Syllabus ENGL 4354
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Office: Virtual/Blackboard Collaborate link in courseroom

Office Hours: T/R 12:00PM – 1:30PM online & by appointment
Course Description
A is for Apples

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This class emphasizes current theory and practice in K-8 writing development, review of applicable rhetorical and linguistic theories, evaluation and assessment of written work, and relationships between reading and composition.

Prerequisite: ENGL 1312 or ENGL 1313 or ESOL 1312. Junior standing recommended.

Questions for Inquiry

- What are your philosophies regarding the teaching of writing and how are they shaped by various theories and approaches?
- In what ways does theory impact practice?
• What are personal philosophies of assessment and how do they shape practice?
• How does one become a reflective practitioner?

Objectives

By the end of this course, student should be able to:
• understand that writing is a developmental process and provide instruction that helps students develop competence in written communication (TExES DIC002.C; DIC003.E; DIIIC008.A-B; G-I).
• understand the writing process and self assessment in writing (TExES DIC003.G-H).
• apply the appropriate use of written conventions, grammar, and usage for communicating clearly and effectively (TExES DIC003.D; DIIIC008.C; DIIIC008.D-E).
• know the difference between first and final drafts (TExES DIIIC009.N-O).
• write for a variety of audiences and purposes (TExES DII003.F; DIIII009.A-C).
You must use your UTEP email address for all communication in this course. It is your responsibility to ensure that you have an official UTEP email account and an account to access computers on campus. Work with Tech Support if you experience problems.

UTEP Help Desk
Course Textbooks & Materials

Required Textbooks


Additional Required Materials
- UTEP email account and computing account
- A writing journal (this can be a digital journal, as I will not be collecting it. But if you have a personal journal, you can use that as well. We tend to write differently when we use pen/pencil and paper than when we interface with technology. The choice/preference is yours). You will also have specific journal assignments for this course. These need to be completed and submitted on Blackboard. But if you prefer first to write in your own personal journal or writing space, you may do so, and then transfer your journal text to the appropriate Blackboard space.
Recommended Texts:


- National Council of Teachers of English: [http://www.ncte.org](http://www.ncte.org)
- NCTE/IRA Standards: [http://www.ncte.org/about/over/standards/110846.htm](http://www.ncte.org/about/over/standards/110846.htm)
- National Writing Project: [http://www.nwp.org](http://www.nwp.org)
- Modern Language Association: [http://www.mla.org](http://www.mla.org)
- Rethinking Schools: [http://www.rethinkingschools.org](http://www.rethinkingschools.org)
- Jim Burke’s Homepage: [http://www.englishcompanion.com](http://www.englishcompanion.com)
- Harry Wong Summary: [http://www.glavac.com/harrywong.htm](http://www.glavac.com/harrywong.htm)
- Teachers & Writers Collaborative: [http://www.twc.org](http://www.twc.org)
- Teachers’ Net: [http://www.teachers.net](http://www.teachers.net)
Course Policies

1. Attendance, Preparation, and Assignments

There are no excused absences in this class. You are allowed up to one week of absences without penalty (which is two days for a class like this that would be scheduled to meet twice a week in-person). A second week of absences (two more days) will result in a loss of 10 points off of your final grade per additional absence. A fifth absence (meaning you post late for any 5 assignments), for any reason, could result in an F for the course.

As our community grapples with COVID again for this semester, be aware that we may have to make adjustments based on community, campus and CDC guidelines. Your absences will not negatively affect your grade as long as you can document your illnesses/quarantine and as long as you continue to communicate your condition with me and as long as you submit necessary work in the courseroom.

2. Late Assignment Policy

Post your assignments on time (based on Syllabus/module due dates and calendar) and/or bring appropriate assignments to class on F2F meeting days as indicated on the syllabus. These will not only count toward your grade but also will count toward your attendance for online class days.
Workshop writing assignments will need to be posted to your workshop discussion area before workshop, so these assignments will be due earlier in the day (when your class meets). Some assignments, such as Reading Logs are typically due before class on the day we are discussing the reading.

Of course, because of the nature of the intensive writing in this course and because of the way Writer's Workshop works, if we have to move to an online workshop scenario during the semester, certain assignments associated with writing work will need to be turned in/submitted mid-week. Please see the syllabus and the calendar for more information on these due dates should that occur.

Your final is your final portfolio (which is also your final exam) is due by midnight on the day of the final exam, which is Thursday, May 9.

Late work will be downgraded, up to ½ letter grade for each calendar day that it is late.

Online discussion board participation (Presentations or WW peer comments) is due by midnight on the due date. Late posts/responses will receive ½ credit if posted within the same week and no credit if posted after the week assigned.

3. Technology Use Guidelines
Please remember and observe good technology etiquette. Be careful and respectful in your communication with others. Remember that when a personal F2F relationship is absent or limited, some text-based communications can be perceived as more critical or ruder than originally intended. Inappropriate posts will be removed and will not be counted toward grade credit.

4. Classroom Climate
Be courteous to each other. Listen/read intently to what everyone has to say, and when responding to other students, address each other by name and show how your response is connected to what has already been said.

Academic Honesty
I, like most teachers, get most of my teaching ideas from other teachers. I don’t know many teachers who don’t share their work, freely and enthusiastically. Still, it is my obligation, whenever possible, to give due credit to others for their contributions to my classes. You must do the same. In discussions, group work, and especially written work, when you bring in ideas, texts, lessons, or concepts from other authors or sources, make note of it. There are brilliant teaching materials available on the web (but there are also some lessons that are not very effective) and in various databases sponsored by our library, and you would be foolish not to make use of some as you plan for your teaching. When you do so – whether it is for lessons and the unit for this course, for your student teaching assignments, or during your work as a full-time teacher – give clear documentation on your materials. Your students should see this: you are modeling responsible citation of sources for them, and you are demystifying the teaching process. When students understand that you have to research materials for their classes, and that you give credit responsibly, they are more likely to follow your lead in their own research and writing. For this class, anyone caught intentionally representing the work of others as her or his own will fail the course and consequently will not student teach.
Accommodations for Disabilities

I believe in providing reasonable accommodations for students with documented disabilities on an individualized and flexible basis. This is an upper-level English class. Because this is a course that will prepare you to teach children how to write, you should

- know and possess writing and grammatical skills that are necessary for you to express your thoughts in clear and effective language so that you can teach these skills to children;
- be able to develop your thoughts in a clear and cohesive written form that is supported with facts, examples and illustrations;
- be able to write a variety of clear and concise sentences and use transitional devices adequately; and
- know and are able to use the conventions of Standard American English, including punctuation, capitalization, and spelling accurately.

If you need help with your English writing and grammar skills, I will be glad to help you during my office hours (or by appointment). My office location and hours are located on the first page of this syllabus. I may also ask you to get help from the Tutoring and Learning Center of the library, room 300, 747-5366.

If you are a Special Needs student, please notify me promptly, and I will work with you through the DSS office regarding assignments, assessments and any special accommodations that you may need.
Participation & Attendance (15%)

Peer Responses to Presentations: Of the two required presentations (Picture Sheet Introductions and Lesson Plan Segment Presentation), you will need to respond to a minimum of 6 peers for each presentation. The expectation is that you will respond to everyone in your Workshop Group as well as additional peers (your choice) to meet the minimum required responses. The purpose of this is to build classroom community and to give you all a sense of presenting to specific audiences, rather than a general public.

10 points each

Reading Activities (20%)

Chapter Questions and Discussions (CQDs): For several chapters you will be responsible for bringing 3 questions from class readings or lectures to class on F2F meeting days. We will engage in several different discussion techniques and activities, and you will be required to take notes and submit your discussion record at the end of class on these discussion days. This will count as participation points and hopefully will help you further understand the course concepts. These questions need to be open-ended questions (no Yes/No responses appropriate) and they CAN be questions you generate for your Reading Log. However, they should not be questions that you are able to find the answers to through reading the chapter. These questions should extend beyond the chapter/lecture and strive to make connections between texts and other course concepts and experiences.

(25 points)

Reading Logs (RL): Each reading assignment also requires you to complete a reading log. There are various types of “reading logs” – or journals – that students can keep while reading, and some of your
readings will discuss some of these. For this class, I require you to identify questions that you have while reading, facts that you glean or notice while reading, and conclusions that you draw while reading.

10 points each

**Reading Log Assignment Description:** As you read each chapter, you will complete the following: I wonder...., I notice.... I think... identifying three to five things for each:

- "I wonder" - what questions arise as your read or examine the text?
- "I notice" - details of the text, facts, new information - maybe making connections between this text and others that you have read
- "I think" - conclusions that you draw based on the reading, making connections between readings, lectures, experiences, etc.

All reading logs need to be submitted BEFORE MIDNIGHT at the end of each week in order for you to be given full credit. Late reading logs may be submitted but will only receive ½ credit at most.

**Writer’s Workshop (25%)**

**Rough Drafts (RDs):** Each writing assignment you are required to complete for this class you will first submit a rough draft to your Writer’s Workshop group Discussion Board area. It is essential that you submit these BEFORE CLASS on the due date on the calendar (which will often times be mid-week), so that your peers will have the opportunity to read and respond to your drafts. This is an integral part of Writer’s Workshop. As you post your rough draft, you should list a minimum of three questions that you have specifically about each writing piece. These are questions that your peers will answer in their feedback.

10 points each

**Peer Feedback (WWs):** Sometimes in Workshop, we are inhabiting the role of the author. Other times we are inhabiting the role of the audience or peer. For each of your peers in your workshop group, you will be required to read (and listen to their posted video) and respond to their draft. Typically, this also happens mid-week and multiple times per week during this accelerated summer session. Responses to peers are due by midnight on the date listed on the calendar. You are not required to provide feedback for drafts that are posted late, but should you choose to do so, that would be a very nice (and a very professional) thing to do. Late feedback, though appreciated by the author, will not be accepted for credit.

15 points each
Presentations (10%)

**Who Am I? What Matters to Me?** You will complete your template and then show it (screen share) on your YuJa video (also showing yourself and recording the audio) while you share 5 of the details you included on your sheet.

15 points

**Final Lesson Plan Segment:** For your final project, you will be creating a full lesson plan. You are also required to teach us a 10 minute segment of your lesson through YuJa (audio, video, and screen sharing). Your peers are required to choose a number of peers’ presentations to respond to, so you will want to make your lesson engaging and your lesson title interesting.

30 points
Final Project (15%)

**Lesson Planning Scaffolding Worksheets (3):** Occasionally during modules in the course, you will be required to complete a worksheet (graphic organizer), demonstrating your understanding of the lesson planning techniques that I will be including in each module, until the final module and full lesson plan. These organizers will help you build your final lesson plan project, due at the end of the course.

25 points each

**Full Lesson Plan:** You will submit a full lesson plan, including support materials and assessments as your final project for this course.

250 points total
Your Final Digital Course Portfolio is your final exam for this course. Rather than have you memorize facts and details, I prefer to have you collect your written works and reflect on them and on your growth as a writer and teacher. This is a much more effective measure of your learning than any other form of assessment for this course. As such, to this Portfolio Assignment area you will submit your rough drafts with peer comments/feedback along with your revised final versions of each assignment.

525 points total
Grading Scales

A = 90% or more of total points
B = 80 – 89% of total points
C = 70 – 79% of total points
D = 60 – 69% of total points
F = 59% of total points or below
Schedule of Assignments

This syllabus is subject to change at my discretion to meet instructional needs and/or to accommodate time constraints.
Module 1 - Beginnings

Tuesday, Jan 16: (F2F)

Recorded lectures provided for review

- **Meet the Professor Picture shit OK**
- **Syllabus** – Syllabus Quiz
- Managing YuJa (recording/presenting and sharing)
- Who Am I/Picture Sheet (PS)
- Reading Log Format
- Journal Prompts Overview
- Picture Sheet Assignment (YuJa) Overview

Create & Post

- Picture Sheet (PS) and YuJa video - **(due Thursday, Jan 18 midnight color group discussion)** - see assignment description.

Thursday, Jan 18: (F2F)
Discuss

- Writer's Workshop Procedures
- WW - Picture Sheet color group discussion - (due BEFORE CLASS, Thursday)
- Peer Response Guidelines & Expectations
- Journal Prompt #1
- WA#1 Overview

Create & Post

- Post Who Am I? Picture Sheet (Who Am I) presentation to Submit: YuJa Who Am I Presentation Class Discussion Board board (due Thursday, midnight)

Write (due Sunday, Jan 21, midnight)

- Syllabus Quiz - Due Sunday, Jan 21, midnight
- Peer Responses to Presentation (Who Am I? Picture Sheet) - due in Class Discussion board Sunday, Jan 21 (Your Workshop Group + ?? to equal 6 total responses)
- WA#1 - Names - (due Tuesday, Jan 25 BEFORE CLASS color discussion)

Module 2 - Processes
Recorded lectures provided for review

- WW - WA#1 - Names
- The Writing Process (RL#1) Overview
- Reading Like a Writer (RL#2) Overview
- WA#2 - Neighborhood Map Overview

Read

- Tompkins Teaching Writing Ch. 1 (RL#1)
- Ray Wondrous Words (online) Ch. 1 (RL#2)

Create & Post

- WA#2 - Neighborhood Map & Vignettes - (due Thursday, Jan 25 BEFORE CLASS color discussion)

Thursday, Jan 25 (F2F)

Recorded lectures provided for review

- Journal #2
- WW Neighborhood Map
- WA#2 - I Remember Overview

Create & Post - (due Sunday, Jan 28, midnight)

- RL#1
- RL#2
- WA#2 - I Remember (due BEFORE CLASS Tuesday, Jan 30 color discussion)
Module 3: Planning

Tuesday, Jan 30 (F2F)

Recorded lectures provided for review

- WW - WA#2 - I Remember
- Bozeman, Montana Principle
- Queenie Principle
- Writer's Workshop (RL#3)
- Teaching with Process
- Journal sequence 3, 4 ,& 5
- WA#3 Emblem Overview

Create & Post

- WA#3 - Emblem - (due Thursday, Feb 1 color discussion)

Thursday, Feb 1 (F2F)

Recorded lectures provided for review
• WW - Emblem workshop
• WA#3 - Heroes Overview

Read
• Tompkins *Teaching Writing* Ch. 2 (RL#3)
• RL#3 - (due Sunday, Feb 4)

Create & Post
• WA#3 - Heroes Essay - (due **BEFORE CLASS** Tuesday, Feb 6 color group discussion)
Module 4: Expanding

Tuesday, Feb 6 (F2F)

Recorded lectures provided for review

- WW - Heroes Essay

Thursday, Feb 8 (F2F)

Recorded lectures provided for review
• Writing Strategies (RL#4)
• Writing Craft (RL#5)
• Final Project (Lesson Plan) Overview
• Developing Performance Objectives
• Developing Assessments and Assessment Tools

Read - (due Sunday, Feb 11, midnight)
• Tompkins Teaching Writing - Ch. 3 (RL#4)
• RL#4
• Ray Wondrous Words - Ch. 2 (online) (RL#5)
• RL#5

Module 5 - Developing

Tuesday, Feb 13 (F2F)

Recorded lectures provided for review
• Backwards Design Elements
• Madelyn Hunter Lesson Plan Design
• TEKS and Finding Complementary TEKS
• Text Possibilities (RL#6)

Read (due Sunday, Feb 18, midnight)
• Ray Wondrous Words Ch. 3
• RL#6

Thursday, Feb 15 (online)
Recorded lectures provided for review
• Lesson Planning Worksheet 1 Overview
• Assessment
• Assessment and Self Reflection (RL#7, RL#8)
• Culture of Error
• Standardized Testing

Read (due Sunday, Feb 18, midnight)
• Tompkins Teaching Writing Ch. 5
• RL#7 - (due Sunday, Oct 1)
• Ray Wondrous Words Ch. 14 (online)
• RL#8 - (due Sunday, Oct 1)

Write
• Lesson Planning Worksheet 1 - (due Sunday, Feb 18, midnight)
Module 6 - Preparing

Tuesday, Feb 20 (F2F)

Recorded lectures provided for review

- Piaget
- Erik Erickson
- Lev Vygotsky
- Lesson Planning
- Overview Lesson Planning Worksheet 2

Thursday, Feb 22 (F2F)
Recorded lectures provided for review

- Introducing, Scaffolding, Learning, Re-Teaching/Reinforcing
- Conference Overview

Create & Post (**due Sunday, Feb 25, midnight**)

- Lesson Planning Worksheet #2

Sign up!

- Sign up for a conference time with me during the week of Mar 4 - Mar 8
Module 7 - Frameworks

Tuesday, Feb 27 (F2F)

Recorded lectures provided for review

- WA#4 - All About Book Overview
• Expository Writing
• Writing to Learn (RL#8)
• Craft of Text Structure (RL#9)

Create & Post
• WA#4 - All About Book draft - (due Thursday, Feb 29 color discussion)

Thursday, Feb 29 (online)
Recorded lectures provided for review
• WW - WA#4 - All About Book
• Workshop Models
• Feedback and Conferencing

Read - (due Sunday, Mar 3, midnight)
• Tompkins Teaching Writing ch. 6
• RL#9
• Ray Wondrous Words Ch. 7
• RL#10
Module 8 - Structures

Attend

- Attend your scheduled conference with me to discuss your writing

Tuesday, Mar 5 (online)

Recorded lectures provided for review

Discuss

- Poetry
- Brushstrokes (RL#10)
- The Artist’s Eye (RL#11)
- WA#5 - Found Poem Overview

Read - *(due Sunday, Mar 10, midnight)*

- Tompkins *Teaching Writing* Ch. 7
- RL# 11

Create & Post

- WA#5 - Found Poem draft - (due Thursday, Mar 7 color discussion)

Thursday, Mar 7 (online)
Recorded lectures provided for review

- WW - WA#5 - Found Poem
- WA#6 - Teacher Model Overview
- WA#7 - Lesson Plan Overview

Read - (due Sunday, Mar 10, midnight)

- Noden *Image Grammar* Ch. 1 (online)
- RL#12
- Noden *Image Grammar* Ch. 2 (online)
- RL#13

Spring Break! No Class Mar 11 - 15
Module 9 - Enhancing

Tuesday, Mar 19 (online)

Recorded lectures provided for review

- Checking for Understanding Strategies
- Guided Practice
- Anticipatory Set & Closure
- Overview Lesson Planning Worksheet 3

Create & Post - (due Sunday, Mar 24, midnight)

- Lesson Planning Worksheet #3

Thursday, Mar 21 (F2F)

Recorded lectures provided for review

- Reading Like Writers (RL#13)
- 6 + 1 Traits (RL#14)

Read - (due Sunday, Mar 24, midnight)

- Ray Wondrous Words Ch. 6
- RL#13
- Tompkins Teaching Writing Ch. 4
Module 10 - Narratives

TELL YOUR STORY
Tuesday, Mar 26 (F2F)

*Recorded lectures provided for review*

- Narrative Writing
- Portfolio Guidelines
- Assessment - STAAR Prep

Thursday, Mar 28 (F2F)

*Recorded lectures provided for review*

- Lesson Planning - bringing it all together

*Read - (due Sunday, Mar 31, midnight)*

- Tompkins *Teaching Writing* Ch. 8
- RL#16
Module 11 - Assessment

Tuesday, Apr 2 (F2F)

Read -  *(due Sunday, Apr 7, midnight)*

- Mini-Lessons: Ray *Wondrous Words* Ch. 12
- RL#17 April 8

Thursday, Apr 4 (F2F)

- STAAR Prep Lesson Planning

Create & Post

- WA#6 Teacher Model - (due Tuesday, Apr 9)
Module 12 - Reflection

We do not learn from experience. . .
we learn from reflecting on experience.

Tuesday, Apr 9 (F2F)
- WW - WA#6 Teacher Model

Thursday, Apr 11 (F2F)

*Recorded lectures provided for review*
- WA#7 Overview - Lesson Plan

*Create & Post*
- WA#7 - Lesson Plan (due Tuesday, Apr 16 color discussion)
Module 13 - Exposition

Tuesday, Apr 16 (F2F)

- WW - WA#7 - Lesson Plan

Thursday, Apr 18 (F2F)

- Lesson Plan Assessments
All Make-up Reading Logs are due by Sunday, Apr 21, midnight

**Module 14 - Teaching**

**Tuesday, Apr 23 (F2F)**

*Recorded lectures provided for review*

- STAAR Prep Lesson Planning

**Thursday, Apr 25 (F2F)**

*Recorded lectures provided for review*

- Final Lesson Plan Project Overview
- Final Lesson Plan Segment Presentation Overview
Module 15 - Presenting

Do you know what what is it who are you OK

Final Exam - Final Portfolio
The final exam for this course is your digital portfolio. All assignments should be uploaded to the appropriate Blackboard Assignment area by midnight on Thursday, May 9. Please see assignment description.