

The University of Texas at Tyler
Fall 2022
Term dates: August 22-December 10, 2022

READ 5304.060 (100% ONLINE) *Reading and Writing Workshop*
(81255) 3.0 credits

Last Day to Withdraw from Course: November 4, 2022

A. Instructor Information

Name: Annamary L. Consalvo, Ph. D., Associate Professor, Literacy

Email: aconsalvo@uttyler.edu (best way to reach me)

Office: School of Education, 3900 University Blvd. Tyler, TX 75799 BEP 212D

Office Phone: (903) 565-5576

Office Hours: *By appointment and/or Tuesdays & Wednesdays 4:00-5:30pm.* Email me to

arrange: I will send you a Zoom link.

B. Catalogue Course Description

“Exploration of writing as a process and product with particular emphasis on how to teach writing effectively and creatively in the PreK-12 classroom.”

C. Knowledge Base(s) and Rationale

This graduate level course is designed as immersion in theory, practice, and design of workshop-based literacy instruction for prospective and practicing teachers as well as instructional leaders who wish to develop and/or expand their knowledge, skills, and dispositions by studying the process of writing, engaging in writing, and learning how to teach writing effectively in PreK-12 school settings.

Course content is informed by established research, policy, and practice resources, which focus on the role of writing as a process and product and its impact on teacher instructional practices and student literacy achievement outcomes in the area of writing.

Course content incorporates the International Literacy Association (ILA) as well as the Texas Examination of Educator Standards (TExES) standards for the preparation of reading specialists/literacy coaches (ILA, 2017; TEA, 2006). **ILA standards** pertain primarily to elements of Standard 1: Foundational Knowledge; Standard 2: Curriculum and Instruction; Standard 3: Assessment and Evaluation, and Standard 5: Literate Environment. **TExES Standards** pertain primarily to Domain 2: Instruction and Assessment-Components of Literacy, Domain 3: Instruction and Assessment: Resources and Procedures, and Domain 4: Professional Knowledge and Leadership.

D. Matrix: Learning Outcomes/Assessments/Standards

LEARNING OUTCOME/ASSESSMENT/STANDARDS MATRIX

# SLO	Student Learning Outcome (SLO): The student will...	Assessment	Standards
			*Texas Examination of Educator Standards (TExES) *Texas Educator Standards (TES) *International Literacy Association (ILA) Standards
1	Develop an understanding of current and historical research and theory in writing and reading, to inform and impact effective literacy teaching practices, focusing on workshop models, within schools.	Online discussions/Synthesize & Discuss (ILA 1.2, 1.3, 4.3, 6.1) Rationale for Workshop Design	*TExES Domain 4 *TES 2Ai; 2Aii; 2Aiii; 3Ai; 3Aii; 3Aiii; 6Dii *ILA (see column to the left)
2	Explore the practice of writing workshop both as a participant and as a writing workshop leader/teacher in order to make informed decisions that impact the design and development of reading and writing workshop lessons and units; become familiar with strategies that support writers; and develop a variety of ways to monitor progress.	Writing Workshop Experience (Writers Notebook & Memoir Process) (ILA 2.3) Reading Workshop Experience Final Presentation of Workshop Design	TExES Domain 2 *TES 4Aii; 4Aiii; 6Ai; 6Aii; 6Aiii; 6Bi; 6Bii *ILA (see column to the left)
3	Apply knowledge and skills of writing and reading workshop research and best practices to explore critical issues facing K-12 teachers and students, to plan both long and short-term curriculum for individual teachers, grade levels, and schools.	Workshop Design (ILA 1.2, 2.1, 5.4) (Arc of the Year subsection: ILA 2.2)	*TExES Domains 2, 3, 4 *TES 1Ai; 1Aii; 1Aiii; 2Bi; 2Bii; 2Biii; 3Ai; 3Bi; 3Bii; 3Biii; 5Ai; 5Aii; *ILA (see column to the left)

COURSE EVALUATION

E. Course Projects, Evaluation and Grading

The assignments and projects outlined below are designed to contribute in a different, and yet complementary way in achieving the stated course objectives.

Tasks, and Points/Percentages (T=100 points=100%)

- Bolded** and underlined numerals are what add up to **100 points**
- Course grade is calculated on total **percentage** (%) of overall grade: Grades will not be rounded up.
- Grades available to you through Canvas online grade center

*Various online discussions & e-learning activities **20 points (20/20=100%)**

*Reading Workshop Experience **10 points (10/10=100%)**

*Writing Workshop Experience (WNB & Memoir) **25 points (25/25=100%)**

*Workshop Design **35 points (35/35=100%)**

*Final Exam (2 parts) **10 points (10/10=100%)**

Performance standards			
Points	Percent	Grade	Standard
93-100	93%	A	Superior
84-92	84%	B	Above Average
75-83	75%	C	Average
66=74	66%	D	Below Average
00-65	65% or below = "F"	F	Unacceptable

F. Required Texts, Materials/Supplies, Lectures, and Related Readings

Lectures: All lectures are recorded and available through Canvas.

- **Books:** Everyone should plan to **purchase the FIVE required texts**. Get them in the edition listed (e.g. get the 3rd edition of *In the Middle*, not an older one). These books are intended to be long-term references for your literacy leadership and teaching career and will become "old friends." A teacher leader creates a collection of his/her important and touchstone books to guide thinking.

Bookstore at UT-Tyler <http://uttyler.bncollege.com/>

Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

- **#1 All students:**

Atwell, N. (2015). *In the middle: A lifetime of learning about writing, reading, and adolescents* (3rd ed.). Heinemann.
ISBN: 978-0-325-02813-2

Please note: Get this 3rd (2015) edition, **not an older one**. This is a new edition of a rich, classic text that is appropriate for upper elementary, middle, and high school.

- **#2 All students:**

Serravallo, J. (2017). *The writing strategies book: Your everything guide to developing skilled writers*. Heinemann.
ISBN-10: 032507822X ISBN-13: 978-0325078229

- **#3 All students:**

Souto-Manning, M., & Martell, J. (2016). *Reading, writing, and talk: Inclusive teaching strategies for diverse learners, K-2*. Teachers College Press.
ISBN-10: 0807757578 ISBN-13: 978-080775757

- **#4 All students:**

Hickes, T., Whitney, A. E., Fredricksen, J., & Zuidema, L. (2017). *Coaching teacher-writers*. Teachers College Press. ISBN: 978-0-8-77-5591-4 (paper)

• **#5 All students:**

Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press. (paper)

Note: This book (Gay, 2018) is required in most of the courses in the M.Ed. in Reading program. Therefore, I highly recommend you purchase this in paper.

Other:

- An **award-winning YA novel**, to be determined. Can be borrowed.
- Regarding electronic documents, I suggest that you give careful thought to your own best reading practices; if you engage more fully with paper versions (as do many people) then please make plans to print.
- As well, I will ask you to view, and reflect upon videos of experts and of classroom practice.

MAY BE REQUIRED and AT NO ADDITIONAL COST TO YOU:

Articles/chapters from various professional journals: Various articles pertinent to weekly topics.

Professional journals include (but not limited to) the following:	
<i>Journal of Adolescent & Adult Literacy</i>	<i>Mathematics Teacher</i>
<i>The Reading Teacher</i>	<i>Mathematics Teaching in the Middle School</i>
<i>Language Arts</i>	<i>Middle School Journal Science Scope</i>
<i>Voices from the Middle</i>	<i>The Science Teacher</i>
<i>English Journal</i>	<i>Journal of Science Teacher Education</i>
<i>Reading & Writing Quarterly</i>	<i>Journal of American History</i>
<i>Reading Improvement</i>	<i>OAH Magazine of History</i>
<i>Library Media Connection</i>	<i>Educational Leadership</i>
<i>Harvard Educational Review</i>	

Texas Essential Knowledge and Skills (TEKS): <https://tea.texas.gov/curriculum/teks/>

HIGHLY RECOMMENDED!

PROFESSIONAL ORGANIZATION MEMBERSHIP

A student membership is \$25 for the year – an incredible value. National Council of Teachers of **English** (NCTE) <https://secure.ncte.org/store/individual-membership>

A membership in NCTE will give you access to your Specialized Professional Associations (SPA) guidelines, policy statements, standards, position statements, lesson plans, journals, invitations to professional engagement, and much more including a lot of support as a teacher of writing.

You may also join International Literacy (Reading) Association (ILA /formerly IRA) <http://www.reading.org/General/Default.aspx> – which is very teacher friendly – at all levels and through all content areas.

Recommend that you bookmark UT-Tyler student portal

(e.g. Canvas, Bookstore, etc. etc): <https://www.uttyler.edu/students/>

G. Assignment Descriptions & Course Policies

ASSIGNMENT DESCRIPTIONS

1_Various Online Discussions and E-Learning Activities Conferences, etc.) 20 points

*Etiquette for online discussions:

In general, it is imperative that any online discussion maintain a polite and collegial tone. Moreover, it is important that each person express him/herself fully and with supporting detail including specific references to class texts (including videos and websites). Generally, each post should be between 100 and 250 words of well-developed and coherent connection to and thinking about a given topic. In your replies to other students, strive to maintain a positive and appreciative tone. If you do not agree with someone – then own it – rather than saying, “that’s ridiculous!” try something more like, “I appreciate that you were in a very challenging situation”. Or, “Could you say a little more about how part a connects to part b?”. As professional educators, being able to disagree and maintain a positive relationship is a valuable skill well worth continuous development.

Other e-learning activities may include small group book clubs, modeling for one another, targeting reflection activities and more.

2_Reading Workshop Experience (10 points)

This assignment is designed for *you to experience* (as an adult, that is, at *your* level) independent choice-based reading, and reading workshop. You will read an award-winning Young Adult book, discuss it, and produce a book trailer based on it. Select and acquire an award winning YA novel from a list provided. Engage in discussion with peers and with the instructor. Reading reflections. There may be a product required that you will share with class. *Specific instructions and timeline to follow.*

3_Writing Process/Memoir (25 points).

Description: Engaging in the workshop process, students will keep a writer’s notebook, explore and develop several topics, and from those, draft two or three compositions. From those, you will select one and taking it through the writing process, and **produce one full length, piece of polished personal writing.**

Main Tasks: Students will engage in topic searching, development, selection via the writer’s notebook; then, drafting, conferencing, revising, editing, and publishing. Engaging in and taking a piece through the workshop process, students will keep and use a writer’s notebook; explore several topics, develop two or three compositions, then select one to bring to a full length, polished, five- to eight-page piece of personal writing (e.g. memoir). *Specific instructions and timeline to follow.*

Evaluation: Completing entries in writer’s notebook in a well-developed and timely manner. Development of topics to at least one page each. Engagement in the conference

process where each student gives feedback to a small group (3-4 in a group) of peers as well as receives feedback from those peers as well as from the instructor. Production of several drafts that show substantive revision from one draft to the next of the piece of personal writing -- up to the final copy. All jottings, notebook entries, conference notes, drafts, and an author's note (in which you describe and reflect on your experience in writing as well as set goals for yourself as a writer), etc. to be submitted electronically as one document. Final copy posted in class blog.

Instructor Feedback: Feedback will be ongoing in this project. Final feedback and grade will be available to students within two weeks of the due date.

4_ Writing & Reading Workshop Design (35 Points)

Description: You will write *an overview* (arc of the year) of one year's Workshop Design that uses 50% reading and 50% writing. **And, you will write curriculum for the first month** of the school year that creates the foundation for writing and reading workshop for that grade, for the rest of the year.

Main Tasks: Students will have an opportunity to apply what they have learned about research, process, and pedagogy to design writing and reading workshop curriculum for a specific grade level that aims to enhance the writing skills of students in real-world-school settings.

Students will design a month-long unit that focus in on successfully launching the W/R workshop and that uses personal writing to do so. You may point to what's coming next in your unit. For example, logical next-steps could be:

- genre writing and genre study (book floods, inquiry); or
- informational/research writing

Although you will not write minutely detailed daily lesson plans (like student teachers write), you will write broad lesson plans that elaborate a logical and cumulative set of goals, and experiences that you will take students through as you build toward your vision articulated in your arc of the year.

*Your unit of study will be informed by relevant theories, research, and practice, that you cite, with respect to writing and reading workshop and to the readings, videos, and lectures in this course.

In developing the unit of study, you should provide

- (a) (arc of the year) an overarching plan for writing and reading workshop for the academic year;
- (b) a goal statement/rationale supported by research (using correct APA 7 citation style) for the year and for developing the unit for the target group of students in your selected classroom,
- (c) ELAR TEKS which are tied clearly and logically to your student learning outcomes/

- (d) the overall plan for implementing the unit of study (including mini lessons, projects etc).
- (e) the materials used in the unit of study including titles of mentor texts; samples of titles for “book floods”; and digital tools and technology that you select (using correct APA 7 citation style),

You will have an opportunity to present your proposed unit of study by using one or more digital tools of your choice. *Specific instructions and timeline to follow.*

Evaluation: The proposed unit of study will be evaluated based upon the extent to which you have effectively addressed and smoothly integrated a 50/50 balance of reading workshop with writing workshop supported by workshop theories and practices and carefully selected quality materials with which to value and strengthen students’ literacy development and/or content learning through writing. This project will be developed and submitted in incremental stages. More details about the specific requirements for this assignment will be provided at the appropriate time in the semester.

Instructor Feedback: Feedback will be ongoing in this project. Final feedback and grade will be available to students within two weeks of the due date.

5_Final Exam –two parts (10 points or 10% of course grade).

Part 1: 5.0 points: The final exam will be an opportunity to share your Workshop Design and visit those of other students and to give and receive comments on your Design.

Part 2: 5.0 Program portfolio update

M.Ed. in Reading candidates: Program portfolio update.

This course assignment is designed to assure that you successfully and competently build your Wix Program Portfolio the goal of which is to show ways in which your work in this program has enabled you to provide evidence, aligned with state and national standards, of your preparation to become a literacy leader. The successful completion and presentation of your portfolio is a requirement for graduation from this program. Creating your portfolio will be an incremental process spanning the entirety of your time at UT Tyler. That is, this assignment is present in each course in your Masters in Education Reading program. In each course, including this one, you will

- (1) select your artifact from work accomplished this semester;
- (2) select a national standard and a state standard about which this artifact is evidence of your mastery (see examples in the Canvas Organization M.Ed. in Reading);
- (3) write a one page essay describing the assignment (minimum of 500 words). That is, what were the goals of the assignment as told to you by the instructor, and what you did to meet those goals;
- (4) write a one page essay that explains, specifically, how and why your artifact is proof that you meet those particular national and state standards (minimum of 500 words). That is, select three or four specific items that you have incorporated and explain them AND how each proves your mastery of the competencies set forth by the standards you chose.

F. Evaluation and Grading Guidelines and Criteria

Because this is a graduate level course, expectations are high for active engagement and substantive contributions to class activities with timely completion of readings and related activities. Active engagement entails making sustained and substantive contributions by completing assigned readings on time, asking critical questions, collaborating with others asynchronously, and exploring implications and applications of knowledge gained for your own professional work.

All written work should be typed (double-spaced, using a 12 pt. Times New Roman font, with one-inch margins, & pages numbered), properly labeled, carefully proofread, edited, and show consistent and correct use of American Psychological Association (APA 7) style guidelines [<https://libguides.utt Tyler.edu/citations/apa>] for writing style, citations, and referencing. APA 7 is the style used in the scholarship of the social sciences of which the field of education is one branch.

BIBLIOGRAPHY

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COURSE POLICIES

Everything *Canvas*: <http://www.uttyler.edu/canvas/>

TECHNOLOGY: Internet; email; Canvas

Technology will serve as our main tool for communication. Important announcements and readings will be posted on Canvas. UT-Tyler email and emails generated through Canvas will be utilized as a communication tool, as well. This is an online course – it is up to you to have reliable and continuous access to high speed internet. This class is formatted for computer use – that is, laptop or desktop.

- **It is expected that you will check your UT-Tyler email daily**, and Canvas regularly for information and announcements.
- **It is expected that everyone will have and use his/her email account associated with UT-Tyler and keep their information current with the university.**
- You have elected to take an online class, and it is your responsibility to find and maintain a stable internet connection. I suggest you locate two or three back up Wi-Fi friendly sites (e.g. Starbucks, your local public library; a friend or family member's home) in the event that your home internet service fails.

Technology Troubles?

Start here: <http://www.uttyler.edu/canvas/>

For any difficulties associated with technology, you may contact **IT Support** on their 24/7 student webpage, <http://www.uttyler.edu/it/support/student-support.php>

Or by phone, 800-UT TYLER or 903-565-5555 or, by email itsupport@uttyler.edu

Computer Literacy Requirement

You are expected to use word processing for all assignments (unless otherwise instructed); that is, a document submitted in Plain Text is not acceptable, while Times New Roman in MS Word, is acceptable. All assignments (unless instructed otherwise) must be typed, doubled-spaced and formatted in APA style.

When you post something to a Discussion Forum, copy and paste your text into the message pane; do not attach a document unless the assignment specifically instructs you to do so. **Do not expect myself or classmates to have to open your documents to read your post or your response. We won't. You'll lose points.**

PDF is the most stable of the formatting options; however, MS Word will work for uploading some assignments.

Internet research: Throughout this course, you will be expected to use the Internet as a source of research, as well as that of library sources.

UT-Tyler Online Library: As a student at The University of Texas at Tyler, you are paying for and have access to a robust and networked university library and professional librarians whose job it is to help you. *You are expected to use the library, and to ask for help when you need it.* <http://library.uttyler.edu> This link is the homepage of the UTT library, visit it and note the CHAT feature. This can be a lifesaver!!!! Check out this help page too <http://library.uttyler.edu/help>

Clear identification of work: Name, Date, Topic

All work must be neat, paginated, and properly identified with your name and page number on subsequent pages. All files and posts must be labeled logically and informatively (e.g. Consalvo_WDesign; or Consalvo_Short Bio_meet & greet; or, Consalvo_Memoir_date). At the top of your submitted work, you must have your first and last name, name of assignment, date due, date completed (if applicable). *I will not spend my time* figuring out (for example) what chapter questions you have turned in if it is not clearly stated in your heading. You will get a zero.

Plan for Printing and Scanning

You may discover that you need to work both on- and off-line. Some readings and some writing tasks are simply better learning experiences done using paper and pencil. To that end, it is important that you establish immediately **regular and reliable access to printing and scanning services** whether you own your own printer, or that you locate two or three printers on campus and understand how they work, how to pay for copies, etc. Or, you may need to find out where the nearest copy shop is to you and set aside money for that. Access to a scanner can be a lifesaver – as some assignments may require you to hand draw or write, and to scan in those documents as a required part of the assignment as a whole.

Plan to Back Up Your Work!

I also strongly recommend that you carefully save all your work from your masters program. **Organize** your computer well and logically so you can find your work. **Save your work.** I strongly recommend you back up your computer, and/or save any work done on another device. Investing in a few thumb drives and/or a spacious, **portable external hard drive** can be a life saver.

Neatness and professionalism in submitted work:

I will not accept bits and pieces of assignments, rather, it is up to you to compile your projects and submit each as a single document. To do this you may have to

1) Look up online how to merge documents, and/or 2) format each individual page; 3) print it out; and/or 4) scan it in to make a single pdf out of the whole document. This is where access to a print shop, like Staples; Kinkos, or Office Max can be a life-saver. The design of your work is an important factor in its readability.

APA Citation help:

Correct attribution of work that someone else did is expected of an educated person.

In this class, *as educators*, you will adhere to the accepted “style” called **APA (version 7, or “APA 7”)** – for the American Psychological Association—the style guide to the social sciences.

The OWL at Purdue: The Online Writing Lab at Purdue University AKA **The OWL at Purdue** is a powerhouse of accessible, understandable, correct, and relevant resources for you; use it!

- The OWL at Purdue

- <http://owl.english.purdue.edu/owl/section/2/10/>
- Here at UTT we have many citation resources available to you. Style and Citation Guides available through UT-Tyler
 - <https://libguides.uttyler.edu/citations/apa>

Timeliness and Participation: REALLY IMPORTANT!

Since this class meets online, you are expected to keep up with assignments (readings, discussions, etc.), and to complete and turn them in on time. To not do so WILL affect your grade. The activities calendar in the syllabus is tentative, though it can be a helpful guide. The “last word” about when an assignment is due is on Canvas.

As a professional preparation class, engagement in every session is critical for ongoing building of your knowledge. As such, you are expected to complete all assignments to the best of your ability and according to the timelines established. Moreover, you are to communicate with the instructor regarding any extenuating circumstances that may arise, in advance. Your timeliness and participation are factored into my assessment of your readiness and suitability for the being a teacher-leader and are factored into your grades.

>Students who must miss a number of classes due to extenuating circumstances should contact the Dean’s Office.

Students are responsible for all work despite any missed modules/classes.

Late/Incomplete Work

Unless otherwise stated, all work will be completed and turned in on the day, and by the time it is due. Late assignments without prior, written permission from the instructor or without the presence of documentable (by you), extenuating circumstances will result in a lowering of the assignment grade. If you have gotten written instructor permission, keep the email and attach to your work. I am not responsible for keeping track of such matters. It falls on you to present your documentation in a professional manner.

#Class/ Units/ Week	Date begins	<i><u>Tentative</u></i> Schedule of Activities and Assignments Due
	Fall 2022	<p><i>Important:</i> <i>The instructor reserves the right to change/adjust any assignments and/or due dates in the best interest of the class. Ample notice (usually at least one week) will be given to students for any such changes.</i></p>
	<i>Note></i>	<p>START of WEEK: For READ 5304, the start of each week is Monday (or Tuesday if Monday is a holiday). This means that materials and the lecture will be posted <u>by</u> 5pm on each Monday.</p>
	<i>Note></i>	<p>END of WEEK: All your work is due BY Sunday nights at 11:59pm. This means that each week’s work must be completed and turned in by Sunday night by 11:59pm.</p>

Week 1	M 8/22	<p>Monday August 22 Classes begin at UT-Tyler for Fall 2022 Today is our first day and the first day of classes at UT-Tyler</p> <p>Week 1: M 8/21- Sun 8/28</p> <p><u>Lecture:</u> Course Overview <u>Lecture:</u> What is writing workshop? (ILA 1.2) <u>Lecture:</u> <u>Historical Approaches to Teaching Writing:</u> Penmanship; Rules-Based Approach; Process Writing; Genre Approaches; Strategy Approaches; Multi-Modal Writing Approaches <u>Assignment Lecture:</u> <u>Introduce</u> Writers Notebook [WNB work due Wks: 1, 2, & 3]</p> <p>READ</p> <p><u>Position Statement</u> NCTE Position Statement Professional Knowledge for the Teaching of Writing</p> <p><u>Pedagogy in a nutshell</u> Fletcher, R. & Portalupi, J. (2001). The writing workshop. In <i>Writing workshop the essential guide</i> (pp. 1-5). Portsmouth, NH: Heinemann.</p> <p><u>Articles; Good teaching</u></p> <p>Ray, K. W. (2004). Why Cauley writes well: A close look at what a difference good teaching can make. <i>Language Arts</i>, 82(2), 100-109.</p> <p>Bomer, R. (2011). Excerpt pp. 12-17 from <i>Building adolescent literacy in today's English classrooms</i>. Portsmouth, NH: Heinemann.</p> <p><u>Articles: Writers notebooks</u></p> <p>Calkins, L. M. (1991). The notebook: A tool for writing and living. In <i>Living between the lines</i> (pp. 35-52). Portsmouth, NH: Heinemann.</p> <p>Bomer, R. (1995). Writers notebooks: Tools for thinking and living. In <i>Time for meaning: Crafting literate lives in middle and high school</i> (pp. 43-64). Portsmouth, NH: Heinemann.</p> <p>VIDEO(S) Supplementary Videos (see page in Canvas)</p> <p>E-Learning Activities as Determined DUE: Writers Notebook Work</p> <p>DUE: Readings Discussion</p>
Week 2	M 8/29	<p>Week 2: Monday 8/29 to Sunday 9/4</p> <p><u>Lecture:</u> Mentor texts, student essays <u>Lecture:</u> The importance of personal writing <u>Lecture:</u> Six Traits Writing Assessment</p> <p><u>Assignment Lecture:</u> <u>Introduction</u> of Personal Paper(s) (memoir) (Wks 3-7)</p> <p>READ</p> <p>Atwell: Ch. 1 "Learning how to teach" & Ch. 2 "Getting Ready" (pp. 1-63) and read "A Word About Genres" pp. 313-316 Gay (2018) Ch. 3 "The power of culturally responsive caring" (pp. 57-85).</p> <p>VIDEO(S) Supplementary Videos (see page in Canvas)</p> <p>DUE: <i>Practice Possibilities</i>: Gay (2018) Chapter 3 (p. 86-88) DUE: Writers Notebook Work</p> <p>E-Learning Activities as Determined</p>
Holiday		Labor Day - -Monday 9/5//22
Week 3	Tues 9/6	<p>Week 3: T 9/6-S 9/11</p> <p><u>Lecture:</u> Organizational Walk-Through of Serravallo book (ILA 1.2) <u>Lecture:</u> Evidence-Based Practice and Writing Instruction: Sentence combining; Grammar; Word processing; Writing to Learn; Strategy instruction; Process writing; Handwriting & spelling.</p>

		<p>READ Atwell, Ch. 3 Getting started (pp. 63-99) <i>and selectively</i> read in Chapter 9 on Poetry, “Free-Verse: Build a Toolbox” (pp. 319-372)</p> <p>(ILA 1.2) Graham et al. (2016) Evidence-based practice and writing instruction: A review of reviews. In <i>Handbook of Writing Research (2nd Ed)</i> (pp. 211-226).</p> <p>VIDEO(S) Supplementary Videos (see page in Canvas)</p> <p>Café for Writers—optional</p> <p>E-Learning Activities as Determined DUE: Readings Discussion DUE: Writers Notebook Work DUE: Sign up for Coffee Meet-Up partner(s) on Google Doc</p>
Week 4	M 9/12	<p>Week 4: M 9/12-S 9/18 <i>Perspectives on literacy and writing and reading and talk</i></p> <p><u>Lecture</u>: Theoretical, research, and practical perspectives of literacy and writing and reading <u>Lecture</u>: Organizational Walk Through of Serravallo book Goal 1 Composing with Pictures (ILA 1.2) <u>Lecture</u>: Developmental Stages of Writing: Emergent Literacy/Writing</p> <p>READ Atwell, Ch. 4 Essential Lessons for Writers (pp. 100-164) <i>and selectively</i> read in Chapter 9 on Poetry, “Ideas that Matter”, “Some Forms”, and “Gifts of Writing” (pp. 373-414)</p> <p>VIDEO(S) Supplementary Videos (see page in Canvas)</p> <p>E-Learning Activities as Determined Personal Piece work continues—first draft after choosing topic</p>
Week 5	M 9/19	<p>Week 5: M 9/19-S 9/25</p> <p>Lecture: What is Reading Workshop? Assignment Lecture: Reading Workshop Experience Lecture: Serravallo Goal 2 Lecture: Peer conferencing</p> <p>READ Atwell: Ch.5 Essential Lessons for Readers (pp. 165-204) <i>and selectively</i> read Chapter 10, Memoirs (pp. 415-460)</p> <p>E-Learning Activities as Determined DUE VIDEO(S) Discussion #1 of 2 for first four hours of Supplementary Videos (see page in Canvas) PEER CONFERENCE over 4+ pp. Personal Piece work continues—continue to develop draft.</p>
Week 6	M 9/26	<p>Week 6: M 9/26--S 10/2</p> <p>Lecture: The connection between reading and writing; [and] multigenre, & multiliteracies: Lecture: (ILA 4.3) What is “advocacy”? What does it mean for a literacy leader to “advocate” for someone or something? Lecture: Organizational Walk Through of Serravallo book</p> <p>READ Atwell: Ch. 7 Responding to Readers and Reading (pp. 246-281)</p> <p>VIDEO(S) Supplementary Videos (see page in Canvas)</p> <p>E-Learning Activities as Determined DUE: MEMOIR IS DUE with Author Note DUE: YA Book chosen</p>

Week 7	M 10/3	<p>Week 7: M 10/4 – S 10/9</p> <p><u>Lecture:</u> Feedback on student writing & student reading (including conferencing) <u>Assignment Lecture:</u> Introduction of Workshop Design Assignment <u>Lecture:</u> Organizational Walk Through of Serravallo book <u>(ILA 1.2) Lecture:</u> Common Types of Writing Styles: Narrative, Analytical, Expository, Persuasive, & Argumentative.</p> <p>READ Atwell, Ch. 6 Responding to Writers and Writing (pp. 205-245) and <u>selectively</u> read in Chapter 11 Short Fiction (pp. 461-487)</p> <p>AND READ in this order for the Workshop Design project (files are in this week’s Module):</p> <ol style="list-style-type: none"> 1. Fletcher & Portalupi, 2001, Overview of a Year (2 pp). 2. Bomer, 2011, Appendix on genre, goals, timelines (short & bulleted) 3. Bomer, 2011, Chapter 17 Planning a Year (19 pp). <p>VIDEO(S) Supplementary Videos (see page in Canvas)</p> <p>E-Learning Activities as Determined DUE: This Week’s Readings Discussion</p>
Week 8	M 10/10	<p>Week 8: M 10/10 – S 10/16</p> <p><u>Lecture:</u> Genre study & mini lessons <u>Lecture:</u> The revised ELAR TEKS <u>Lecture and Quiz:</u> Using APA format Lecture: Organizational Walk Through of Serravallo book Lecture: Assignment: (ILA 2.4) Modeling writing strategy instruction for colleagues (ILA 4.3-advocacy)</p> <p>READ: Atwell: Ch. 8 Valuing and Evaluating (pp. 282-312) and <u>selectively</u> review Appendices for your own adaptation (pp. 583-608)</p> <p>VIDEO(S) Supplementary Videos (see page in Canvas)</p> <p>E-Learning Activities as Determined DUE: Element of Reading Workshop assignment DUE: This Week’s Readings Discussion DUE: element of Workshop Design Assignment (see instructions) DUE (ILA 2.4) Post modeled writing strategy for colleagues (ILA 4.3-advocacy)</p>
Week 9	M 10/17	<p>Week 9: M 10/17– S 10/23</p> <p>Lecture: Organizational Walk Through of Serravallo book Lecture: (ILA 4.3) Assignment: Small group book clubs on Soto-Manning & Martell/ 3 strategies (per chunk of reading) that you can use/adapt for a more inclusive literacy classroom. Deconstruct a conventional lesson and build it back up/apply what you have learned to include culturally responsive practices.</p> <p>READ: Souto-Manning & Martell (2016) Forward, and Chapters 1 & 2 (pp. ix-38) Gay (2018) Chapter 4 “Culture and communication in the classroom” (pp. 89-139)</p> <p>VIDEO(S) Supplementary Videos (see page in Canvas) Video and article Ladson-Billings</p> <p>DUE: Element of Reading Workshop assignment (final discussion) DUE: element of Workshop Design Assignment (see instructions) DUE: Sign up for Writing Conference for Workshop Design DUE: Practice Possibilities: Gay (2018) Ch. 4 (pp. 140-141). DUE: (ILA 4.3) small groups Strategy round 1</p> <p>E-Learning Activities as Determined</p>

Week 10	M 10/24	<p>Week 10: M 10/24 – S 10/30</p> <p>Lecture: Mini-lessons: The why and how Lecture: (ILA 2.2) Assignment—Mini lesson READ: Souto-Manning & Martell (2016) Chapters 3 & 4 (pp. 39-80)</p> <p>VIDEO(S) Supplementary Videos (see page in Canvas)</p> <p>DUE: element of Workshop Design Assignment (see instructions) DUE; Conference (or in Week 11) DUE: (ILA 2.2) Mini-lesson posted DUE: (ILA 4.3) small groups Strategy round 2</p> <p>E-Learning Activities as Determined</p>
NOTE>		Last Day to Withdraw from Course: November 4, 2022
Week 11	M 10/31	<p>Week 11: M 10/31 – S 11/6</p> <p>Lecture: Culturally Relevant and Sustaining Pedagogy in the Reading and Writing Classroom</p> <p>(ILA 1.2) Lecture: Serravallo book: Goal 8, Spelling and Letter Formation</p> <p>READ Souto-Manning & Martell (2016) Chapters 5, & 6 & Conclusion & Children’s Book List (pp. 81-145).</p> <p>ON YOUR OWN keep working on Workshop Design Assignment (see instructions)</p> <p>DUE depending on your sign up time: Conferencing over Workshop Design (week 1 of 2) DUE: VIDEO(S) DISCUSSION: Discussion #2 of 2 for second four hours of Supplementary Videos (see page in Canvas) DUE: Conference (and in Week 10) DUE: (ILA 2.2) Constructive comments on Mini Lessons due. DUE: (ILA 4.3) small groups Strategy round 3</p> <p>E-Learning Activities as Determined</p>
Week 12	M 11/7	<p>Week 12: M 11/7 – S 11/13</p> <p>Lecture: Teaching grammar: So, how do we do this? Lecture: Strategic review of Workshop Design project (using and citing sources; copy editing; etc)</p> <p>READ: Choose from among these ten <u>short</u> articles on teaching grammar. Select and read TWO.</p> <ol style="list-style-type: none"> 1. Anderson 2006 EJ Teaching Grammar in Context 2. Facciolli 1997 TQ Using Kids Books to Teach about Words 3. Noden 2001 VM Painting Images w Grammatical Structures 4. Paraskevas 2004 EJ Breaking Writing Conventions 5. Schwartz 2004 VM Writing & Neighborhood Voices 6. Skelbred 1997 TQ Grammar Poetry Creative Language 7. Smith & Wilhelm 2006 VM What Research Tells Us About Teaching Grammar 8. Wilde 2008 VM “My kids can’t spell & I don’t want to deal with it” 9. Wolfram Dialect & study of language 10. Zuidema 2005 JAAL Teaching against linguistic prejudice <p>ON YOUR OWN keep working on Workshop Design Assignment (see instructions)</p> <p>Café for Writers—optional</p> <p>E-Learning Activities as Determined DUE: Readings Discussion Whole class Discussion: <i>The Place of Teaching Grammar in Teaching Writing</i> POST a reflection over your thinking about the TWO articles that you chose. Please do cite them. Aim for about 200 words. It’s fine to tie back in to your Workshop Design Plan. COMMENT collegially to at least two fellow students.</p>
Week 13	M 11/14	Week 13: M 11/14 – S 11/20

		<p>Lecture: What does it mean to be a teacher-leader when it comes to the teaching of writing? Lecture: Assignment: Instructions for Jigsaw over last half of Hicks book (due 12/6)</p> <p>READ Hicks et al. All of Part I Thinking about Teacher-Writers (Chs. 1 & 2: pp. 1-22) and Part II Working with Teacher-Writers (Chs. 3 & 4...pp. 23-64)</p> <p>E-Learning Activities as Determined DUE: Readings Discussion</p>
RECESS		<u>Thanksgiving Recess Nov. 21-25, 2022</u>
Week 14	M 11/28	<p>Week 14: M 11/28- Sun 12/4</p> <p>Assignment Lecture: <i>Introduce final (part 1)</i>... “conference presentation” of your Workshop Design and <i>final (part 2)</i> portfolio update</p> <p>Small Group READING JIGSAW one chapter each—become the chapter “expert” You’ll be assigned a chapter and a group. Hicks et al. In Part II Ch. 5 (pp. 65-83), Ch. 6 (pp. 84-102) and Part III Ch. 7 (pp. 103-128)</p> <p>DUE: Coffee Meet Up DUE: Reading Jigsaw discussion <u>DUE: Total Project: Reading & Writing Workshop Design</u></p>
“Study Day” M 12/5 <i>Finals Week for UT-Tyler Dec. 6-9</i>		<p>Final Part 1 (5 points): 1) POST your Workshop Design Presentation BY Tuesday Dec. 6 (11:59pm) 2) Comment thoughtfully on two peers’ presentations BY Wed Dec 7 (11:59pm). Final Part 2 (5 points): 1) Portfolio update BY Wed Dec 7 (11:59pm).</p>
		<i>End of Fall term at UT-Tyler and Commencement</i>