Syllabus ENGL 4355

Teaching Composition and Literature in the Secondary Schools

ENGL 4355:
CRN: 20514: Section: 001
Spring 2023
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Course delivery: Standard, In-person

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Course Description

The course ENGL 4355 Teaching Composition and Literature in the Secondary Schools emphasizes current theory and practice in teaching writing and literature in the secondary schools. Applicable strategies and practices for teaching literature and the composing process will be provided and applied as if in your very own classroom. Students will gain perspectives across the content areas about composing academic writing and studying diverse literatures across the genres. Moreover, readings, assignments, and selected audio and digital media will launch discussions, investigations, and analyses on the dynamic relationships between composition and literature that can advance disciplinary literacies.

Our approach to composition and literary studies is distinguished by our commitment to theoretical approaches that link writing and literature to diverse contexts. The guiding question for this course and our classroom engagement will be: How does my instructional planning, delivery, and assessment influence students’ habits of mind, reading development, and writing production?

You will learn about the following:

1. how composition and literature work,
2. which existing composition and literary theories influence our instructional planning, delivery, and assessment,
3. what can make academic writing challenging and a struggle for students, educators, and writers, and
4. ways of developing the following three roles in English Language Arts Education:
   a. Teacher as writer: A teacher is also a writer.
   b. Teacher as curator: A teacher is a curator at all times.
   c. Teacher as researcher: A teacher is a researcher forever.

The course is designed to help undergraduate students become more skillful in the study and teaching of composition and literature as it influences English Language Arts Education in the secondary-school classroom.
Objectives

Upon completion of this course, students will be able to:

- **Analyze** theories of composition and literature in conjunction with theories on teaching and practice; (TExES D1.004, D2.005-007, D3.008-009)

- **Develop** multiple ways of approaching composition to interpret diverse literary works across the content areas; (TExES D1.002.B, C, E)

- **Combine** the development of composition and reading and articulate the relationship between academic writing production and literary selections; (TExES D3.007.G, I. L., 009.D, H, I)

- **Assess** the application of writing tasks to examine students’ composition development and final production; (TExES D3.008.A, D, 009.C, D, I)

**Related Course Concepts:**

*A teacher is also a writer.*

- It is not enough to simply teach writing at a satisfactory level. You will be challenged and supported in your own forming identity as a writer and thinker. The goal is to become a confident practitioner of the craft. We must commit ourselves as writer-teachers to bear witness to our students’ literate lives.

*A teacher is a curator at all times.*

- Teachers connect with their students in many ways that are about reading and writing practices and responsibilities. We dig deeper than the surface and make connections to students’ lives, interests, and needs, so they can build relationships and interpretations with writers, texts, culture, and essential questions in their adolescence.
A teacher is a researcher forever.

- Teacher research is essential to remain relevant to our practice and decision-making in and out of the classroom. We must remain driven by curiosity and questioning in our creativity and profession. The teaching of writing is not separate from inquiry and dialogue. We can be more compelling with our students if we have clear questions, investigate data, and pursue insight across the content areas and disciplines.

Course e-Learning & Communication

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.
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.

Other Helpful Resources
• National Council of Teachers of English: http://www.ncte.org
• NCTE/IRA Standards: http://www.ncte.org/about/over/standards/110846.htm.
• Modern Language Association: http://www.mla.org
• Rethinking Schools: http://www.rethinkingschools.org
• Jim Burke’s Homepage: http://www.englishcompanion.com
• Harry Wong Summary: http://www.glavac.com/harrywong.htm
• Rubistar – web-based rubrics: http://rubistar.4teachers.org/index.php
• Teachers & Writers Collaborative: http://www.twc.org
• Teachers’ Net: http://www.teachers.net
Course Policies

1. Attendance, Preparation, and Assignments
Post your assignments on time (based on module due dates and calendar). 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 is 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 (for any reason, will result in an F for the course.

2. Late Assignment Policy
Most assignments are due by midnight on Sunday night of each Module week except for the final module, which assignments are due by Midnight on the last scheduled day of class (Wednesday, May 3 this 2023 term). Of course, because of the nature of the intensive writing in this course and because of the way Writer's Workshop works, certain assignments associated with writing work must be turned in/submitted mid-week. Please see the syllabus and the calendar for more information on these due dates.

Your final paper for the course is due by midnight on day of the final exam, which is Monday, May 8.

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

Online discussion board participation (LC 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, 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.

Assignments & Grading

Participation Points 20%

**Lecture Confirmations (LC):** For each lecture that I post in Discussion Board, you will need to respond to the discussion board confirming that you have viewed the lectures. You will be accountable for information included in the lectures and all confirmations should be posted by midnight on the due date listed, though you will want to complete most lectures according to the suggested schedule in order to have the information and guidelines required for assignments that need to be submitted throughout the week.
10 points each

Peer Responses to Presentations: Of the two required presentations (Literature Circle and World Cafe), 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%

Reading Assignments: All assigned readings will be accompanied by a brief lecture (which you will confirm as noted above). You are accountable for all information presented in reading overview lectures.

10 points each

Metapedagogical Analyses (MA): Each reading assignment also requires you to write an analysis. Engaging in metapedagogical analysis, you will write about each assigned chapter, article, or text section, as appropriate.

20 points each

MA Assignment Description:

As you read the assigned texts and articles in this course, I am asking you to engage in a metapedagogical analysis. Your written responses should do the following:

- Identify and explain the pedagogy being applied (i.e. teacher modeling, class discussion, reflection, experiential learning, etc.).
- Summarize at least two specific examples of how this chapter uses that instructional method.
- Analyze the effectiveness of that pedagogical choice. What is the effect of using that method? What were the elements that made it effective or ineffective?
- Reflect on whether this instructional method would work for you as a teacher. Why or why not? How might you consider adapting this method/approach for your own use?

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

25 pts each

Reading Journals: Each of the two tradebooks (Monster and Enrique's Journey) are accompanied by reading journals. Completion and submission of these reading journals will count toward your reading activities grade.

100 pts each

Literature Circle/World Cafe & MA Discussions Participation: The two tradebooks will also be discussed in conjunction with two different types of reading group discussion formats. While your
preparation and presentation will count as a presentation grade, your participation in the discussion session will count toward your reading activities grade.

In addition, every 3 weeks, you will choose one of your MAs to post to your Break-out Groups discussion board. Here, your peers will respond to your analysis and ask follow-up questions, to which you will need to respond. Of course, you will also be reviewing and responding to peers in these discussions.

50 pts each

**Writer’s Workshop 20%**

**Rough Drafts**: 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 by midnight on the due date on the calendar 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**: 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. 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 15%**

**Literature Circle Role**: You will prepare a presentation for *Monster* based on your role for the assigned literature circle tasks. These will be shared in your Workshop circles on a specific due date.

25 points

**World Cafe Assignment**: Based on your assigned literary criticism, you will prepare a World Cafe Presentation.

75 points

**Final Unit Plan**: As you complete your final Unit Plan, you will be required to post a presentation of your plan to the class discussion board space for peer feedback.

50 points
Final Project 15%

Unit Plan 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 certain modules, until the final module and full Unit plan. These organizers will help you build your final unit plan, due at the end of the course.

25 points each

Final Unit Plan: You will submit a full unit plan, including support materials and assessments as your final project for this course.

100 points total

Final Exam 10%

Your Final Exam in this course is a final paper. You will identify and explain your guidelines principles (maxims) that will govern your own writing program and reading program development. Your maxims will be explained and supported using course reading materials or other resources that you find or have used in other classes. This final paper will be due on the day of the final exam, Monday, May 8 by midnight, submitted to the appropriate Blackboard assignment area.

100 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

Wednesday, January 18 (F2F)

Watch Lectures we do not cover in class - *(these LCs are due by Sunday, January 22 at midnight)*

- Syllabus Quiz
- Class Climate/Discussions/Response Guidelines
- YuJa Presentations
- Journal Prompts Overview
- What is Literature? What is Composition?
- Metapedagogy
- Metapedagogical Analysis Format
- Overview - Sample MA (“Teaching to the Test - Not!”) article
- Writer's Workshop Procedures
- Who Am I? Picture Sheet (PS) Overview
- Online Participation Points/LC Points
Write

- Journal prompt #1 - Literature and Composition - (due Sunday, Jan 22)

Create & Post

- Picture Sheet (PS) and YuJa video - (due Friday, January 20 midnight) - see assignment description

- WW - Picture Sheet peer responses due in Class Discussion board Sunday, January 22 (Your Workshop Group + ?? to equal 6 total responses)

Module 2 - Programs and Processes

Monday, January 23 (F2F)

Watch Lectures we don’t get to in class - (these LCs are due by Sunday, January 29 at midnight)

- Writer’s Identity
- Writing Program Overview
- Literary Criticism - Introduction
- Overview MA 1 - Gallagher Ch.1

Read

- Higgins, Miller, Wegmann "Teaching to the Test - Not!: Balancing Best Practice and Testing Requirements in Writing" - Blackboard article

- Gallagher Ch. 1 “Moving Writing to the Front Burner” p.1-2 (due Sunday, Jan 31)
Wednesday, January 25 (F2F)

Watch Lectures - *(these LCs for Module 2 are due by Sunday, January 29, at midnight)*
- Knowledge gap
- Overview Step 1 Reflection on Writing Program

Write
- Journal Prompt #2 - Reflection on Writing Programs *(due Sunday, Jan 29)*
- MA#1 - *(due Sunday, Jan 29)*

Module 3 - Theories and Methods

Monday, January 30 (F2F)

Watch Lectures we don’t get to in class - *(the LCs for Module 3 are due by Sunday, February 5, at midnight)*
- Literary Criticism: Reader Response Theory
- Literary Criticism: New Criticism (Formalism)
- Overview WA#1: Writing Programs
- MA#2 Gallagher Ch. 2 Overview

Read
- Gallagher Ch. 2 “Express and Reflect” p. 23-61 - *(due Sunday, Feb 5)*
**Wednesday, February 1 (F2F)**

*Watch Lectures we don’t get to in class* - *(the LCs for Module 3 are due by Sunday, February 5, at midnight)*

- Backwards Design Elements
- Madelyn Hunter Lesson Plan Design
- TEKS and Finding Complementary TEKS
- Developing Performance Objectives
- Developing Assessments and Assessment Tools
- Unit Planning Worksheet 1 Overview

*Create & Post*

- Unit Planning Worksheet 1 - *(due Sunday, Feb 5)*
- MA#2 - *(due Sunday, Feb 5)*

**Module 4 - Expanding Understanding**

**Monday, February 6 (F2F)**

*Watch Lectures we don’t get to in class* - *(the LCs for Module 4 are due by Sunday, February 12, midnight)*

- Literary Criticism: Biographical
• Literary Criticism: Historical
• Overview Gallagher Ch. 3
• Overview *Monster* Reading Journal Assignment

**Write**

• WA#1 Writing Programs

**Wednesday, February 8 (F2F)**

• WW - WA#1
• Introducing, Scaffolding, Learning, Re-Teaching/Reinforcing
• Checking for Understanding Strategies
• Guided Practice
• Anticipatory Set & Closure
• Overview - Unit Planning Worksheet 2

**Read**

• Gallagher Ch. 3 “Inform and Explain” p. 63-89

**Create & Post**

• Unit Planning Worksheet 2 - *(due Sunday, Feb 12)*
• MA#3 - *(due Sunday, Feb 12)*
Module 5 - Developing Pedagogy

Monday, February 13 (F2F)

Watch Lectures we don't get to in class - (the LCs for Module 5 are due by Sunday, February 19, midnight)

- Literary Criticism: Psychological
- Literary Criticism: Moral
- Overview Literature Circles
- Overview Lit Circle Presentation
- MA Breakout Discussion Overview
- MA#4 - Gallagher Ch. 4

Read

- Gallagher Ch. 4 “Evaluate and Judge” p. 91-11

Wednesday, February 15 (F2F)

Watch Lectures we don't get to in class -- (due by Sunday, February 19, midnight)

- Intro to Erik Erickson
- Intro to Lev Vygotsky
• Intro to Piaget
• Overview Unit Planning Worksheet 3
• Gilliland “Academic Language Socialization in High School Writing Conferences”

Prepare for Discussion
• Selected MA discussion - Breakout Group Discussion Board - submit summary - *(due Thursday, Feb 20)*
• Peer Responses MA - Breakout Group Discussion Board - *(due Sunday, Feb 19)*
• Role Selection Discussion - Breakout Group Discussion Board - *(due Sunday, Feb 19)*

Create & Post
• Unit Planning Worksheet 3 - *(due Sunday, Feb 19)*
• MA#4 - *(due Sunday, Feb 19)*
Module 6 - Preparing Practices

Monday, February 20 (F2F)

Watch Lectures we don’t get to in class - *(the LCs for Module 6 are due by Sunday, February 26, midnight)*

- Literary Criticism: Genre
- Literary Criticism: Archetypal
- MA#5 - Gallagher Ch. 5
- Overview *Monster*
- Overview of Individual Writing Conferences

Create

- Literature Circle Discussion Presentation - *(due in class Wednesday, Feb 22)*
• Peer Activity - Literature Circle Participation - Breakout Group Discussion Board - *(due in class Wednesday, Feb 22 and online Sunday, Feb 26)*

*Read*

• Gallagher Ch. 5 “Inquire and Explore” p. 115-134

*Wednesday, February 22 (Online)*

• Overview – Literary Analysis
• Overview STAAR Prep
• Literature Circle Presentation

*Create & Post*

• Peer Response - Literature Circle Participation (due Sunday, Feb 26)
• Peer Activity - Literature Circle Participation - Breakout Group Discussion Board - *(due in class Wednesday, Feb 22 and online Sunday, Feb 26)*
• MA#5 - Gallagher Ch. 5 - *(due Sunday, Feb 28)*
• Submit: *Monster* Reading Journal - Blackboard - *(due Sunday, Feb 26)*
• Response to Peer Responses - MA Breakout Discussion Board - *(due Sunday, Feb 26)*

*Sign up!*

• Sign up for a conference time with me during the week of February 27 - March 3
Module 7 - Functional Frameworks

Attend

- Attend your scheduled conference with me to discuss your writing

Monday, February 27 (online)

Watch Lectures - (the LCs for Module 7 are due by Sunday, March 5, midnight)

- Overview MA#6 - Gallagher Ch. 6
• Overview: Unit Plan Introduction and Timeline

Read
• Gallagher Ch. 6 “Analyze and Interpret” p. 135-173

Wednesday, March 1 (online)

Create and Post
• WA#2 - Literary Analysis Monster & YuJa video (due Thursday, Mar 2)
• WW - peer comments WA#2 (in color group) - (due Saturday, Mar 4)
• MA#6 - Gallagher Ch. 6 - (due Sunday, Mar 5)
• Literature Circles Summary Essay - (due Sunday, Mar 5)

Module 8 - Structures and Strategies

Monday, March 6 (F2F)

Watch Lectures - (the LCs for Module 8 are due by Sunday, March 12, midnight)
• Overview 5 Specific Lessons

Read
• Graff & Birkenstein "Don't Blame the Eater" p. 241
• Fernsten “Writer Identity and ESL Learners” (Blackboard)

Create & Post
• WA#3 Unit Plan: Introduction and Timeline *(due in class Wednesday, Mar 8)*
• MA#7 - Fernsten

Prepare for Discussion
• Selected MA discussion - Breakout Group Discussion Board - submit summary - *(due Thursday, Mar 9)*
• Peer Responses MA - Breakout Group Discussion Board - *(due Sunday, Mar 12)*

Wednesday, March 8 (F2F)

Writer’s Workshop -- WA#3
• Overview MA#7 Fernsten "Writer Identity and ESL Learners" (Blackboard)
• Overview *Enrique's Journey* Reading Journal
• MA#7 Fernsten *(due Sunday, March 12, midnight)*

Spring Break! March 13 - 17
Module 9 - Enhancing Application

Monday, March 20 (online)

Watch Lectures we don't get to in class - (the LCs for Module 9 are due by Sunday, March 26, midnight)

• Literary Criticism: Heroes' Journey
• Literary Criticism: YA Archetypes
• MA#8 Gallagher Ch. 7

Prepare

• WA#4 - Draft 5 Lesson Plan (due in class, Mar 22)

Read

• Gallagher Ch. 7 “Take a Stand/Propose a Solution” p. 175-201

Create and Post

• MA#8 Gallagher Ch. 7
Wednesday, March 22 (F2F)

Writer's Workshop

- WA#4 - Draft 5 Lesson Plans
- Overview World Cafe Presentation
Module 10 - Narratives and Knowledge

Monday, March 27 (F2F)

TELL YOUR STORY
Watch Lectures we don’t get to in class - *(the LCs for Module 10 are due by Sunday, April 2, midnight)*

- MA#9 Gallagher Ch. 8
- Overview *Enrique’s Journey*

**Read**

- Gallagher Ch. 8 “Polishing the Paper” p. 203-221

**Wednesday, March 29 (F2F)**

- World Cafe Presentation - *(due in class Mar 29)*

**Submit** *(due Sunday, April 2, midnight)*

**Create & Post**

- MA#9 Gallagher Ch. 8
- Peer Response - World Cafe Participation *(due Sunday, Apr 4)*
- Submit: *Enrique's Journey* Reading Journal - Blackboard *(due Sunday, Apr 4)*

**Module 11 - Writing and Reflection**
Monday, April 3 (online)

Watch Lectures we don't get to in class - *(all LCs for Module 11 are due Sunday, April 9, midnight)*

- Overview: Workshop and Conferencing Journal Reflection
- Overview Graff & Birkenstein Preface: “Demystifying Academic Conversation” p. xvi
- Overview Graff & Birkenstein Introduction: “Entering the Conversation” p. 1

Create & Post

- Journal # 3: Workshop and Conferencing Reflection - *(due Sunday, Apr 9)*

Read

- Graff & Birkenstein Preface p. xvi - (due Sunday, Apr 11)
- Graff & Birkenstein Introduction p. 1 - (due Sunday, Apr 11)

Wednesday, April 5 (F2F)

Watch Lectures - *(all LCs for Module 11 are due Sunday, April 9, midnight)*

- Released Items Assessment
- Response Analysis
- Pedagogical Analysis
Module 12 - Reflection and Revision

Reflective Practice

What challenges did you face and what do you plan to change as you look ahead?

Monday, April 10

Watch Lectures - (all LC for Module 13 are due on Sunday, Apr 16)

- Overview Graff & Birkenstein Part 1 p. 19-51
- Overview Step 2 – Reflection on Reading/Literature Instruction
- Write Response Analysis

Discussion
• Selected MA discussion - Breakout Group Discussion Board - submit
• Peer Responses MA - Breakout Group Discussion Board

**Wednesday, April 12**

• Response Analysis
• Pedagogy Planning

*Create & Post*

• MA#10 Response Analysis - (due Sunday, Apr 16)
• Journal #4: Reflection on Literature Instruction - (due Sunday, Apr 16)

**Module 13 - Exposition and Expansion**

**Monday, April 17**

*Watch Lectures - (all LC for Module 13 are due on Sunday, Apr 23)*

• Overview Graff & Birkenstein Part 2: "I Say" p. 55-101
• Overview Maxims Paper
Wednesday, April 19

- Response to Literature Analysis

Create & Post

- MA#11 -- Response to Literature Analysis - (due Sunday, Apr 23)

Module 14 - Teaching Tenets

Monday, April 24

Watch Lectures - (all LC for Module 14 are due on Sunday, Apr 30)

- Response Analysis RTL
- Overview Unit Plan Presentation Expectations

Wednesday, April 26

Create & Post

- WA#5 Maxims Draft & YuJa video (due Wednesday, Apr 26)
- Analysis RTL
Module 15 - Presenting Precepts

Monday, May 1

Watch Lectures - (NO LC for this lecture, as it is a review of the lecture given in Module 14)

- Final Unit Plan Presentation

Wednesday, May 3 (Last day of class)

Create & Post

- Final Unit Plan Segment Presentation YuJa - submit to class discussion board - (due Wednesday, May 3)

Watch Presentations & Respond

- Respond to Writer's Workshop (color group peers') Presentations plus as many more as are needed to bring your total to 6 reviews (due Sunday, May 7)

Submit

- Final Unit Plan Project - (due Wednesday, May 3)
Final Exam - Wednesday, May 12

The final exam for this course is your final version of your Maxims papger. Your assignment should be uploaded to the appropriate Blackboard Assignment area by midnight on **Wednesday, May 12**. Please see assignment description.