READ 5305.060
Teaching Disciplinary Literacy to Adolescents
Online 3 Credits (50272)
Summer 1: 2020
(Term dates: June 1 – July 3, 2019)
School of Education
The University of Texas at Tyler

Last Day to Withdraw from Course: Summer I: June 23, 2019

Final Exams: July 2-3
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A. Instructor Information

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Office Phone:	*(903) 565-5576*
Office Hours:	*By telephone or Zoom appointment or during office hours 9-11 M-F.*

Zoom during Office Hours: Please email me first to confirm. Then, go to Zoom.us
Click on Join a Meeting – Enter Meeting ID
Note: Zoom meeting invitations will be sent out via announcements in Canvas throughout the five weeks. Please note that regular Zoom meetings will take place on Mondays.

B. Course Description

From the catalog: *"Examination of the research, policy, and effective practices aimed at preparing adolescents for the reading, writing, and thinking required by advanced disciplinary coursework."*

C. Course Rationale and Knowledge Base(s)

This graduate level course builds upon the knowledge base and experiences gained in prior graduate and/or undergraduate coursework addressing language and literacy development issues. Particular focus is placed on the integration of the language arts (reading, writing, listening, and speaking) within and across disciplines such as science, mathematics, and social studies.

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, 2010; 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. Student Learning Outcomes (SLO) Aligned with State and National Standards and Assessments

#	Learning Outcome	ILA Standards	Texas Examination of Educator Standards	Assessment
SLO 1	Develop a deeper understanding of the theoretical and research foundations of language and literacy processes that support instruction in content area classrooms.	1 & 2	Domain 4	Learning Journals/Portfolio; E-activities; Quizzes
SLO 2	Apply research-based approaches, methods, and materials for designing, implementing, and evaluating instruction to promote effective reading, writing, and content learning.	2, 3, & 5	Domain 2	Text Set
SLO 3	Gain knowledge and experience in developing and implementing integrated literacy units, lessons, methods, and materials aimed at improving content area teaching and learning.	2 & 3	Domain 2 & Domain 3	Text Set; Learning Journals/Portfolio
SLO 4	Gain knowledge and skill in differentiating instruction for all students, including those with varied literacy levels, socio-cultural, and linguistic backgrounds.	4	Domain 3	Text Set; Learning Journals/Portfolio; Quizzes
SLO 5	Develop an understanding of the research foundations for classroom management practices that best serve adolescent learners.	5	Domain 1	Quizzes; E-activities

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%)

    a. **Bolded** and underlined numerals are what add up to **100 points**

    b. Course grade is calculated on total *percentage* (%) of overall grade.

    c. Grades available to you through Canvas online grade center

*Collegiality: **5.0 points (5/5=100%)**
    Meet and greet 2.0 points
    Connect with a colleague (coffee meet up) 3.0 points
* E-learning Activities **15 points (15/15=100%)***
* Quizzes **7.0 points (7/7=100%)**
*Online Learning Journal & Discussions (Weeks 1-4) **20 points (20/20=100%)**
*Text Set (35) & Share/Discuss (5) **40 points (40/40=100%)**

Final "exam" Portfolio (refined and enhanced Learning Journal -- see specific directions)
15 points (15/15=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	Mediocre

F. Two Required Texts, Materials/Supplies, and Related Readings
Get the editions noted. All readings, quizzes, course expectations are based on the noted edition and not an earlier one.

#1) Fisher, D. & Frey, N. (**2016).** *Improving adolescent literacy: Content area strategies at work*, (**4th edition).** New York, NY: Pearson.
ISBN-13: 978-0133878806
ISBN-10: 0133878805
https://www.amazon.com/Improving-Adolescent-Literacy-Content-Strategies/dp/0133878805/ref=sr_1_14?s=books&ie=UTF8&qid=1520288494&sr=1-14&keywords=fisher+and+frey
(get paperback or kindle; do not get supplemental digital package).

#2) Fisher, D., Brozo, W., Frey, N., & Ivey, G. **(2015).** *50 instructional routines to develop content literacy* (**3rd edition).** New York, NY: Pearson.
ISBN-13: 978-0133347968
ISBN-10: 0133347966
https://www.amazon.com/Instructional-Routines-Literacy-Teaching-Strategies/dp/0133347966/ref=pd_bxgy_14_img_2?_encoding=UTF8&pd_rd_i=0133347966&pd_rd_r=EJZH8A4R9GZTCTJ1PFGM&pd_rd_w=BpHwa&pd_rd_wg=f33xU&psc=1&refRID=EJZH8A4R9GZTCTJ1PFGM&dpID=514rZsIkoTL&preST=_SY291_BO1,204,203,200_QL40_&dpSrc=detail
(get paperback or kindle; do not get supplemental digital package).

UT-Tyler Bookstore & Finding your Textbooks:
- Homepage: https://uttyler.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=65060&catalogId=10001
- Click on upper tab that says "Textbooks" -- that will take you to a pull-down menu that says "Find Textbooks"
- The "Find Textbooks" click will take you to a page with four columns.

- You will see four columns -- one for Term (choose Summer 2018); one for Department (choose READ); one for Course (choose one you are enrolled in e.g. 5305); and, last, one for Section (usually only one choice -- but if there is more than one section, be sure you click on the section in which you are enrolled).

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.*

Recommended (**not** required) *resources* **for your go-to classroom library bookshelf:**

Beers, K. (2003). *When kids can't read: What teachers can do.* Portsmouth, NH: Heinemann.

Cobb, C. and Blachowicz, C. (2014). *No more "look up the list" vocabulary instruction.* Portsmouth, NH: Heinemann.

Daniels, H. and Steineke, N. (2011). *Texts and lessons for content area reading.* Portsmouth, NH: Heinemann.

Fisher, D. and Frey, N. (2008). *Word-wise and content-rich, grades 7-12: Five essential steps to teaching academic vocabulary.* Portsmouth, NH: Heinemann.

Excellent E-Book available at our library:

Hinchman, K. A., Appleman, D. A. (Eds.) (2017). *Adolescent literacies: A handbook of practice-based research.* New York: Guilford.

> **Link to e-book at UT-Tyler Muntz Library:**
> http://uttyler.eblib.com.ezproxy.uttyler.edu:2048/patron/FullRecord.aspx?p=4717769

NOTE: Faculty and students will have to log in to their Patriots accounts to get access since it is an EBL ebook. That's even if you have already logged into a library database.

Muntz Library http://www.uttyler.edu/library/
phone: 903-566-7343 or library@uttyler.edu .

Live Chat with a librarian: LibChat can be found on our homepage (uttyler.edu/library) below the search box in a gray box titled "Chat Online".

REQUIRED and FREE:

Articles/chapters from various professional journals: Various articles pertinent to weekly topics, written by experts in various disciplinary area, as instructed in weekly modules.

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

HIGHLY RECOMMENDED!
PROFESSIONAL ORGANIZATION MEMBERSHIP
A student membership ($20-$40 depending on **your discipline**) in your content area's national professional organization:

> National **Science** Teachers Association **(NSTA)** http://www.nsta.org/membership/student.aspx
> National Council of Teachers of **Mathematics (NCTM)** http://www.nctm.org/membership/
> National Council of Teachers of **English (NCTE)** https://secure.ncte.org/store/individual-membership
> National Council of Teachers of **Social Studies (NCTSS)** http://www.socialstudies.org/membership
> National Association for Sport and Physical Education http://www.playgroundprofessionals.com/encyclopedia/n/national-association-sport-and-physical-education
> National Association for Music Educators http://www.nafme.org
> National Association for Art Educators http://www.arteducators.org

A membership in your discipline's national organization 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 (NCTE, NCTM, etc.).

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.

SOME ADDITIONAL RESOURCES

> *Access ERIC* - a non-peer-reviewed, free database of educational research http://www.eric.ed.gov
> American Association for School Librarians – Best Websites for Teaching and Learning. http://www.ala.org/aasl/guidelinesandstandards/bestlist/bestwebsitestop25
> Edutopia: What Works in Education. The George Lucas Foundation http://www.edutopia.org/
> Top Ranked Websites for Teachers: http://websites4teachers.com/
> **Texas** Essential Knowledge and Skills (TEKS): http://www.tea.state.tx.us/teks
> **TEA**'s Clearinghouse for Best Practices: http://www.tea.state.tx.us/bestprac/

Recommend that you Bookmark:
> *UT-Tyler student portal (e.g. Canvas, Bookstore, etc.): https://www.uttyler.edu/students/

G. Assignment Descriptions & Course Policies

#1) Collegiality (Meet & Greet = 2.0; Coffee Meet Up =3.0) **5 points**
Meet and Greet (Week 1) 2.0 points (all posts and comments due Sunday June 7 by 11:59pm)
> **Post:** Record a video of yourself on the Meet and Greet page using FlipGrid. You'll have up to 5 minutes to tell us a little about yourself that you are comfortable sharing (e.g., where living, teaching, goals for yourself; a book you've "recently" read; and a "fun" fact.
>> **NOTE:** I suggest that you try your best to **get this up by Friday June 5** so that everyone can do part 2 by Sunday June 7 by 11:59pm.
> **Comment:** Then, by the end of Week 1, Sunday June 7, by 11:59pm, get around to five people (go for a mix of people you know and those you don't know especially well) and respond in a brief and friendly way to their posts.

A. *Coffee Meet-Up* **(Network with a colleague or two+) Due BY Wednesday July 1, by 11:59pm-** 3.0 points

- o **The idea is** for you to start to identify colleagues with whom you may share interests and/or similar teaching contexts **so that you can build your collegial network** that may still available to you after you graduate from the program. Think of this as "going for coffee" with someone or a small group of people. You can talk about your project questions, your various interests, your own contexts, and/or your own professional goals for once you complete the program. Zoom or Skype or meet in-person with one other classmate. I strongly encourage you to aim for a synchronous, or real-time meet up. However, I know this may not always be possible. Alternatively, you could email, text message each other. Aim for a visit of at least 30 minutes. You will have had an opportunity to get a sense of others through the Meet and Greet, and the Discussion Forums. I suggest that you schedule this by the end of Week 2.
- o **Finding a colleague:** You can use the "People" tool in the left margin of our Canvas course page to reach out to individuals. I will post a Google Doc – so people can write in who is connect with who.
- o **Evaluation: Write me a short "letter" and upload it to the Coffee Meet-Up Assignment folder on Canvas.** Tell me who you reached out to, the date, time and mode of your meet-up, and a little bit about how it went. It's up to you as to whether and how you may wish to exchange any other contact information. The most private is through within-class Canvas email. For videoconferencing, I recommend Zoom https://uttyler.zoom.us
as it is a platform that the university uses.
- o **DUE: "Letter" due no later than Wednesday July 1, 11:59pm.**

#2)_E-learning discussions and activities (15/15=100% grades taken incrementally.

Description: As graduate students, it is critical that you read deeply and engage in a productive and collegial manner with your professional community (us) in order to grow. Through weekly assigned opportunities for asynchronous (and sometimes synchronous) activities.

Main Tasks: Record Two Video Tutorial Lessons

Other E-Learning activities may include (for example):
- Discussion board posts in large and/or small groups. See above.
- A whole class *Pinterest board* or other time-limited social media experiment, such as joining *Twitter chats* for content educators.
- Notebook work that may entail vocabulary work and other emergent activities based on the needs of the course.

Evaluation: Your asynchronous discussion (and occasionally synchronous) responses will be evaluated on the level of engagement (how often and when you contribute to the discussions), the quality of the contributions made (how thoughtful and substantive your contributions are), and the professionalism you exhibit when responding to assigned discussion topics or issues (how respectful and considerate you are to discussion forum members).

#3)_Quizzes (7/7 =100%).

Description: You will be quizzed weekly over whole-class assigned readings from the textbook(s). Research shows that quizzes help to reinforce learning[1]. Multiple choice, True-False, and Essay are among the question formats that may be used.

#4) Learning Synthesis Journal & Discussions: 20 points

*POST & Comment: One a week for four weeks (Weeks 1-4), each worth 5 points= 20
*COMMENT: No fewer than two comments to peers, over weekly Learning Journals (@=0.5 +0.5 = 1.0 per week of each week's point total.

Note about timing: All posts *and* comments are due by that week's Sunday at 11:59pm. I suggest that you **get your post up no later than 5pm on a Sunday** so you and others can comment on two colleagues' posts before time runs out.

Description: You will keep a weekly journal using the Discussion Board feature. I will make one available for the whole class, for each of the four weeks. In the journal, you will post about what you are learning from the readings, videos, assignments, discussions, and lectures. In addition, you will visit group-mates' learning journals and leave brief, insightful, supportive (and extending) comments every week.

Each journal entry should:
- o Each weekly synthesis journal should be between 250-500 words.
- o You should talk about your wonderings ("What would it be like if…"), your sense-making ("I used to think…, but now I get…"), and your connections (e.g. text to self; text to text; text to world).
- o Address what **specific learning strategies** from Textbook #2 are new to you – or are "made new to you" and how can you use them in *teaching adolescents* – or, in helping other teachers who teach teens?
- o should **cite** (using APA format correctly) what you are drawing from, and, use page numbers when you use quotes or talk about specific sections of a given text that captured your attention.
- o *Furthermore, you are to reference* no fewer than three specific, separate course readings (or videos) with page numbers. For example, in Week 2: something from Chapter 2, and something else from Chapter 3 from Textbook #1, and something from one of the required videos; and/or that week's article).
- o *Furthermore, address specifically—that is, mention by name and page number* at least two of the strategies, from that week, (from Fisher, Frey, Brozo, and Ivey (2015) that you would tweak for your own use with teens or share with teachers of teens.
- o *Furthermore, each week's learning journals will have its own full references*, done in APA correctly, listed at the end of said journal.

COMMENTING ON PEERS' Learning Journals:
*COMMENT: No fewer than two comments to peers, over weekly Learning Journals (@=0.5 +0.5 = 1.0 per week of each week's point total.
Guidelines for all discussions including those of the Learning Journals: 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—and critical to the

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[1] Benefits of testing memory: Best practices and boundary conditions.
Roediger III, Henry L.; Agarwal, Pooja K.; Kang, Sean H. K.; Marsh, Elizabeth J. Davies, Graham M. (Ed); Wright, Daniel B. (Ed), (2010). *Current issues in applied memory research. Current issues in memory*., (pp. 13-49). New York, NY, US: Psychology Press, xiii, 262 pp

teaching-learning process. Active engagement entails making sustained and substantive contributions by completing assigned readings on time, asking critical questions (of the readings, of yourself, of colleagues), collaborating with others asynchronously, and exploring implications and applications of knowledge gained for your own professional work.

When responding to assigned readings or activities via discussion forums, I suggest using the following questions as a *general guide for organizing your responses*:

   a. What are the main point(s) made or issue(s) raised in the assigned readings?
   b. What are some of your own connections to the readings via your life experiences, your observations, your readings or viewings of other text/film/media?
   c. What are the strengths and weaknesses (or limitations) of the main points outlined, arguments made, or solutions provided?
   d. In what ways will the knowledge gained from the assigned reading(s) or activities help you enhance your role and/or work as a classroom teacher, reading specialist, or literacy coach?
   e. What are you thinking about *differently* as a result of this/these reading(s)? What questions does it raise for you?

   IMPORTANT NOTE: You should write each weekly synthesis journal in Word and save it to your computer – then, copy and paste it into the message pane of the journal entry. In this way, you will start to build your learning portfolio (due as your "final") – which you will turn in at the end of the class. (See instructions below for Final Portfolio).

#6) TEXT SET (40 points 40/40=100% -- (project 35 points; presenting and commenting 5 points)
Specific directions and resources to follow.

   [A] The Text Set (full project) is due (as one document in Canvas Assignment folder) by Sunday June 30 by 11:59pm **(35 points)**

   [B] Sharing/Discussion of Text Sets (**5 points):**
      B_Part #1 Posting (4 points): Your unnarrated PowerPoint is due on Text Set Discussion Forum **MONDAY July 1, by 11:59pm**
      B_Part #2 **Comments (1 point): are due Wednesday July 3, by 11:59pm.**

   [A] The Text Set: In order to *help* adolescent students to develop areas of interest/motivation/engagement in your discipline (e.g. *care* about what they are being taught), you will assemble a "Text Set" that you could use in your classroom if you teach adolescents OR that you could share with a teacher of teens whom you are coaching. This will be a 30+ page document that you will upload to an Assignment folder in Canvas. You will get specific instructions.

      Around a theme or topic you will
      ➢ select several short, high interest, reader-friendly, authentic texts/excerpts and develop a multi-day, in-class engagement using your Text Set. The texts you select should be **highly interesting to adolescent students.**
      ➢ include specific literacy tools and strategies that you discover through the course's lectures, activities, readings, videos, and your own research.

         Your aim will be threefold:

- ▪ Help adolescent students find a way *into* a discipline – maybe by helping a teacher of adolescents…
- ▪ Help adolescent students to understand a concept leading to the application of that learning; and,
- ▪ Give and take aspects of your and others' Text Sets for collection and elucidation purposes.

[B] Presenting (Part #1) and Responding to others' presentations (Part #2) of Text Sets (online)
- ➤ Part #1 PRESENTATION: Using at least 15 slides but no more than 20, walk us through your text set – what it is; why it's important to what students; your texts; and a close-up of at least one day's worth of instruction. What are the texts for that day and how are students interacting with them, each other, and what are you doing?
- ➤ Part #2: RESPONDING: Then, using a *Notice/Appreciate/Extend* protocol, you will comment collegially on each class member's presentation. visit the posts of at least two classmates and leave comments for them.

#7) Final Portfolio AKA refined and enhanced Learning Synthesis Journal   15 points
Due Friday July 5, by 11:59pm (as one document)

This mini-portfolio will have several sections and will be uploaded into an Assignment folder on Canvas as a single document, preferably, a pdf.
Your portfolio will comply with APA formatting and contain:
1. *Cover page*

2. *Table of contents*

3. *Revised Weekly Journals:* Your revised and polished four weeks of Learning Synthesis Journal entries that should be enhanced (discussed more fully in some way) and more smoothly written with better page layout now that you can look at each with hindsight.

   Each journal entry should be between approximately 250-500 words and should practically seek to incorporate at least TWO new strategies from the course to take up in your practice as a teacher of adolescents, or, if your intention is to be a Literacy Coach, then as a coach to a middle or high school teacher.
   Each journal entry should reference no fewer than three specific course readings or videos.
   Each Journal entry should have its own full references listed at the end of said journal, correctly done in APA.

4. *HANDOUTS that YOU HAVE RE-DESIGNED from TEXTBOOK 2:*
   Strategies/Instruments: Each of your Journal entries in the **final portfolio only,** should have at least TWO **instruments (handouts/forms)** attached that you have **customized** for use with adolescents using our strategy textbook and that connects with your Learning Journal. These instruments may be behind the relevant Journal, or may be grouped together as labeled Appendices at the end of your portfolio.
   IMPORTANT: Each handout requires an explanation of what it is, why you chose it, and what "problem" it is intended to help.

5. *CONCLUDING REFLECTION:* 300-500 words. After you've completed putting together steps 1-4 of the portfolio, consider your learning(s) from the course readings, lectures, interactions with classmates, and videos.
Answer: In what ways will the research, theories, and strategies awareness that we've studied help you build your own practice, in helping adolescents or helping teachers who teach adolescents, going forward? No detailed references necessary in this reflection because those are in each of your Learning Journals. But, you do need to be specific. **And,** because it is *a reflection,* you are being asked *to reflect* – **not summarize**.

Therefore, your reflection should address your own growth in this class, and how you will proceed in the future to help *adolescents* develop their own literate lives. A sentence stem such as "I used to think….; but now I know….." can be a helpful starting point. Or, "I used to be so certain about….., but now I'm thinking more about…..".

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.**
- IMPORTANT: 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.
- IMPORTANT: If you elect to go on a vacation or otherwise travel, it is still your responsibility to turn in your work, online, on time.

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.

As students at UT-Tyler, you have access to **deeply discounted software** – check it out:
http://www.uttyler.edu/it/it-purchases.php
https://store.hied.com/select/go/uttyler

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 us to open your documents to read your post or your response. We won't. You'll lose points.**

Online discussions (Discussion of various kinds on various platforms), as well as Power Point (Prezi; Keynote) presentations may also be a feature of this class.

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

Internet research: Throughout this course, you will be expected to use the Internet as a source of communication and 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, proof read, 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_Text Set; or Consalvo_Short Bio_meet & greet; or, Consalvo_Final Learning Portfolio_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.

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 and continuous pdf.** To do this you may have to 1) format each individual page; 2) print it out; and/or 3) 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. If you, for example, submit an article, found on a website, in your Text Set, be sure to format it neatly and remove any ads or extraneous verbage or pages. 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** – for the American Psychological Association. APA (6th) is the style required of the social sciences of which education is one sub-field.

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
> > o http://owl.english.purdue.edu/owl/section/2/10/

Here at UT-Tyler, we have many citation resources available to you.
Style and Citation Guides available through UT-Tyler
> > o http://libguides.uttyler.edu/citations

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 according to timeline in the syllabus' Activities Schedule and/or by the timeline on any given assignment's handout. To not do so WILL affect your grade. Assignments are due on the day and by the time on which they appear in the syllabus's Activities Schedule.

As a professional development 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, print out 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.

How the Grading Works for Late Assignments:

For each day that an assignment is late, the final grade will be docked one letter grade for up to three days, assuming that it is "A" quality work; then, on day #4, it reverts to 50%; then, on day #6 the grade reverts to zero.

Ten Suggestions for Success in Course

1. Do all of the readings – Not completing the readings is always very tempting. However, you will find it much more challenging to participate in discussion, or write convincing rationales, and your learning will be impacted.
2. Do your homework for each class; including participating in Discussions.
3. Keep your materials organized. Visit and re-visit your files, folders, binders, cases. All course materials require tending and reorganizing across a semester - -whether online or in a face to face environment.

4. Print out and read and re-read the syllabus. Print out and read and re-read assignment instruction handouts. Check items off as they are completed.
5. Make connections between readings; learn to think about ways strategies CAN be tweaked to serve adolescent students –whether you currently teach adolescents or not.
6. PARTICIPATE IN DISCUSSION – Some of the best insights for understanding texts and deciding on topics for essays comes from sounding ideas off of other people; use the discussion settings as opportunities to do this. Also, the class will be more interesting for everyone if there is lively discussion.
7. Drafts of projects – The importance of working on early drafts and soliciting feedback cannot be stressed enough. Turning in papers that have not been reread, revised, and proofread will result in a lower grade. Most importantly, you will produce better work if you give yourself time to think through various concepts. I strongly suggest that you use the UT Tyler Writing Center's online services.
8. Plan ahead.
9. Outside reading – It is perfectly appropriate and is encouraged for students to do readings and research outside of what is assigned; this will help to generate more discussion in class and will make writing easier.
10. Talk to me – If there is a problem or a question, please communicate with me.

| 5 of 5
Short
Week | 5.0
M 7/1/19
to Friday
7/5/18

Thursday
July 4
is a school
holiday.

Last
regular
class day
for
Summer 1
is Wed.
7/3/19.

Final exam
day is Fri.
7/5/19. | **LECTURE(S) Management, Motivation, and Adolescents**

➤ **DUE: POST your <u>Presentation</u> of your Text Set** <u>Part #1</u> Post is due on Text Set Discussion forum by **MONDAY JULY 1 by 11:59pm**

➤ **DUE: COMMENTS on 2 people's Text Set Presentations Wednesday July 3, by 11:59pm.**

➤ **DUE: Coffee Meet Up Letter** BY **Wednesday July 3** by 11:59pm (up to 3.0 points)

❖ **FINAL EXAM DUE Friday 7/5 by 11:**59pm: <mark>**<u>Learning Journal Portfolio</u>**</mark> (follow directions closely!) |