulse Check: Briefly discuss Observation #2, “Your CT in Action”  
Approaches to Unit Planning  
--Discuss Reading Assignment #6 — *Bring text & laptop/tablet*  
*Response 6 will be completed in class.*  
--Guided Inquiry: Concept-Based Curriculum, including Genre Study  
--Enduring understandings *(generalizations)* and essential questions—define & discuss / model & practice  
Educator Standards I, III, & VI  
PPR EC-12 Standards I & IV  
ELAR 7-12 Standards I, II, III, IV, & VIII |
| Reading Assignment 7 DUE 10/05 (approx 40 pgs) |
| Week 7 | 10/03 (M) | Sample Unit Launch—Laying the foundation for conceptual pursuits  
Writing Workshop—Lesson Plans  
Language Study *(continued)*  
Educator Standards I & III  
PPR EC-12 Standards I & III  
ELAR 7-12 Standards I, IV, V, VII, & VIII |
| Observations 4 DUE by 11:59pm this Saturday night!  
Register online this week for your ELAR 7-12 exam *(11/26-12/03/2016 testing most recommended)—and TExES PPR EC-12 test—select a date in Dec.*  
*If you must wait to take the ELAR 7-12 exam, you’re encouraged to register for the 1/21-1/28/2017 test administration.* |
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<th>Date</th>
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<tr>
<td>10/05 (W)</td>
<td>Discuss Reading Assignment #7—Bring texts *Response 7 will be completed in class. How can we differentiate instruction in such large classes? --Working with English Language Learners Educator Standards I, II, &amp; III PPR EC-12 Standards I, II, &amp; III ELAR 7-12 Standards I, II, III, VII, VIII, &amp; IX</td>
<td>⇒ Reading Assignment 8 DUE 10/12 (approx 50 pgs). *Don't forget to Response 8 requires participation in an online discussion forum; Post 1 due by 10/12 @ noon!</td>
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<td>Week 8</td>
<td>Differentiating for ELLs (continued) Preparing for the TExES Certification Exams: PPR EC-12 exam questions (practice set 2)</td>
<td>⇒ Are you ready to write &amp; submit Lesson Reflection 1 over your first three teaches/lessons? You should be HERE by the end of this week.</td>
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<tr>
<td>10/10 (M)</td>
<td>Revisit Inquiry-based Teaching -- In-class “Think Tanks” -- Ladder of Inquiry / Questioning Strategies *Midterm conferences --Midpoint Internship Proficiency Spectrum Self-Eval Educator Standards III, &amp; VI PPR EC-12 Standards III &amp; IX ELAR 7-12 Standards II, III, IV, V, VII, &amp; VIII</td>
<td>⇒ Complete Reader Response 8 by 8:00a.m. on 10/17</td>
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<tr>
<td>10/12 (W)</td>
<td>Discuss points of interest/concern re: RA #8 and the RR #8 discussion forum. —Bring text &amp; laptop/tablet Generative Writing Educator Standards I &amp; VI PPR EC-12 Standards I, II, III, &amp; IV ELAR 7-12 Standards I, III, V, &amp; VI Technology Application Standards I, II, IV, &amp; V</td>
<td>⇒ Observation 5 DUE by 11:59pm this Saturday night! ⇒ Reading Assignment 9 DUE next class (approx 45 pgs) ⇒ 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>Week 9</td>
<td>10/17 (M)</td>
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<td>Discuss points of interest/concern re: RA #8 and the RR #8 discussion forum. —Bring text &amp; laptop/tablet Generative Writing Educator Standards I &amp; VI PPR EC-12 Standards I, II, III, &amp; IV ELAR 7-12 Standards I, III, V, &amp; VI Technology Application Standards I, II, IV, &amp; V</td>
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| 10/19 (W) | Discuss Reading Assignment #9—*Bring text*
*Response 9 will be completed in class.*
Preparing for the TExES Certification Exams: ELAR 7-12 exam questions (practice set 2)

| 10/26 (W) | Placement Pulse Check: Discuss Observation #5 (1st video & self-critique)
*What is effective assessment?*
--Types of Assessments
--Assessment & Rubric Design
--Discuss Reading Assignment #10—*Bring laptop or tablet*
*Response 10 will be completed in class.*
Performance Assessments for ELAR Classrooms

| 10/24 (M) | What is effective writing instruction?
---Rationales for Reading/Writing Workshop Approach
---Writing Process
Writing Workshop—Portfolio Websites

| 10/31 (M) | Strategies for teaching drama
Calibration Exercise 1 (part 1)
--Practice analyzing & assessing student writing samples

| Week 10 | Reading Assignment 10
DUE 10/26 (approx 35 pages)

| Week 11 | Reading Assignment 11
DUE 11/07 (approx 45 pages). *Don't forget to complete and bring Response 11!*

| Week 11 | Read and analyze/score 2 more sample essays for HW—due next class.
Take-home ELAR 7-12 Constructed Response Question #1 DUE in Canvas by 1:00 on 11/02 and accessible in class.
*Are you ready to write & submit Lesson Reflection 2 over your lessons/teaches 4-6? You should be HERE by today.*

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 educator Standards I & III
PPR EC-12 Standards I & III
ELAR 7-12 Standards I, II, III, IV, & VII

 educator Standards I & III
PPR EC-12 Standards I & III
ELAR 7-12 Standards I, V, & VI
Technology Application Standard I

 educator Standards V & VI
PPR EC-12 Standards I & IV
ELAR 7-12 Standard I

 educator Standards I, III, & V
PPR EC-12 Standard I
ELAR 7-12 Standards I, IV, VI, VII, & VIII

 educator Standards I, II, III, IV, & VII

 educator Standards I, II, III, IV, & VII
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<th>Activity</th>
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<tr>
<td>11/02 (W)</td>
<td>Calibration Exercise 1 (part 2) --Practice analyzing &amp; assessing student writing samples</td>
<td>Preparing for the TExES Certification Exams: Briefly discuss ELAR 7-12 CRQ #1, including assessment rubric and scored sample responses. Educator Standards I, III, &amp; V PPR EC-12 Standard I ELAR 7-12 Standards I, VI, &amp; VII</td>
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<td>11/07 (M)</td>
<td><strong>Week 12</strong> Discuss Reading Assignment #11—Bring text <em>Response 11 will be collected afterward.</em>*</td>
<td><strong>Observation 6 DUE by 11:59pm this Saturday night!</strong> *<em>Reading Assignment 12 DUE 11/14 (approx 40 pages). <em>Don't forget to complete and bring Response 12!</em></em></td>
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<tr>
<td>11/09 (W)</td>
<td>Preparing for the TExES Certification Exams: Briefly discuss ELAR 7-12 CRQ #2, including assessment rubric and scored sample responses</td>
<td>Tips for teaching poetry --Model/practice <strong>Observation 6 DUE by 11:59pm this Saturday night!</strong> *<em>Reading Assignment 12 DUE 11/14 (approx 40 pages). <em>Don't forget to complete and bring Response 12!</em></em></td>
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<tr>
<td>11/14 (M)</td>
<td><strong>Week 13</strong> Calibration Exercise 2 --Additional practice assessing student writing samples</td>
<td><strong>Observation 6 DUE by 11:59pm this Saturday night!</strong> <strong>Reading Assignment 13 DUE next class (approx 20 pgs, plus additional extension pages)</strong> <strong>Your Final Reflection (over lessons/teaches 7-9) is DUE within your 640E Portfolio on 12/04.</strong></td>
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<td>11/16 (W)</td>
<td>THE Grammar discussion—when and where does it matter? --Prescriptive v. descriptive grammar --Discuss Reading Assignment #13—Bring text and laptop/tablet <em>Response 13 will be completed in class.</em>*</td>
<td><strong>Observation 6 DUE by 11:59pm this Saturday night!</strong> <strong>Reading Assignment 13 DUE next class (approx 20 pgs, plus additional extension pages)</strong> <strong>Your Final Reflection (over lessons/teaches 7-9) is DUE within your 640E Portfolio on 12/04.</strong></td>
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**Take-home ELAR 7-12 Constructed Response Question #2 DUE in Canvas by 1:00 on 11/09 and accessible in class.**
**Week 14**

11/21 (M)

THE Grammar discussion (continued)

Preparing for the TExES Certification Exams:
Briefly discuss PPR EC-12 exam questions (practice set 3)

Writing Workshop—Portfolio Websites

Educator Standards I & III
PPR EC-12 Standards I & III
ELAR 7-12 Standards I, V, VI, & VII
Technology Application Standards I & IV

⇒ Observation 7 DUE by 11:59pm this Saturday night!
⇒ 640E Portfolio Website (Technology Assignment #3) DUE 12/04 by 11:59pm.

11/23 (W)

**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.

⇒ No seminar on this date.

**Week 15**

11/28 (M)

Discuss Observation #7 (2nd video & self-critique)
Continue discussing assessment
--Constructing multiple choice exams: benefits & detriments / item analysis & planning for instruction
--Practice!

Communication & Tough Conversations: Administrators, Parents, and Students—Making Sure You Work as a Team

Educator Standards I, III, & V
PPR EC-12 Standard I
ELAR 7-12 Standards I, IV, & VII

⇒ Reading Assignment & Reader Response 14 DUE next class

11/30 (W)

Final Internship Proficiency Spectrum Self-Eval

Discuss Reading Assignment #14—Bring text
*Response 14 will be collected afterward.

Discussing the Future Apprenticeships: Professionalism / Professional Organizations

Course Evaluations

Educator Standards I & VI
PPR EC-12 Standards I & IX
Technology Application Standards I & V

⇒ 640E Portfolio Websites Due by 12/04 at 11:59pm (may be turned in earlier)—submit URL and PDF of completed self-eval in Canvas

12/04 (Sun)

Links to semester portfolios due by 11:59p.m. (may be turned in earlier)—submit link to site and PDF of completed self-eval in Canvas
STANDARDS FOR ALL TEACHERS
• Texas Approved Educator Standards Adopted in Chapter 149
• Pedagogy and Professional Responsibilities Standards (EC-Grade 12)
• Technology Applications – ONLY the first five standards apply to all teachers.
• English Language Proficiency Standards
SECONDARY ELAR CERTIFICATES
• English Language Arts and Reading Grade 7-12, 8-12
  o Texas Essential Knowledge and Skills – ELAR

COURSE REFERENCES:


**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).

**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/](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.