

Spring 2025
Term dates: January 13-May 2, 2025
Last Day to Withdraw from Course: March 31, 2025

School of Education
The University of Texas at Tyler
Syllabus EDUC 4315.001
Teaching Language Arts in Middle and High School
ONLINE -- 3 Credits

A. Instructor Information

Name: Joy Clary M.Ed., Adjunct Professor
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 Office Hours: By appointment via Zoom

B. Course Description

From the catalog: “Study of language arts curriculum, materials, and selected instructional techniques in the middle and high school. Field experience required.”

C. Course Rationale and Knowledge Base(s)

Teaching Language Arts in Middle and High School (EDUC 4315) is a required course for those seeking secondary (MS & HS) English Language Arts (ELA/R) teacher certification. Its content provides practical and pedagogical support to your subsequent field and clinical experiences. Most importantly, what you learn about teaching language arts will provide you with a foundation of knowledge throughout your secondary teaching career. This undergraduate level course builds upon the knowledge base and experiences gained in prior undergraduate coursework and toward which you will continue to build in field experiences that address language and literacy issues including reading deeply and writing for academic and personal goals.

D. Student Learning Outcomes (SLO) Aligned with State and National Standards and Assessments

Topics/Objectives	Activities	Assessments	* <u>Texas Educator Standards (TES)</u> *InTASC *TEKS Ch 110 *ISTE *ELPS *TxCCRS
Students will integrate understanding of literature with understanding of teaching practices to	Extensively read YA literature. Engage in various reflections, responses, and discussions. Extensively read textbooks that support	Responses to Tradebooks. Weekly Discussion Forum Posts that identify key points, trends, questions and	*TEKS: Grades 5-12 ELAR *ISTE: 1.2 Digital Citizen; 1.3 Knowledge Constructor *INTASC 1d, 1f, 1g; 3i, 3j, 3k, 3l, 3m; 4j, 4l, 4m; 7g-m. *ELPS grades 6-12.

<p>adapt and design engaging, rigorous, age-appropriate lessons for middle and high school students.</p>	<p>lesson development. Engage in various reflections, responses, and discussions.</p>	<p>responses to the posts of others.</p>	<p>*TxCCRS ELAR: IIA(1-11);</p>
<p>Students will examine and practice ways in which professional educators in the middle and secondary schools conduct professional communications and teaching interactions.</p>	<p>Case studies: Leading discussions Mini Lessons: Preparation and demonstration</p>	<p>Case study discussion leader. Full mini lesson preparation and demonstration.</p>	<p>*TES: 1Ai, ii, iii; 1Bi, ii, iii; 1Ci, ii, iii; 1Ei, ii, iii. 3Ai; 3Biii; 3Ci, ii. 4Ai, iii; 4Di, iii; 5Ai, ii. *TEKS: Grades 5-12 ELAR *InTASC 4j, 4k, 4l, 4m; 5a-h; 6j-n; 7g-m; 8j-o *ISTE: 1.3 Knowledge Constructor; 1.4 Innovative Designer *ELPS grades 6-12. *TxCCRS ELAR: IIB(1-3); IID(1-2).</p>
<p>Students will engage in the recursive process of creating, implementing, reflecting on, and revising curricular materials to more deeply understand how to put pedagogical ideas into practice.</p>	<p>Year of ELAR Curriculum Unit Plan</p>	<p>Year of ELAR Curriculum Unit Plan</p>	<p>*TES: 3A I, ii, iii; TES: 6A I, ii, iii. 1.1 *ISTE: Empowered Learner; 1.2 Digital Citizen; *INTASC 1h, 1i, 1j, 1k; 2g, 2h, 2i. 2j, 2k; 5a-h; 5j-n; 6j-n; 8j-o; 9g-k; 10i, n, o. *ELPS grades 6-12. *TxCCRS ELAR: IIB(1-3); IID(1-2).</p>
<p>UT Tyler Standards page: https://www.uttyler.edu/education/studentresources.php</p>			

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
- * E-learning activities-various— **15 points (15/15=100%)**
- *Tradebooks Study **10 points (10/10=100%)**
- *Teacher Toolkit Notebook **10 points (10/10=100%)**
- * Mini Lessons—Creation & Presentation **(20 points (20/20 =100%)**
- *Study & Presentation of Cases **(20 points (20/20 =100%)**
- *Whole Year: Design **10 points (10/10=100%)**
- *Unit Plan **(15 points 15/15=100%)**
- * Final Reflection

Performance standards			
Points	Percent	Grade	Standard
90-100	90%	A	Outstanding
80-90	80%	B	Good
70-80	70%	C	Fair
60-70	60%	D	Poor
00-59	59% or below = “F”	F	Unacceptable

F1. Required Texts, Materials/Supplies, Lectures, and Related Readings

- **Lectures:** All lectures are recorded and available through Canvas.
- **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.*

Required Texts (Textbooks). *Get the editions noted.*

All readings, quizzes/quiz grades, course expectations are based on the noted editions and not an earlier ones. I strongly recommend that you **purchase paper copies**. You are studying to be an English teacher – you should plan to include these in your own teacher reference library. As well, you should expect to annotate your texts.

#1 **Title:** Gallagher, K. & Kittle, P. (2019). *180 Days: Two teachers and the quest to engage and empower adolescents*. Heinemann.
ISBN: 9780325081137

#2 **Title:** McCann, T. M. et al. (2022). *On the case in the English language arts classroom: Situations for the teaching of English*. NCTE.
ISBN-10 : 0814134211
ISBN-13 : 978-0814134214

3**Title:** Smagorinsky, P. (2018). *Teaching English by design: How to create and carry out instructional units (2nd ed.)*. Heinemann.
ISBN: 9780325108070

#4 **Title:** Gallagher, K. (2011). *Write like this: Teaching real-world writing through modeling and mentor texts*. Stenhouse.

ISBN: 9781571108968

F2: Other texts will be required (TBA)

Examples: Novels and non-fiction texts that you are likely to encounter in middle and high school teaching of English Language Arts, for whole class, and book club/literature circle reading, others as independent reads. Some of these texts will be on course reserve at the Muntz Library Circulation Desk. Others may require you to acquire a copy. Articles from ELA/R teacher practitioner journals will be required – some will be provided; others you will need to get at no cost to you through the Muntz Library Portal.

ADDITIONAL READING/VIEWING MATERIALS

**INCLUDING MULTIPLE NOVELS
WILL BE REQUIRED FOR THIS CLASS**

WILL BE REQUIRED and AT NO ADDITIONAL COST TO YOU:

Articles/chapters from various professional journals: Various articles pertinent to weekly topics. You will be mining ideas and lessons from these teacher-practitioner journals.

Professional journals include (but not limited to) the following: Available through the university library's online portal	
<i>Can't find something? Write to your librarian: Ms. Vandy Dubre vdubre@uttyler.edu</i>	
<i>*The ALAN Review</i>	Premier YA Lit journal. Available (to search) 2016 to current in <u>Educational Source</u> database and 2002-2010 in Education Database
<i>*Voices from the Middle</i>	Excellent ELA journal focused on middle school.
<i>*The English Journal</i>	Excellent ELA journal focused on high school
<i>Journal of Adolescent & Adult Literacy</i>	Excellent literacy journal with wide-ranging topics focused on adolescent, and to a lesser degree, adult literacy.
<i>The Reading Teacher</i>	Excellent literacy journal focused on elementary and middle grades.
<i>Language Arts</i>	Excellent language arts journal focused on elementary and middle grades.

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

HIGHLY RECOMMENDED!

PROFESSIONAL ORGANIZATION MEMBERSHIP

A student membership is only \$25 for the year – an incredible value. National Council of Teachers of English (NCTE)

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) E-learning activities (15/15=100% grades taken incrementally)

Description: In order to grow yourselves as future teachers, it is critical that you read deeply and engage in a productive and collegial manner with your professional community (us). Through weekly assigned opportunities activities, this kind of stretching and practice will be a consistent feature of the class. These activities will include discussions and any of an array of other activities which can include, for example, quizzes, keeping a reader’s and/or writer’s notebook, conducting mini lessons for the class, making presentations of various sorts, hands on sessions in the library and/or CAL lab, small group work, social media engagements, required office hours, and more.

Because this is a professional preparation course, expectations are high for active engagement and substantive contributions to class activities, and timely completion of readings and related activities—all critical to the teaching-learning process. Active engagement entails making sustained and substantive contributions by completing assigned readings on time, asking questions (of the readings, of yourself, of colleagues, of the world), collaborating with others asynchronously, and exploring implications and applications of knowledge gained for your own professional work.

Guidelines for Discussions

Discussions in General: A pedagogical stance that values dialogue, will propel a teacher (you) to find meaningful ways to incorporate talk into his/her class. By *talk*, I mean open-ended connections, queries, and extensions -- not fill-in-the-blank, right/wrong kinds of responses. By *dialogic*, I mean that a discussion is not one that the teacher strictly controls. Instead, the teacher initiates and guides a topic; responses should be from and between students (two to four “pongs” between students before moving on). It is this *student voice* factor that is critical. To this end, we will hold discussions in various formats. You will be required to be prepared to engage in an informed, interesting, and expansive discussion by bringing in talking points participate fully in this construction of meaning.

Online Discussions Expectations: 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. Generally, each **post** in response to weekly readings/articles should be between **300-500 words** of well-developed and coherent connection to and thinking about a given topic. Or, think about it in terms of two well-developed paragraphs. Be sure to reference the chapters, articles, videos that you are mentioning

In your **comments** to other students, we should strive to maintain a positive and appreciative tone.

What if I don't agree? If you do not agree with someone – then own it (by using “I”-statements) – 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”?”, or, “That’s an interesting perspective. In my experience – I saw it a little differently” (then, explain). As professional educators, being able to disagree and maintain a positive relationship is a valuable skill.

Evaluation: Your discussion responses will be evaluated on the level of engagement 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).

#2 Teacher Toolkit Notebook (10 points 10/10 =100%).

Across several weeks, students will engage in the self-reflection process, bringing a piece from idea to completion. Students will keep a notebook of reflections and useful tidbits they learn throughout the course- the Teacher Toolkit Notebook. This serves as a point of metanalysis and reflection of student learning. The practice of classroom notebooks is a popular tool for teachers throughout many content areas and works to increase retention and organizational skills.

#3 Case Study (20 points 20/20=100%)

Across the semester, working in pairs, small groups, and/or solo, students will read, analyze, and lead discussions on cases, taken from McCann, T. M. et al. (2022). *On the case in the English language arts classroom: Situations for the teaching of English*. NCTE., that illustrate various situations that English teachers may well encounter. Specific timelines and instructions forthcoming.

#4 Mini Lessons (20 points 20/20=100%)

Across the semester, you will create and demonstrate mini lessons each of which will be about 10 minutes in duration, online (via recording). Each mini lesson will draw from strategies we’ve taken up in the class and will use the TEKS as anchors. Each lesson will be created by the student, written out ahead of time and approved by the instructor, rehearsed for, and conducted just as if you are doing it for a classroom in a middle or high school. Specific timelines and instructions forthcoming.

#5 Tradebooks Study (10 points 10/10=100%)

Across the semester, you will read selected texts closely. You will study, examine, discuss, and create teaching invitations for middle and high school students to engage with those selected texts. Some of the texts will be chosen for the class; as well, you will have the opportunity to study two self-selected YA books. Specific timelines and instructions forthcoming.

#6 Planning out an ELAR Year in Middle or High School (10 points 10/10=100%)

Over three weeks you will use a template (table) that will be provided, you will design a broad plan for a year of instruction in English Language Arts for one grade between grades 7 through 12 in one district. Consulting that district's online calendar and will account for how many instructional days teachers have as well as days taken up with mandatory testing. You will divide your year into grading periods (usually 9 weeks). You will consult the TEKS and include them in your plan as well as locate on your plan any STAAR testing or test prep. You will include 50/50 reading and writing. For writing, you will include narrative, descriptive, expository, and persuasive. For reading, in consulting your grade's ELAR TEKS, you will include fiction, non-fiction, and multimodal texts.

At about four to six pages long, this overarching plan for a year will not have *daily* activities. However, you will include major curricular goals and major assignments and books that you will use. As well, you should plan to include repeatable research-proved best practices (e.g. book clubs; writers notebook work, structured discussions, and comprehension strategies). Specific timelines and instructions forthcoming.

#7 Developing, Designing, and Writing an ELAR UNIT for Middle or High School (15 points 15/15=100%)

As a culminating project, across the last several weeks (Instructions given on Week 11-Due on Week 14) of the semester, you will develop, design, and write an instructional unit that combines both literature study and writing. That is, you will write lesson plans for every day of a three-week period of the unit plan (15 lesson plans). You will draw from the course materials, experiences, and textbooks. The unit will fit appropriately into your plan for the year. It will span three weeks in the middle/high school classroom. You will include whole class texts, book club texts, and multimodal texts. You will develop and include assessments both formative and summative, assignments with their respective handouts, as well as writing assignments that are in addition to assignments that ask students to respond in writing to books/texts. Specific timelines and instructions forthcoming

COURSE POLICIES

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

TECHNOLOGY: Internet; email; Canvas

Technology will serve as a 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 course is completely online – 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.**
- 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 Microsoft Word for all assignments (unless otherwise instructed). Documents submitted in alternative software (e.g. Pages; Rich Text) will not be accepted. All assignments (unless instructed otherwise) must be typed, doubled-spaced and formatted in APA style. If you do not have Microsoft Word on your computer (or device), UT-Tyler's IT department sells DEEPLY DISCOUNTED software packages for students: <http://www.uttyler.edu/ccs/purchases.php>

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

Discussion Posts: When posting 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. **Attached documents will lose points on discussion post assignments.**

*All discussion posts require you to respond to at least **TWO** peers by the due date. Professional responsibility asks that you make your original response before the due date so everyone can respond to their peers.

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 UT Tyler 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, Topic**

All work must be neat, paginated, and properly identified with your name, date, topic and page number on subsequent pages. All files and posts must be labeled logically and informatively (e.g. Clary_Minilesson1; or Clary_ReflectionStudentWriting).

At the top of your submitted work (header), you must have your first and last name, my name (Joy Clary), class (READ3326), and date due. ***Work that is submitted without header will have .25 points deducted off the assignment.***

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 or Office Max can be a lifesaver. The design of your work is an important factor in its readability.

APA Style Citation:

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” for the Social Sciences called APA – for the American Psychological Association. The field of education is one of the social sciences along with anthropology, archaeology, economics, geography, history, law, linguistics, politics, psychology and sociology.

Muntz Library Education page: <https://libguides.uttyler.edu/education>

See Muntz Library Guide > tab APA
<https://libguides.uttyler.edu/c.php?g=951442&p=6863329>

Also useful to bookmark: 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!

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

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 established due dates. To not do so **WILL** affect your grade. Assignments are **due on the day and by the time** on which they appear.

THIS IS A professional preparation class, thus, your full engagement in every session is expected, and is critical for ongoing building of your knowledge and your professional dispositions. 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.

****Students are responsible for all work despite any missed modules.****

Completion of assigned reading and every video lecture is imperative to your individual development as a professional.

*****All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.*****

➡ 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 5 point a day grade reduction **up to THREE days**. Assignments turned in more than three days late will not be

accepted without prior approval from the instructor. It is your responsibility to communicate circumstances and request deadlines. The instructor reserves the right to grant or deny extensions depending on the particular situation.

Ten Suggestions for Success in Course

1. Do **all** of the readings and watch **all** recorded lectures – Not completing the readings and watching the lectures 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 online discussions and other discussions if they are part of a day's assignments.
3. Keep your materials organized. Re-visit your files and folders, both paper and digital. All course materials require tending and reorganizing across a semester.
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. Your grade on assignments will be impacted if directions are not followed.
5. Make connections between readings; learn to think about ways strategies CAN be tweaked to serve YOUR students. Collect promising lesson ideas and file carefully.
6. 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. 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.
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 talk to me either by email or make an appointment. I am here to help you be successful in this course and prepare you for teaching in the classroom.

UNIVERSITY POLICIES (Sp. 2025)

In Canvas, see “**University Policies and Information**” page in the module titled: **UT Tyler Syllabus Module Spring 2025**. In the module you **also** will find the “**Student Resources**” page with information about services that the university provides for all students.

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).

Spring 2025---EDUC 4315 <u>Tentative</u> Schedule of Due Dates and Activities	
<p>Important notes</p> <p>*The instructor reserves the right to change assignments and due dates to meet the needs of the class.</p> <p>*I will have each week's module up BY Monday at 5pm.</p> <p>*All student work for a given week is due the following Sunday BY 11:59pm.</p> <p>*Final Version of Weekly Assignments: in Module: The final version of this course's activities and assignments will be in each week's Module folder.</p>	
Spring 2025 Module and Date	Activities, Assignments & Due Dates
Week 1 Monday 01/13 – Sunday 01/19 at 11:59pm	<p><i>Topic: Orientation to the Course</i></p> <ul style="list-style-type: none"> • What's in the syllabus? Book tour. Topic tour. What is expected from you and from me. • How to read course readings, watch clips associated with readings, and how to annotate. • Assignment Introduction Teacher Toolkit Notebook: How to set up your notebook and entry #1 <p>READ: Professional Article 1</p> <p>DUE: Introduce yourself discussion DUE: Trade book choice Google Form DUE: Pro tip #1 entry in Notebook</p>

<p>Week 2</p> <p>Monday 01/20 – Sunday 01/26 at 11:59pm</p>	<p><i>Topic: Orientation to the Course</i></p> <ul style="list-style-type: none"> • Assignment Introduction MINI LESSONS: What’s a mini lesson? What is the assignment? • YA Novel (trade book) assigned <p>READ: Gallagher & Kittle (2018) <i>180 Days: Two Teachers and the Quest to Engage and Empower Adolescents</i> <u>Read</u> pp. xi-xiv “Video Access”. <u>Read</u> pp. xv-xxi “Introduction” to get to know your author-mentors. <u>Read</u> pp. 3-25 Chapter 1 “Start with Beliefs</p> <p>To Do: Follow instructions on p. xi to create your account and register. To Do: Watch/Listen to marked clips on p.10, p. 12, p. 14, p. 15, p. 17</p> <p>READ McCann et al. (2022). <i>On the case in the English language arts classroom: Situations for the teaching of English</i> Read: pp. 1-2 “Looking Forward” and review the table of contents Read: pp. 3-14 “Planning for Case Study Discussions” –you will need this.</p> <p>DUE: Chapter 1 reflection discussion post DUE: Pro tip #2 entry in notebook</p> <p><i>DUE: Other e-learning activities as determined</i></p>
<p>Week 3</p> <p>Monday 01/27 – Sunday 02/02at 11:59pm</p>	<p><i>Topic: Wrapping arms around what it means to be a secondary ELA teacher</i></p> <p>Assignment Introduction: Case Study (using McCann et al., 2022). Case 1 “Surprise! We’ve come to complain” pp. 17-21.</p> <p>READ: Gallagher & Kittle (2018) <i>180 Days</i> Chapter 2: “Establish Daily Practices” pp. 24-44. Gallagher (2012) <i>Write Like This</i> Chapter 1: “Move Writing to the Front Burner” pp. 1-22.</p> <p>To Do: Watch/Listen to marked clips on p.24, p. 28, p. 31, p. 31, p. 36</p> <p>DUE: Notebook entry DUE: Canvas Discussion over Gallagher (2012) <i>Write Like This</i> Chapter 1: “Move Writing to the Front Burner” DUE: Case #1 response</p> <p><i>DUE: Other e-learning activities as determined</i></p>
<p>Module 4</p>	<p>Assignment introduction: Tradebook study</p>

<p>Monday 02/03 Sunday 02/09 at 11:59pm</p>	<p>READ Case 2 “Pressure cooker: Where should we devote our energies?” pp. 21-24. Gallagher & Kittle (2018) <i>180 Days</i> Chapter 3 “Map a Year of Reading” pp. 45-79. To Do: Watch/Listen to marked clips on p. 53, p. 54, p. 60, p. 63, p. 67</p> <p>DUE: Notebook entry work DUE: Case #2 response DUE: Study (Companion assignment)</p> <p><i>DUE: Other e-learning activities as determined</i></p>
<p>Module/ Week 5</p> <p>Monday 2/10 Sunday 2/16 at 11:59pm</p>	<p>Topic: Long term planning READ Case 3 “Killing the invaders: Respect, confidentiality, and security” pp. 26-31. Gallagher & Kittle (2018) <i>180 Days</i> Chapter 4 “Map a year of writing” pp. 80-104. To Do: Watch/Listen to marked clips on p. 89, p. 91, p. 92, p. 94, p. 95a, p. 95b, p. 103</p> <p>E-Learning Activities: DUE: Case #3 response DUE: Tradebook study component 2 DUE: Minilesson DRAFT turned into Discussion post*</p> <p>* The due date for this discussion post will be Tuesday 02/18</p>
<p>Module/ Week 6</p> <p>Monday 2/17– Sunday 2/23 at 11:59pm</p>	<p>Topic: <u>Assignment introduction:</u> Personal Writing/Narrative/Memoir</p> <p>Read Gallagher & Kittle (2018) <i>180 Days</i> Chapter 5 “Balance feedback and evaluation” pp. 105-128 To Do: Annotate chapter To Do: Watch/Listen to marked clips on p. 106, p. 107, p. 111</p> <p>Case 4 “The Accu-Grade system: What is a fair grade?” pp. 32-37.</p> <p>E-Learning Activities: DUE: Case #4 response DUE: Tradebook study component DUE: Mini lesson FINAL due <i>DUE: Other e-learning activities as determined</i></p>
<p>Module/ Week 7</p> <p>Monday</p>	<p><i>Instructions on peer conferencing</i></p> <p>READ</p>

<p>2/24 – Sunday 03/02 at 11:59pm</p>	<p>Gallagher & Kittle (2018) <i>180 Days</i> Section II Teaching Essential Discourses pp. 131-135 Gallagher (2012) <i>Write Like This</i> Chapter 2 “Express and Reflect” pp. 23-62.</p> <p>Case 5 “Teaching to the test” pp. 38-43.</p> <p>E-Learning Activities DUE Notebook Entry DUE: Case #5 response DUE Response to <i>Write Like This</i> (on module page)</p> <p><i>DUE: Other e-learning activities as determined</i></p>
<p>Module/ Week 8</p> <p>Monday 03/03 – Sunday 03/09 at 11:59pm</p>	<p>READ Gallagher (2012) <i>Write Like This</i> Chapter 3 “Inform and Explain” pp. 63-90.</p> <p>Case 6 “It can’t be this difficult: Meaningful peer revision” pp. 44-50.</p> <p>E-Learning Activities DUE: Notebook Entry DUE: Case #6 response DUE: Tradebook study component</p>
<p>Module/ Week 9</p> <p>Monday 3/10– Sunday 3/16 at 11:59pm</p>	<p>Assignment Introduction: Creating Your Year</p> <p>READ: Gallagher (2012) <i>Write Like This</i> Chapter 4 “Evaluate and Judge” pp. 91-114 & Chapter 6 “Analyze and Interpret” pp. 135-174.</p> <p>Case 7 “Out of control: Delinquent or disabled?” pp. 51-55.</p> <p>Gallagher & Kittle (2018) <i>180 Days</i> Chapter 6 “Narrative” pp. 137-169 To Do: Watch/Listen to marked clips on p. 142, p. 145, p. 151, p. 167</p> <p>DUE: Case #7 response DUE: Notebook Entry DUE Draft of Your Year</p> <p><i>DUE: Other e-learning activities as determined</i></p>
<p>Spring Break! 03/17 – 03/23–No Classes</p>	
<p>Module/ Week 10</p> <p>Monday 3/24 – Sunday 3/30 at 11:59pm</p>	<p>READ Gallagher & Kittle (2018) <i>180 Days</i> Chapter 7 “Informational” pp. 170-188. To Do: Watch/Listen to marked clips on p. 171, p. 177, p. 179a, p. 179b.</p>

	<p>Gallagher & Kittle (2018) <i>180 Days</i> Chapter 8 “Argument” pp. 189-208. To Do: Watch/Listen to marked clips on p. 196, p. 199, p. 206.</p> <p>Gallagher (2012) <i>Write Like This</i> Chapter 7 “Take a Stand/Propose a Solution” pp. 175-202.</p> <p>Case 8 “It’s just a soccer game: How will these students view me?” pp. 56-59</p> <p>E-Learning Activities DUE: Teacher Toolkit Notebook DUE: Case #8 response DUE: Tradebook study component DUE – Draft component of Your Year</p> <p><i>DUE: Other e-learning activities as determined</i></p>
“W” Deadline	Last Day to Withdraw from Course: 3/31/25
Module/ Week 11 Monday 3/31 – Sunday 04/06 at 11:59pm	Topic: READ Gallagher & Kittle (2018) <i>180 Days</i> Chapter 9 “Multigenre research projects” pp. 209-221. To Do: Watch/Listen to marked clips on p. 210, p. 211, p. 213a, p. 213b, p. 214, p. 215, p. 216. Gallagher (2012) <i>Write Like This</i> Chapter 5 “Inquire and Explore” pp. 115-134. Case 9 “First observation” pp. 60-63. DUE: Case #9 response DUE: Trade book study component DUE: Final version of Your Year <i>DUE: Other e-learning activities as determined</i>
Module/ Week 12 Monday 4/7 – Sunday 4/13 at 11:59pm	Assignment Introduction: Unit Plan(s) READ Gallagher (2012) <i>Write Like This: Chapter 8</i> “Polishing the Paper” (pp. 203-222) & Chapter 9 “The Wizard of Oz Would Have Been a Lousy Writing Teacher” pp. 223-238 Case 10 “Doing the right thing” pp. 64-67. DUE: Case #10 response DUE DRAFT component of Unit Plan(s) DUE: Trade book study component

	<i>DUE: Other e-learning activities as determined</i>
<p>Module/ Week 13</p> <p>Monday 4/14 – Sunday 4/20 at 11:59pm</p>	<p>Topic: Creating and teaching instructional units.</p> <p>READ Smagorinsky Parts 1 & 2: Chapters 1-6. pp. 1-94</p> <p>DUE: Four Cases responses. DUE: Component of Unit Plan(s) (draft due) END of Online Solo Mini Lesson presentations. <i>DUE: Other e-learning activities as determined</i></p>
<p>Module/ Week 14</p> <p>Monday 4/21 – Sunday 4/28 at 11:59pm</p>	<p>Teaching instructional units</p> <p>READ Smagorinsky Part 3—Chapters 7-12 pp. 95-160 Smagorinsky Part 4 – Chapters 13-16 pp. 161-284</p> <p>Case Studies part 2b: Second 4 people (alphabetically by last name) in class prepare their Case Studies (all in one Canvas Discussion board).</p> <p>DUE: Final Mini lesson due DUE: Draft component of Unit Plan(s) <i>DUE: Other e-learning activities as determined</i></p>
<p>Module/ Week 15</p> <p>Finals Week</p>	<p>Creating instructional units</p> <p>E-Learning Activities DUE: Final version of Unit Plan(s) DUE: Final Exam (reflection) <i>DUE: Other e-learning activities as determined</i></p>