The University of Texas at Tyler
Spring 2016
Term dates: January 19-May 7

READ 5304 (ONLINE) Reading and Writing Workshop
Section 060 (20375) 3.0 credits
Section 061 (20376) 3.0 credits

TABLE OF CONTENTS
Course description, instructor information texts, grading, and course requirements
(assignments overview): pp. 1-8
Course policies: pp. 8-10
University policies and School of Education mission, policies and program standards: pp. 10-18
Tentative Course Schedule of Activities and Assignments with Due Dates: pp. 19–22

A. Instructor Information
Name: Annmary L. Consalvo, Ph. D., Assistant Professor, Literacy
Email: aconsalvo@uttyler.edu (best way to reach me)
Office: BEP 212D School of Education, 3900 University Blvd. Tyler, TX 75799
Office Phone: (903) 565-5576
Office Hours: Mondays 2:00-3:00; Tuesdays 3:00-4:00; Wednesdays 4:00-5:00pm and by face to face or virtual appointment (make appointment with instructor first, then follow the Zoom* instructions below

*Virtual Office—Zoom- Go to Zoom.us Click on “Join a Meeting” follow the set-up prompts; Meeting ID 242-669-0795

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 Reading Association (IRA) as well as the Texas Examination of Educator Standards (TExES) standards for the preparation of reading specialists/literacy coaches (IRA, 2010; TEA, 2006). IRA standards pertain primarily to elements Standard 1: Foundational Knowledge, Standard 2: Instructional Strategies and Curriculum Materials, and Standard 5: Literate Environment. TExES Standards pertain primarily to elements of Domain 1:
Instruction and Assessment: Components of Literacy, Domain 2: Instruction and Assessment: Resources & Procedures, and Domain 4: Professional Knowledge and Leadership.

D. Student Learning Outcomes

Upon successful completion of the requirements of this course, teacher candidates will have opportunities to:

(a) 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.

(b) 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.

(c) 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.

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.

1. E-learning discussions and activities (35 points or 35% of course grade).

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 assigned opportunities for asynchronous discussions over readings and/or videos, podcasts, and the like, you will practice giving and receiving responses to your ideas and connections with material and to those of fellow classmates. For this, we will use the course’s Blackboard Discussion Forum feature.

Main Tasks: Engage deeply with class texts; respond actively, substantively and thoughtfully, tactfully, and in a timely manner with classmates to books, articles, videos and more that are assigned within our classroom community.

Because this is a graduate level course, expectations for active engagement and substantive contributions to class activities—with timely completion of readings and related activities—are high and critical to the teaching-learning process. 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.

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 the strengths and weaknesses (or limitations) of the main points outlined, arguments made, or solutions provided?
c. 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?

d. 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?

e. What are you thinking about differently as a result of this reading? What questions does it raise for you?

**Evaluation:** Your asynchronous discussion 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).

2. **Writing Process** (20 points or 20% of course grade).

**Description:** Engaging in the workshop process, students will keep a writers notebook, explore several topics, and from those, select one and taking it through the writing process, 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 (both as conferers and conferees), revising, editing, and publishing on our (private) class “blog”. Engaging in and taking a piece through the workshop process, students will keep an online writers notebook; explore several topics within the notebook by expanding several jottings to one to three pages; and, from among those, select one and produce 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 writers notebook in a well developed and timely manner. Development of five topics to at least one page. 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. Folder with 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.

3. **Reading & Writing Workshop Design** (35 Points or 35% of course grade)

**Description:** For a specific grade and level, within a specific locale’s context, students will design a writing/reading workshop extended unit plan for one grading period (e.g. 6 weeks; 9
weeks) and embed it within an overarching framework for an academic year. Potentially, this project can be used to enhance students’ writing skills in a real-world school setting.

**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 and group of students that aims to enhance the writing skills of students in a real-world-school setting.

Students will design an extended unit(s) plan(s) that focus in on one whole grading period (six-week; nine-week... using your own school’s context or that of a chosen community) to design a long-range exploration of one of the following:

- introduction to writing workshop through personal (memoir) writing and reading;
- genre writing and genre study (book floods, inquiry); or
- informational/research writing.

Although you will not write extensive and expanded daily lesson plans, you will write weekly lesson plans that elaborate a set of experiences and learning activities that you will take students through as you build toward your vision articulated in your arc of the year. Your unit of study should be informed by relevant theories, research, and practice with respect to writing and reading workshop.

In developing the unit of study, you should provide

(a) an overarching plan for writing and reading workshop for the academic year;
(b) a rationale supported by research (using correct APA citation style) for developing the unit for the target group of students in your selected classroom,
(c) a list of student learning outcomes tied to the appropriate language arts or content area standards,
(d) the overall plan for implementing the unit of study,
(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 citation style),
(f) the instructional strategies used, and
(g) the evaluation plan for assessing the learning outcomes have been achieved.

You will have an opportunity to present your proposed unit of study by using one or more digital tools of your choice (e.g., Podcast, Wiki, narrated PPT or Prezi presentation, VoiceThread, other). *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 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 between weeks 5-13. More details about the specific requirements for this assignment will be provided at the appropriate time in the semester.

REV January 3, 2016
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. Final Exam (10 points or 10% of course grade).
   The final exam will consist of a mix of multiple choice questions and constructed short responses tapping your knowledge, skills, and dispositions with respect to writing workshop, how it is integrated with reading workshop, and the application of workshop practice and pedagogy.

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 APA American Psychological Association (APA) style guidelines (http://libguides.uttler.edu/content.php?pid=5001&sid=31080 and/or https://owl.english.purdue.edu/owl/resource/560/01/) for writing style, citations, and referencing. APA is the style used in the scholarship of the social sciences including that of education.

The criteria for determining your final course grade are outlined below.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-Learning Activities and Discussions</td>
<td>35%</td>
<td>35</td>
</tr>
<tr>
<td>Writing Process</td>
<td>20%</td>
<td>20</td>
</tr>
<tr>
<td>Writing and Reading Workshop Design</td>
<td>35%</td>
<td>35</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
<td>10</td>
</tr>
</tbody>
</table>

Performance standards

<table>
<thead>
<tr>
<th>Points</th>
<th>Percent</th>
<th>Grade</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>93%</td>
<td>A</td>
<td>Superior</td>
</tr>
<tr>
<td>84-92</td>
<td>84%</td>
<td>B</td>
<td>Above Average</td>
</tr>
<tr>
<td>75-83</td>
<td>75%</td>
<td>C</td>
<td>Average</td>
</tr>
<tr>
<td>66-74</td>
<td>66%</td>
<td>D</td>
<td>Below Average</td>
</tr>
<tr>
<td>00-65</td>
<td>65% or below = “F”</td>
<td>F</td>
<td>Mediocre</td>
</tr>
</tbody>
</table>
G) Required Texts, Materials, and Supplies

Everyone should plan to **purchase (at least) ONE required text** either Fountas & Pinnell or Atwell, see below. Both texts are very valuable. At the very least you should plan to own one book – preferably in a paper edition. These books are intended to be long-term references and will become “old friends”. A teacher leader creates a collection of his/her important and touchstone books to guide thinking.

*If you are an elementary (or younger) grades teacher, then purchase:


*Please note:* This is a very detailed and use-friendly text that is for those of you who teach elementary (and younger) children. You will read it within a timeline and discuss both with other elementary educators, and with the class as a whole.

*From the publisher:* “Authors Irene Fountas and Gay Su Pinnell have already helped hundreds of thousands of K-3 teachers engage, inform, and inspire early readers and writers. Now, with *Guiding Readers and Writers (Grades 3-6)*, Fountas and Pinnell support teachers on the next leg of the literacy journey, addressing the unique challenges of teaching upper elementary students. The product of many years of work with classroom teachers, *Guiding Readers and Writers (Grades 3-6)* is one of the most comprehensive, authoritative guides available today. It explores all the essential components of a quality literacy program in six separate sections…”(Breakthrough to Literacy, Independent Reading; Guided Reading; Literature Study; Teaching for Comprehension and Word Analysis; The Reading and Writing Connection)…” To read more visit [http://www.amazon.com/Guiding-Readers-Writers-Grades-Comprehension/dp/0325003106](http://www.amazon.com/Guiding-Readers-Writers-Grades-Comprehension/dp/0325003106)

*If you are a middle school (or older, e.g. high school) teacher, then purchase:


*Please note:* This is a new edition of a rich, classic text that is for those of you who teach middle and high school. You will read it within a timeline and discuss both with other middle and high school teachers, and with the class as a whole. Although it is written from a middle school context, this text serves high school students and their teachers well.

*From the publisher:* “With 80 percent new material, In the Middle, Third Edition brings Nancie Atwell’s methods up to date. Nancie guides newcomers to a rich, satisfying practice while sharing her latest innovations and refinements with those who have made In the Middle their teaching touchstone.

Grounded in her classroom practice and in response to questions and requests from twenty years of professional development workshops, Nancie provides:

- detailed procedures for organizing the classroom for workshop teaching and a first-week launch sequence
hundreds of minilessons and reproducibles that make workshop teaching inviting and doable
hundreds of new pieces of student writing to use as mentor texts—many are national prize
 winners
new, detailed genre studies of poetry, memoirs, reviews, essays, reportage, humor and
homage, and short fiction
a new look at writing conferences, including red flags to notice and strategies for responding
to them
techniques for conferring with individuals about the books they're reading
a revamping of her widely-adopted literary letters as letter-essays that more than satisfy
today’s standards for critical reading

This is the chronicle of Nancie Atwell’s courageous, compelling journey. Just as the
second edition documented her evolution from 1987, this book shows how she continues
to shape and refine her teaching, based on her perceptions of what students need and her
growing knowledge of literature and the craft of writing. As Nancie describes it, “The
third edition of In the Middle is everything I’ve learned over the past three decades that
makes writing-reading workshop the only logical way to teach English.” To read more
visit http://www.heinemann.com/products/E02813.aspx

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.

Other required readings and required videos will be provided by the instructor.
For this class, I am drawing upon both classic and foundational articles and chapters, as
well as current, important pieces from respected peer-reviewed journals. These will be
posted to Blackboard for you to download and read. 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 many people) then please make plans to
print. As well, I will ask you to view videos of experts and of classroom practice.

H. Technical Information:
• You will need Blackboard access; sound capacity; to check your Patriot mail on a
daily basis for schedule change or announcements.
• Technical Support: If you experience technical problems or have a technical question
about this course, you can obtain assistance by email itsupport@patriots.utt Tyler.edu or
phone (903)565-5555 Option 2. When you email or leave a phone message for IT
Support, be sure to include a complete, concise description of your question or problem
including:
  o The title and number of the course
  o The page in question
  o If you get an error message, a description and message number
  o What you were doing at the time you got the error message
• Plug-ins and Helper Applications: UT Tyler fully online and hybrid courses use Java,
JavaScript, browser plug-ins, helper applications and cookies. It is essential that you
have these elements installed and enabled in your web browser for optimal viewing of the
content and functions of your online/hybrid course.
• **Adobe Reader** allows you to view, save, and print Portable Document Format (PDF) files. (URL: [http://get.adobe.com/reader/](http://get.adobe.com/reader/))


• **Adobe Flash Player** allows you to view content created with Flash such as interactive web applications and animations. (URL: [http://get.adobe.com/flashplayer/](http://get.adobe.com/flashplayer/))

• **QuickTime** allows users to play back audio and video files. (URL: [http://www.apple.com/quicktime/download](http://www.apple.com/quicktime/download))


• **RealPlayer** allows you to view and listen to streaming video and audio. (URL: [http://www.real.com/](http://www.real.com/))


---

**Course Policies:**

**Blackboard/Email:**

A Blackboard course has been created for this class, and all of the information, including the syllabus, course schedule, and any changes thereto, will be posted. Links to on-line readings will be posted periodically. **Students are responsible for accessing and reading all materials.** In addition, students are responsible for checking school email as it is the primary method of communication for the course. This means students are responsible for 1) **immediately contacting the Information Technology services** to be certain any problem with email/access to Blackboard is completely resolved (see section “H” above for IT contact information); and, 2) contacting me if either Blackboard and/or email become a problem;

**Turning in of Work:**

Unless otherwise stated, all work will be turned in completed via electronic folder (as specified in each assignment’s instructions) on the date it is due, by midnight, or completed and ready to be viewed (e.g. electronic writer’s notebook; Bb Discussion Forum posts completed). All work must have your NAME, the DATE, and the ASSIGNMENT written clearly along the top.

All assignments will be turned in as ONE document. This means that for complex assignments where you may have text features such as images, graphs, and copies of specific pages need to be present within your document prior to uploading it. I will not accept bits and pieces of assignments. You may need to take screenshots and them embed as a “photo”, or print out all pages of your document and then scan back in as a pdf and email to yourself, or, become conversant with ways to make a pdf and then embed that pdf into your document. YouTube has many tutorials available.
**Late Assignments:**
Late assignments without prior, written permission from the instructor or without the presence of documentable (by you), extenuating (e.g. emergency) circumstances will result in a lowering of the assignment grade. If you have gotten written instructor permission, make a pdf of 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.

I. Topical Outline & General Schedule: The following course overview is subject to change due to the nature of the course, which emphasizes wide reading, reflection, and critical inquiry. **Adjustments to class lectures and activities will be made as needed.** See “Tentative Activities Schedule” for a more specific, weekly schedule (pp.

<table>
<thead>
<tr>
<th>Study Units</th>
<th>Focus of Course Content</th>
<th>Readings &amp; Project Due Ranges</th>
</tr>
</thead>
</table>
| **Unit 1:** Develop an understanding of historical and current research, policy, and practice related to writing. | • Lecture 1.1: Course Overview  
• Lecture 1.2: What is “writing workshop”?  
• Lecture 1.3: Theoretical, research, and practical perspectives of literacy and writing and reading. | • Specific readings will be assigned regularly from course texts, reports, and journals.  
• E-Learning Activities Assigned & Due Weekly, as Indicated |
| **Unit 2:** Experience the elements of writing workshop. | • Lecture 2.1: Genre study, mentor texts, and inquiry in the writing workshop.  
• Lecture 2.2: Multigenre, & multiliteracies: Exploring style, voice, and choice in the teaching of writing.  
• Lecture 2.3. Exploring issues pertaining to the role of new state and national standards (e.g., Common Core Standards) in supporting student writing. | • Specific readings will be assigned regularly from course texts, reports, and journals.  
• Writing Process; final copy due Week 4 |
| **Unit 3:** Digitalia and demographics: What does it mean to teach writing in a changing landscape? | • Lecture 3.1. Making room for what’s important: Rethinking the design, implementation, and evaluation of writing instruction and assessment in light of the demands of standardized testing. | • Specific readings will be assigned regularly from recommended course texts, reports, and journals.  
• Reading & Writing Workshop Design, Due Week |
Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance.

that is dropped after the census date (See Academic Calendar for the specific date).

more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

UNIVERSITY POLICIES (Spring 2016)

UT Tyler Honor Code
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.utttyler.edu/wellness/rightsresponibilities.php

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Spring 2016, the Census Date is February 1st.) Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.utttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (February 1st) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct: Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:
- copying from another student’s test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
(i) "Misconduct" includes, but is not limited to, the following:

- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

(iv) All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

**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.

---

**Code of Ethics and Standard Practices for Texas Educators**

**Texas Administrative Code**

**TITLE 19**
**EDUCATION**

**PART 7**
**STATE BOARD FOR EDUCATOR CERTIFICATION**

**CHAPTER 247**
**EDUCATORS’ CODE OF ETHICS**

**RULE §247.2**

**Purpose and Scope; Definitions**

(b) Enforceable Standards.

(1) **Professional Ethical Conduct, Practices and Performance.**

(A) **Standard 1.1.** The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) **Standard 1.2.** The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) **Standard 1.3.** The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) **Standard 1.4.** The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) **Standard 1.5.** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) **Standard 1.6.** The educator shall not falsify records, or direct or coerce others to do so.

(G) **Standard 1.7.** The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) **Standard 1.8.** The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) **Standard 1.9.** The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) **Standard 1.10.** The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
(K) **Standard 1.11.** The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) **Standard 1.12.** The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) **Standard 1.13.** The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

**2) Ethical Conduct Toward Professional Colleagues.**

(A) **Standard 2.1.** The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) **Standard 2.2.** The educator shall not harm others by knowingly making false statements about a colleague or the school system.

I **Standard 2.3.** The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) **Standard 2.4.** The educator shall not interfere with a colleague’s exercise of political, professional, or citizenship rights and responsibilities.

(E) **Standard 2.5.** The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) **Standard 2.6.** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) **Standard 2.7.** The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

**3) Ethical Conduct Toward Students.**

(A) **Standard 3.1.** The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) **Standard 3.2.** The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

I **Standard 3.3.** The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) **Standard 3.4.** The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) **Standard 3.5.** The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) **Standard 3.6.** The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) **Standard 3.7.** The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) **Standard 3.8.** The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) **Standard 3.9.** The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and
whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*Texas Teacher Practice Standards: 6.3, 6.4*

**Standard #11: Technology**

The teacher is able to create, implement, and evaluate technology to enhance teaching, student learning, and other obligations (e.g. reports, grades, tests, etc.) required of teachers.

*Texas Teacher Practice Standards: 1.5*

**Texas Educator Standards**

**Title 19: Chapter 149, Subchapter AA**

**Rule: 149.1001**

(a) Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.

(b) Standards.

1. **Standard 1: Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today’s learners.**

   (A) Teachers design clear, well organized, sequential lessons that build on students’ prior knowledge.

   (ii) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

   (iii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

   (iv) Teachers connect students’ prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

   (B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

   (v) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

   (vi) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

   (vii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

I Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(ii) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ix) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(x) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students’ persistence and best efforts.

(xi) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

(xii) Teachers validate each student’s comments and questions, utilizing them to advance learning for all students.

(xiii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(xiv) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(xv) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

(xvi) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.
(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.
(xvii) Teachers monitor and assess student progress to ensure that their lessons meet students’ needs.
(xviii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(2) Standard 2: Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student’s educational and developmental backgrounds and focusing on each student’s needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(xix) Teachers purposefully utilize learners’ individual strengths as a basis for academic and social-emotional growth.

(xx) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(xxi) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(xxii) Teachers connect learning, content, and expectations to students’ prior knowledge, life experiences, and interests in meaningful contexts.

(xxiii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

(xxiv) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

I Teachers facilitate each student’s learning by employing evidence-based practices and concepts related to learning and social-emotional development.

(xxv) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(xxvi) Teachers identify readiness for learning and understand how development in one area may affect students’ performance in other areas.

(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) Standard 3—Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(xxvii) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

(xxviii) Teachers identify gaps in students’ knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

(xxix) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

(2) Teachers organize curriculum to facilitate student understanding of the subject matter.

(3) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.

(4) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

I Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

(xxxiii) Teachers teach both the key content knowledge and the key skills of the discipline.
(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students’ real-world experiences.

(4) **Standard 4—Learning Environment.** Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students’ development and backgrounds.

xxxiv) Teachers embrace students’ backgrounds and experiences as an asset in their learning environment.

xxxv) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

xxxvi) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students’ needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

xxxvii) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.

xxxviii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

I Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

xxxix) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.

xli) Teachers maintain a strong culture of individual and group accountability for class expectations.

xlii) Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

xliii) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.

xliv) Teachers maximize instructional time, including managing transitions.

xlv) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

(iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students’ achievement goals.

(5) **Standard 5—Data-Driven Practice.** Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(A) Teachers implement both formal and informal methods of measuring student progress.

xlv) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

xlvi) Teachers vary methods of assessing learning to accommodate students’ learning needs, linguistic differences, and/or varying levels of background knowledge.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

xlvii) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

xlviii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

Xlix) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students’ goals and progress.

I Teachers regularly collect, review, and analyze data to monitor student progress.

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

(ii) Teachers combine results from different measures to develop a holistic picture of students’ strengths and learning needs.
(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

(iii) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

6 Standard 6—Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(iii) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(iv) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students’ needs.

(iv) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students’ academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

I Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

(iii) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(iv) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

(x) Teachers adhere to the educators’ code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

(xi) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

(xii) Teachers serve as advocates for their students, focusing attention on students’ needs and concerns and maintaining thorough and accurate student records.

###
<table>
<thead>
<tr>
<th>#Class/Units/Week</th>
<th>Date begins</th>
<th>Tentative Schedule of Activities and Assignments Due</th>
<th>Overview and Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2016</td>
<td></td>
<td>Important: The instructor reserves the right to change/adjust any assignments and/or due dates in the best interest of the class. Ample notice (three day minimum) will be given to students for any such changes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Note&gt;</td>
<td>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 by 5pm on each Monday.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Note&gt;</td>
<td>END of WEEK: All your work is due BY Sunday nights at 11:59pm (or Monday if Monday is a holiday). This means that each week’s work must be completed and turned in by Sunday night by 11:59pm.</td>
<td></td>
</tr>
<tr>
<td>Holiday</td>
<td>M 1/18</td>
<td>Martin Luther King, Jr. Holiday</td>
<td></td>
</tr>
<tr>
<td>Week 1 Unit 1:</td>
<td>T 1/19</td>
<td>Tuesday January 19: Classes begin at UT-Tyler for Spring 2016. Today is our first day and the first day of classes at UT-Tyler</td>
<td></td>
</tr>
<tr>
<td>Develop an</td>
<td></td>
<td>Week 1: T 1/19 – Sun 1/24 Go to Bb &gt;Course Menu &gt; Modules &gt; Unit 1 folder &gt; Unit 1 Week 1 folder for lecture and complete instructions.</td>
<td></td>
</tr>
<tr>
<td>understanding of</td>
<td></td>
<td>Lecture: Course Overview (I recommend that you start with this)</td>
<td></td>
</tr>
<tr>
<td>historical and</td>
<td></td>
<td>DUE: Meet &amp; Greet Bb post and comments (see instructions)</td>
<td></td>
</tr>
<tr>
<td>current research,</td>
<td></td>
<td>READ: Beliefs on the Teaching of Writing can be found at this link: <a href="http://www.ncte.org/positions/statements/writingbeliefs">http://www.ncte.org/positions/statements/writingbeliefs</a></td>
<td></td>
</tr>
<tr>
<td>policy, and</td>
<td></td>
<td>READ: NCTE Position Statement on Reading can be found at this link: <a href="http://www.ncte.org/positions/statements/positiononreading">http://www.ncte.org/positions/statements/positiononreading</a></td>
<td></td>
</tr>
<tr>
<td>practice related</td>
<td></td>
<td>DUE: Bb Discussion (see instructions)</td>
<td></td>
</tr>
<tr>
<td>to writing.</td>
<td></td>
<td>Writers Notebook Work DUE: Three entries (see instructions in folder for this week)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Order your textbook if you’ve not already done so.</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>M 1/25</td>
<td>Week 2: M 1/25 – S 1/31 Go to Bb &gt;Course Menu &gt; Modules &gt; Unit 1 folder &gt; Unit 1 Week 2 folder for lecture and complete instructions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture: What is writing workshop? (I recommend that you start with this)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction of Personal Paper (memoir)</td>
<td></td>
</tr>
</tbody>
</table>
### READ: Six short, important readings provided in folder.


### DUE: Bb Discussion (see instructions)

Writers Notebook Work
DUE: Three entries (see instructions in folder for this week)

<table>
<thead>
<tr>
<th>Week 3</th>
<th>M 2/1</th>
<th>Week 3: M 2/1 – S 2/7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Go to Bb &gt;Course Menu &gt; Modules &gt; Unit 1 folder &gt; <em>Unit 1 Week 3</em> folder for lecture and complete instructions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Lecture:</strong> Theoretical, research, and practical perspectives of literacy and writing and reading.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>READ:</strong> Three articles – two short, one long. Historical and foundational articles on the teaching of writing. In this week’s folder</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>DUE:</strong> Bb Post, only (see instructions in folder)</td>
</tr>
<tr>
<td></td>
<td>Writers Notebook Work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DUE: Write a draft of your personal piece (at least two pages of it)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DUE: In small groups of three or four members (Group Members in folder) you will read and respond to each others’ drafts</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>M 2/8</th>
<th>Week 4: M 2/8 – S 2/14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Go to Bb &gt;Course Menu &gt; Modules &gt; Unit 1 folder &gt; <em>Unit 1 Week 4</em> folder for lecture and complete instructions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Lecture:</strong> Six Traits Writing Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Start either Fountas &amp; Pinnell (elementary) OR Atwell (secondary).</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>READ:</strong> F&amp;P: Section I, Ch. 1 “Becoming lifelong readers and writers”; Ch. 2 “Three Block Framework”; Ch. 3</td>
</tr>
<tr>
<td>Week 5</td>
<td><strong>Unit 2:</strong> More thinking about the elements of writing workshop.</td>
<td><strong>Week 5:</strong> M 2/15 - S 2/21</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td></td>
<td>Go to Bb &gt;Course Menu &gt; Modules &gt; Unit 2 folder &gt; <em>Unit 2 Week 5</em> folder for lecture and complete instructions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LECTURE: Genre study, mentor texts, and inquiry in the writing workshop.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>🔄 Introduction of Workshop Design Assignment with due dates.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continue either Fountas &amp; Pinnell (elementary) OR Atwell (secondary).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>READ: F&amp;P: Section I, Chs. 4-6 &amp; Special Feature: Ch. 4 Becoming joyful readers: The reading workshop; Ch. 5 Developing accomplished writers: The writing workshop; Ch. 6 Making it work: Organizing and managing time, space, and resources; SF: Struggling readers and writers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>READ: Atwell: Section I, Ch. 3(all): Getting started: The daily poem; Icebreaking; The launch: Writing workshop; The launch: Reading workshop. AND Atwell: Section I, (first two parts) Ch. 4: Essential lessons for writers: Procedures; Craft.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>VIEW either elementary OR secondary… Look for this button – it indicates a free VOD = video on demand.</td>
<td></td>
</tr>
</tbody>
</table>

**Genre study- Elementary**
Annenberg video: In “Inside Writing Communities Grades 3-5”
Program 4: Fostering choice and independence (25 min)
Program 5: Reading like a writer. 25 min

**Genre study- Secondary**
“Developing Writers: A Workshop for High School Teachers: (scroll down to > ) Program 4: “Different Purposes” (click on the title – video will come up). This is a high school selection: (54 minutes)

DUE: element of Workshop Design Assignment – see specifics in this week’s folder.

E-Learning activities assigned & due as indicated in Lecture folders.
<table>
<thead>
<tr>
<th>Week 6</th>
<th>M 2/22</th>
<th>Week 6: M 2/22– S 2/28</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Go to Bb &gt;Course Menu &gt; Modules &gt; Unit 2 folder &gt; Unit 2 Week 6 folder for lecture and complete instructions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Lecture</strong> The connection between reading and writing: [and] Multigenre, &amp; multiliteracies: Exploring style, voice, and choice in the teaching of writing. [examples of multigenre &amp; conferencing]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continue either Fountas &amp; Pinnell (elementary) OR Atwell (secondary).</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>READ:</strong> F&amp;P: Section II (all); Ch. 7 Encouraging independent reading; Ch. 8 Planning effective minilessons and conferences; Ch. 9. Getting started: The first 20 days of independent reading; Ch. 10 Writing to explore meaning: Reader’s notebook; and Special Feature: Struggling readers and writers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>READ:</strong> Atwell: Ch. 4 “Essential lessons for writers” (second half); &amp; Ch.5 (all): Ch. 4 Conventions; Ch. 4 Spelling; Ch. 5 “Essential lessons for readers”: Procedures; Practice; Literature.</td>
</tr>
</tbody>
</table>
|       |       | **VIEW: View Annenberg videos:** I continue to ask all of you (primary, elementary and secondary educators) to view this series for grades 3-5 as I believe principles and activities of Workshop are far more visible and explicit than they are depicted in other videos. Annenberg Learner: Series Inside Writing Communities Grades 3-5 http://www.learner.org/resources/series205.html?pop=yes&pid=2207 Scroll down until you locate Program 5, then Program 6. 
  o Program 6: “Reading/Writing Connections” (28 minutes) 
  and 
  o Program 7: “Teaching the Writing Craft” (28 minutes) |
|       |       | READ in this order for the Workshop Design project (files are in this week’s folder): 
  1. Fletcher & Portalupi, 2001, Overview of a Year (2 pp).
  2. Bomer, 2011, Appendix on genre, goals, timelines (short & bulleted) 
<p>|       |       | <strong>DUE: element of Workshop Design Assignment – see specifics in this week’s folder. Bb forum Arc of the Year.</strong> |
|       |       | E-Learning activities assigned &amp; due as indicated in Lecture folders. |</p>
<table>
<thead>
<tr>
<th>Week 7</th>
<th>M 2/29</th>
<th>Week 7: M 2/29 – S 3/6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Go to Bb &gt;Course Menu &gt; Modules &gt; Unit 2 folder &gt; Unit 2 Week 7 folder for lecture and complete instructions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Lecture:</strong> Review of Workshop Design Assignment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continue reading in either F&amp;P or Atwell.</td>
</tr>
</tbody>
</table>
|       |       | **READ:** F&P: Chps. 23, 24, 25 in Section 6: The Reading and Writing Connections: Ch. 23 Teaching genre and content literacy:
Exploring fiction and non-fiction texts; Ch. 24 Creating the poetry workshop: Reading, writing and the arts; Ch. 25 Exploring the writer’s terrain: Writer talks, writer’s notebooks, and investigations.

Atwell: Finish Ch. 5, Ch. 6, Ch. 7; - In Chapter 5 read: “Literature”; Ch. 6 (all) Responding to writers and writing; Ch. 7 (all) Responding to readers and reading.

DUE: element of Workshop Design Assignment – see specifics in this week’s folder (project Draft #1, 2pp min.).

E-Learning activities assigned & due as indicated in Lecture folders.

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Week</th>
<th>Spring Break March 7-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 8</td>
<td>M 3/14</td>
<td>Week 8: M 3/14 – S 3/20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Go to Bb &gt;Course Menu &gt; Modules &gt; Unit 2 folder &gt; Unit 2 Week 8 folder for lecture and complete instructions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Lecture</strong>: Exploring issues pertaining to the role of state and national standards (e.g., TEKS, Common Core Standards) in supporting student writing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continue reading in either F&amp;P or Atwell.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>READ: F&amp;P: Chs. 26 &amp; 27, Ch. 26 Supporting readers and writers: Tools that make a difference in comprehendin and constructing texts; Ch. 27 Understanding the “testing genre”: Preparing students for high quality performance. OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>READ Atwell: Chs. 8 &amp; 9 (all): Ch. 8 Valuing and evaluating; Ch. 9 Poetry.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DUE: element of Workshop Design Assignment – see specifics in this week’s folder (Draft #2 min 4 pp)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E-Learning activities assigned &amp; due as indicated in Lecture folders.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9</th>
<th>M 3/21</th>
<th>3/21/16: Last day to withdraw from classes.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Week 9: M 3/21 – S 3/27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Go to Bb &gt;Course Menu &gt; Modules &gt; Unit 3 folder &gt; Unit 3 Week 9 folder for lecture and complete instructions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Lecture</strong>: Making room for what’s important: Rethinking the design, implementation, and evaluation of writing instruction and assessment in light of the demands of standardized testing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continue reading in either F&amp;P or Atwell.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F&amp;P: Section VI: Ch. 28 &amp; Special Features. Making teaching decisions using continuous assessment &amp; Special Feature: Struggling readers and writers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Atwell: Part II Genre studies (cont). Chs. 10 &amp; 11 (all). Ch. 11 Short fiction; Ch. 12 Taking care of business.</td>
</tr>
</tbody>
</table>

Weeks 9-12 Digitalia and demographics: What does it mean to teach writing in a changing landscape?
Go to Bb > Course Menu > Modules > Unit 3 folder > Unit 3 Week 10 folder for lecture and complete instructions.  
**Lecture** Thinking big: Designing an arc of instruction to enhance the engagement, language, literacy, and content learning for diverse K12 learners.  
**READINGS & VIEWINGS** TBD  
E-Learning activities assigned & due as indicated in Lecture folders.  
DUE: element of Workshop Design Assignment – see specifics in this week’s folder. |
| Week 11 | M 4/4 | Week 11: M 4/4 – S 4/10  
Go to Bb > Course Menu > Modules > Unit 3 folder > Unit 3 Week 11 folder for lecture and complete instructions.  
**Lecture** Zeroing in: Reviewing effective teaching on a day to day basis.  
**READINGS & VIEWINGS** TBD  
E-Learning activities assigned & due as indicated in Lecture folders.  
DUE: element of Workshop Design Assignment – see specifics in this week’s folder. |
| Week 12 | M 4/11 | Week 12: M 4/11 – S 4/17  
Go to Bb > Course Menu > Modules > Unit 3 folder > Unit 3 Week 12 folder for lecture and complete instructions.  
**READINGS & VIEWINGS** TBD  
DUE: element of Workshop Design Assignment – see specifics in this week’s folder.  
E-Learning activities assigned & due as indicated in Lecture folders. |
| Week 13 | M 4/18 | Week 13: M 4/18 – S 4/24  
Go to Bb > Course Menu > Modules > Unit 3 folder > Unit 3 Week 13 folder for lecture and complete instructions.  
**DUE: Total Project: Reading & Writing Workshop Design** |
### Last week of classes 14

<table>
<thead>
<tr>
<th></th>
<th>M 4/25</th>
<th>Week 14: M 4/25 – S 5/1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Go to Bb &gt;Course Menu &gt; Modules &gt; Unit 3 folder &gt; Unit 3 Week 14 folder for lecture and complete instructions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>DUE: Presentation of your WW Design on Bb and Comments to others’ presentations.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>M 5/2</th>
<th>UT-Tyler Study Day.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finals</td>
<td>May 3-7</td>
<td>Final examinations at UT-Tyler May 3-7.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final exam for READ 5304 (opens on May 3 – closes on May 5)</td>
</tr>
<tr>
<td>5/7/16</td>
<td><strong>End of Spring 2016 term at UT-Tyler</strong></td>
<td></td>
</tr>
</tbody>
</table>