ENGL 4355 (CEL): Teaching Composition and Literature in Secondary Schools
(CRN 10928)

Fall 2020	**Dr. Brad Jacobson**
Class Schedule: T/TH 1:30-2:50 pm	**Office hours: R 12-3 pm (and by appt)**
Online: Blackboard	**Email: bjacobson@utep.edu**

Accommodations for Disabilities: If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. Please inform me about specific accommodation needs at the start of the course.

Students without documented disabilities who may need specific accommodations should contact me to set up a conference to discuss specific needs.

Course Description
In this CEL* course, we will explore key concepts and practices in the teaching of reading and writing in secondary schools.

Our work is grounded in core principles of the National Writing Project (www.nwp.org), a research-based and teacher-centered network dedicated to the teaching of writing. These principles include:
- The best teachers of writing are writers themselves
- Teachers provide the best instruction for other teachers
- Anyone, no matter their ability level, can improve their writing in a supportive context with other practicing writing
- Teachers, students, and communities benefit when teachers form networks with other teachers and draw on collective experience

This course therefore immerses emerging teachers in the theory and practice of teaching writing by grounding the course in experience: be prepared to write extensively, invest deeply in the writing of El Paso high school students in our partner classroom, and use these experiences as a starting point for questioning, extending, and applying scholarship from leading thinkers on literacy and writing pedagogy.

*Community Engagement & Leadership (CEL) Designation
The "CEL" designation is part of a new certificate program in the College of Liberal Arts (full details to be provided in class). The purpose of this CEL course is to strengthen students' understanding of their role in society as engaged citizens and to build the knowledge and competencies that will enable them to be socially responsible and participating community leaders. Please also note that course assignments and assessments are developed in line with UTEP's "Edge Advantages" goals.

Throughout the syllabus I have identified specific CEL tasks and assignments, but you will find that CEL is integrated throughout the course. You should expect to contribute at least 20 hours to our school partnership through online interactions. This engagement will be implemented through our class assignments and activities so it will not feel like 20 *extra* hours. Because this engagement will be integral to your coursework, approximately 35% of your final grade will be CEL-related.

Learning Goals (and EDGE Advantages)

This class will challenge you to:

➢ Develop your own identity, practices, and passions as a writer, as the best teachers of writing are writers themselves *(EDGE Advantages: Confidence; Communication)*
➢ Gain familiarity with a range of pedagogical techniques to help learners develop as readers and writers and to help them meet a variety of communication needs *(EDGE: Critical Thinking; Problem Solving; Social Responsibility)*
➢ Expand your knowledge about teaching reading and writing by discussing work from scholars and teachers on writing pedagogy *(EDGE: Confidence; Critical Thinking)*
➢ Synthesize current scholarship with your experience writing and working with high school students *(EDGE: Leadership; Critical Thinking; Problem Solving; Teamwork)*

You will have ample opportunity to discuss these TExES Pedagogy and Professional Responsibility (PPR) standards:

➢ Create a community of learners in an inclusive environment that views differences in learning and background as educational assets *(EDGE: Social Responsibility; Critical Thinking; Problem Solving)*
➢ Keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline *(EDGE: Confidence; Critical Thinking)*
➢ Reflect on your own strengths and professional learning needs, using this information to develop action plans for improvement *(EDGE: Problem Solving; Critical Thinking)*

Course Texts

Required Texts

Christensen, Linda. *Teaching for Joy and Justice: Re-imagining the Language Arts Classroom*. Rethinking Schools, 2009

Gallagher, Kelly and Penny Kittle. *180 Days: Two Teachers and the Quest to Engage and Empower Adolescents.* Heinemann, 2018.

Winn, Maisha T. and Latrise P. Johnson. *Writing Instruction in the Culturally Relevant Classroom.* NCTE, 2011.

Professional Organizations and Resources:

- National Council of Teachers of English: http://www.ncte.org
- National Writing Project: http://www.nwp.org.
- Rethinking Schools: http://www.rethinkingschools.org
- Kelly Gallagher's website: http://www.kellygallagher.org/
- Digital Writing, Digital Teaching (Troy Hicks): https://hickstro.org/
- Connected Learning Alliance: https://clalliance.org
- The Current (Educator Innovator): https://thecurrent.educatorinnovator.org/

Technology

To engage in this remote course, you'll need the following 3 things:
- a computer or mobile device with access to high speed internet
- a built in or external camera for your computer/device
- a built in or external microphone for your computer/device

Note: Firefox and Chrome are the browsers of choice for Blackboard. If you hit a glitch, the solution may be to switch to another browser. As with all technology, it's impossible to predict all of the various set-ups that you (or your future students) may have.

Additional Required Materials

➢ UTEP email account and computing account
➢ An active Microsoft OneDrive account (you can access OneDrive from MyUTEP)
➢ A PDF reader that allows annotation: free tools include Preview (Mac), Adobe Reader, and Mendeley (my favorite).
➢ I highly encourage you to sign up for Blackboard notifications so you can receive announcements via text message or email

Major Components of the Course

Working with Student Writers (CEL)

We will be partnering with a 10th grade English Language Arts course at EPISD's Young Women's STEAM Research & Preparatory Academy. This partnership is designed to offer you a chance to

interact with a range of students and an award-winning teacher and UTEP alum. You will be working with the STEAM Academy students online using the same digital tools we use for class (OneDrive, FlipGrid, etc.). You will read and write with high school students and offer feedback on their writing. At the end of the partnership, you will write a letter of encouragement to each of your partners. You will reflect frequently on this partnership and will be expected to write in order to prepare for our online discussions and meetings. Hopefully we'll be able to find at least one time for a synchronous remote meeting with our partner students.

Writing Group: Exploring the Writing You Want to Teach
Given that the best teachers of writing are writers themselves, you will have opportunities to experiment with writing in a range of genres and modalities to help you explore which kinds of writing you are most energized to teach. You will meet regularly in writing groups to share and respond to these choice writings. At the end of the semester, we'll have a read-around celebration to share our favorite pieces.

Dialogue Notebook: Reading about and Discussing Pedagogy
Course readings cover pressing issues and diverse assignments in literacy pedagogy, and they are designed to have clear applications to the 6-12th grade classroom. You will post weekly responses and questions for discussion in a digital notebook on Microsoft Teams.

Course Projects

"Book Club": In addition to reading about theory and pedagogy, you will read short stories, poems, and/or essays in choice "book clubs" throughout the semester. You will be expected to keep track of your reading and remain in discussion with your book club via digital tools.

Intertextual Teaching Statement (ITS): Teaching Statements, also called Teaching Philosophies, are a genre of writing that explains the pedagogic beliefs, values, and practices of the writer/teacher. This semester-long assignment will help us to achieve our goal of examining, discussing, and reflecting on our beliefs about teaching writing. More detailed information will be distributed in class.

Case Study (CEL): The purpose of this assignment is to apply scholarship we've read in this class to your work with one or two secondary students. This is your opportunity to synthesize the scholarship we've learned (and demonstrate your rich understanding of this scholarship), apply that learning to one or two specific cases, and consider future implications for your teaching and ELA teaching, in general. More detailed information will be distributed in class.

Final Digital Portfolio: You will write a lot in this class for a range of purposes. At the end of the semester, you'll represent your self-selected compositions in a digital portfolio. You will also complete a self-assessment of your work in the course.

Grading and Assessment

> "If we believe that we are *teaching* writing instead of *assigning* writing, then we must focus on the progress students make from draft to draft rather than focus on the final product."
> –Linda Christensen, *Teaching for Joy and Justice,* p. 132

This class will likely be graded differently than many other courses you have experienced. In all of my courses I use a form of assessment called "contract grading." The goal of contract grading is to place the focus on your labor (your time and effort) rather than on a subjective measure of quality. Like Linda Christensen, I believe I am teaching writing and teachers of writing. I want to reward your progress and learning, rather than whether or not you meet a certain preconceived standard. At the end of the course, you will assess your efforts in the course, using the chart you see below as a guideline. We will have opportunities to negotiate these criteria throughout the semester. Please note: All major assignments must be completed and submitted to receive a passing grade for this course.

By taking conventional grades out of the day to day activities of the class, I hope you will have the freedom to take risks and work hard, and to try something new even if you're not sure if it will work. And since I won't attach a numerical grade to any individual project based on its quality (even though I will give you plenty of feedback), this allows you the chance to rely more authentically on your colleagues and on your own assessment and revision advice. You'll have the opportunity to listen carefully to different judgments and ideas, assess those judgments for your work and its purposes, express why one idea is more workable and better than others, and most importantly, make informed, careful decisions that you can explain to others. In short, you have opportunity in this class to fail *productively*. Good, deep, important learning often happens because of risking failure, so it's really not failure at all. Many entrepreneurs claim that failure is necessary for success and world-class surgeons schedule [meetings to discuss and analyze what goes wrong in their practice](). In our class, failure (in the typical schooling "F" sense) really only happens when you do not do the work, or when you do not engage with the processes of the work in the ways that are expected of you.

Even though you will not receive numerical grades from me, always know that I will read everything and shape our classroom activities and discussions around your work. I will offer lots of feedback, but sometimes I may not comment directly on your work, except in class when we use it or discuss it. I want you not only to rely on your colleagues and yourself for assessment and revision advice, but to build strategies of self-assessment that function apart from a teacher's approval.

Disclaimer: If you're interested in doing the least amount of work to get the highest possible grade, I'm sorry to say this is not going to be the class for you. You'll probably get frustrated, and you may even think the class is unfair. But if you want to learn and improve yourself as a writer, reader, and teacher, and you are willing to accept the idea that your hard work will be rewarded and not the perceived quality of your work (although we will discuss the importance of *quality*), then stay and grow and learn with us.

	A range	B range	C range	F range
Attendance*	Attends every class but 1	Misses 2-3 classes	Misses 4-6 classes	Misses 7 or more
Writing Groups	Brings drafts and provides feedback in *all* workshop sessions (during and out-of-class) that meets all guidelines	Brings drafts and provides feedback in all workshop sessions but 1 or 2, generally meeting guidelines	Inconsistent attendance, drafting or feedback in writing groups, but still contributing; may or may not be meeting feedback guidelines	Not contributing to writing group due to patterns of attendance, drafting, and/or feedback
Dialogue notebook	Completes all assigned dialogue tasks on time and meeting guidelines	Completes all assigned dialogue tasks, but a few may be late or not meet all guidelines	Inconsistent completion of dialogue tasks	Most dialogue tasks are not completed or do not meet the guidelines
"Book club" Group members will have opportunity to provide feedback	Active contributor to book club discussions on [Teams] and [FlipGrid], meeting and *exceeding* the guidelines.	Active contributor to book club discussions on [Teams] and [FlipGrid], meeting most guidelines.	Inconsistent contributor to book club discussions on [Teams] and [FlipGrid], meeting some guidelines.	Not contributing to book club discussions due to lack of activity or not meeting guidelines
Writing notebook	Completes *more* than the assigned writing notebook tasks and demonstrates clear evidence of re-reading and revision – it's "messy"!	Completes all assigned writing notebook tasks and demonstrates some evidence of re-reading and revision	Inconsistent completion of notebook tasks and minimal evidence of reading and revision	Most notebook tasks are not completed and there is no evidence of re-reading or revision
Student Writing Partnership (YWA) YWA partners will have opportunity to provide feedback	Provides all writing and reading responses, and letter to partner, in a timely manner. Meets all guidelines.	Provides all writing and reading responses and letter to partner, mostly on time. Meets most guidelines.	Patterns of incompleteness or lateness in responses and letter. May not meet guidelines.	Responses and letter are not completed and/or do not meet the guidelines
Intertextual Teaching Statement (ITS)	Completes all drafts of ITS in a timely manner and meets all guidelines	Completes all drafts of ITS and meets most guidelines	Completes all drafts of ITS, but may be late or miss guidelines	Does not complete ITS project
Case Study	Completes the case study and meets "aspirational" guidelines	Completes the case study and meets guidelines	Completes the case study but does not meet all guidelines	Does not complete the case study
Digital Portfolio	Meets A-level guidelines as described in task	Meets B-level guidelines as described in task	Meets C-level guidelines as described	Does not meet A, B, or C-level guidelines

In general, meeting each criterion but three in a category will go to the majority category. For example, if you have 6 in the "B" range and 3 in "A", your grade should be a B, and vice versa. If your assessment is split across three grade categories (A-B-C, for example), your final grade should likely be in the middle.

Policies

Attendance

Attendance and participation are necessary for this course. As we will discuss, writing is a social act and writers develop by practicing with and for others. To this end, we will be reading, writing, and workshopping during class time, and it is essential that you are there to learn with and support your colleagues. As defined in the grading contract chart above, incurring absences, regardless of the reason, will negatively affect your grade, and **more than 6 absences** will result in failure of the course. Consistent with university policy, *there are no excused absences other than for university-recognized activities or religious holy days*.

What does attendance mean in this course? Because of our unique circumstances, we may need to think about attendance differently. We will not be meeting together synchronously (live at our scheduled time) for every class session. And given our situation, it's understandable if you are not able to make it during that time *every* time. So how can we make this equitable? Here's a beginning idea:

Synchronous Meetings: We will meet synchronously (via Zoom) ***each Tuesday*** of the course during our scheduled class time (1:30-2:50 pm). You may be expected to attend other live, remote meetings on Thursdays or another scheduled time with your writing group. All full-class live meetings will be recorded and posted to Blackboard.
- If you miss one of these synchronous meetings, you will be expected to watch the video, take notes, and contribute to our class discussion by posting to our Collaborative Class Notes document as an extra notetaker for that day's class. In order to "make up" your absence, you should plan to post these notes *before* the next class you are able to attend. (click here for more)
- Unfortunately, there may not be a way to make-up for missing live meetings with your writing group or with our high school partners. If you know you cannot make a meeting, *it is important to contact Brad ahead of time to discuss your options*.

Asynchronous Meetings: When we do not have a live meeting planned, you will still have "class" expectations that will include some combination of viewing, reading, writing, and/or discussing. Any *preparation* tasks (homework) should be complete *before* our class time on the day of the asynchronous meetings. All activities should be completed by noon of the following day. For example, if we have an asynchronous meeting on Thursday, you should complete the preparation activities by 1:30 pm. Your Thursday tasks will be due by noon on Friday. Completing these tasks on time will count as attendance for that day.

Assignment Expectations

All out of class assignments (other than Writing Notebook) must be typed unless otherwise stipulated. Work is considered late if it is posted or submitted after the deadline (usually the beginning of class). You should keep a copy of all assignments, class notes, and handouts in an organized notebook and digital file in your shared Microsoft OneDrive folder.

Assigned writing tasks are due at the beginning of class, unless otherwise noted. If you miss a class (or an assignment instruction due to tardiness) you are still responsible to submit any assignments and for getting the missing information/handouts from the Blackboard page or another student in class.

Academic Integrity

At this point in your academic careers, you are all likely familiar with the expectations for academic integrity. You can find the university policy here: https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html

I am aware that teachers often gain ideas from other teachers. Generosity, sharing, and reflective practice are part of the ethos of the profession. At the same time, it is our obligation to give due credit to others when they influence our ideas. I will do so explicitly in our class discussions and in class materials, and I expect you will do the same. When you borrow ideas or materials from others, from the web, or from library databases (as you should!), it is your responsibility to give appropriate credit to the original creator. This is important for you as a scholar *and* as a teacher; this is one of many ways we can model attribution for our students.

Course Cadence

Nothing about this semester is normal, including the typical language we use to describe school. For example, all of our learning will be done at home, so *"homework"* has little or no meaning. During both our synchronous and asynchronous meetings, you can expect me to use the following terminology to describe our course tasks:

- **Prepare**: This is the work you will be expected to perform before a class session, the *homework*, if you will. To be prepared to participate during class, it is expected that you will fully engage with the course texts and tasks *before* each class meeting. Our class sessions (synchronous and asynchronous) will involve more activities and discussion than lectures, so you will need to be ready. If you choose to read digitally, I will expect you to use notetaking software (i.e., Mendeley, Adobe Reader, Preview, etc.) in order to interact with the texts.

- **Explore**: The "Explore" activities will contain the content relevant to each daily topic. Content will be presented through video, text, references, multimedia materials, etc.

- **Action**: The "Action" activities are designed to deepen your understanding of the content through various experiences.

Food for Thought. Interspersed throughout the course content, I will pose open ended questions simply to encourage your thinking or reflection about teaching or learning that is explicitly modeled in this course. These are not required, just some built-in thinking or writing breaks for your own reflective learning. Here's an example:

> **Food for Thought**: How do you think consistent, class-specific terminology might help students to be more confident and productive in a class environment?

A Typical Week

A typical week for this course might look something like this:

Tuesday (Synchronous)

- Preparation: **Read** from *x* text and **watch** *x* video and complete an entry in your dialogue notebook. **Write** for 30 min in your Writer's Notebook, either drafting or revising. **Read** your "book club" selection and post to the discussion
- *Synchronous* class session: We'll discuss the reading and try some hands-on activities. We'll spend some time reading and/or writing

Thursday (Asynchronous – Due noon on Friday)

- Preparation: **Write/Revise** based on our class work. **Respond** to book club/writing group discussions *before* class time
- Explore: Watch *x* video or read *x* text and follow along with all directions (~15 min)
- Action: Spend time reading/writing/responding/participating in asynchronous activities (~45 min)

Syllabus Statement Regarding COVID-19 Precautions

If you need to come to campus for any reason, please keep the following in mind.
First, wear face coverings when in common areas of campus or when others are present.

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know anyone who should report any of these three criteria, encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. Students are advised to minimize the number of encounters with others to avoid infection.

Course Schedule

This schedule is subject to change at my discretion to meet instructional needs and/or to accommodate time constraints. I will do my best to alert you promptly of any changes. **Please check Bb regularly for any Announcements or updates related to the course schedule.**

Week 1 (Aug 24-28)	Topic/Readings/Assignments
T Aug 25	Introductions to the course and each other
R Aug 27 (asynchronous)	Read Blum "Ungrading" (BB) Post a response to FlipGrid (link on BB) We'll do some writing together and discuss our goals for the course. Introduce the class notetaker assignment

Week 2 (Aug 31- Sep 4)	Topic/Readings/Assignments
T Sep 1	Read NCTE Beliefs about Teaching Writing Read Winn & Johnson, Ch 1 – "Our Journey Dialogue Notebook entry #1 (Teams) Post your ITS#1 draft to your writing group file in Teams In class: We'll discuss ITS drafts and the YWA collaboration **Sign up for notetaker Friday, Sep 5**
R Sep 4 (asynchronous)	Read 3 poems: Mora's "Legal Alien", Hughes's "Theme from English B", and Lyon's "Where I'm From" Post one comment and one question to the Padlet on BB We'll do some writing alongside poetry and introduce ourselves to our YWA partners **Sign up for notetaker by Friday, Sep 5**

Week 3 (Sep 7-11)	Topic/Readings/Assignments

T Sep 8	Read Christensen Ch 4 "Beyond Anthologies (162-168)
	Watch Kittle "Why Students Don't Read" (Bb) and Adiche
	"Danger of a Single Story" (Bb)
	Post Dialogue Notebook 2 (Teams)
	In class: We'll discuss our own reading habits and how we can
	encourage reading in our classes
	Notetaker:
R Sep 10	Submit ITS #1
(asynchronous)	
	In class: We'll explore Ms. Guerrero's unit plan and do some
	writing together
	Notetaker:
Week 4 (Sep 14-18)	**Topic/Readings/Assignments**
T Sep 15	Read Gallagher/Kittle, Ch 3 (52-54; 57-62; 78-79); Bunn "Reading
	like a writer" (Bb)
	Listen to "Literally Literary" podcast excerpt (Bb) and Post to
	Padlet (Bb)
	Post Dialogue Notebook 3 (Teams)
	Post *something* to Writing Group
	In class: We'll discuss mentor texts and do some reading/writing
	activities
	Notetaker:
R Sep 17 **(asynchronous)**	Post to Book Club (FlipGrid)
	In class: We'll do some "reading like a writer" activities and
	discuss the mid-term portfolio and ITS#2
	Notetaker:
Week 5 (Sep 21-25))	**Topic/Readings/Assignments**

T Sep 22	Read Gallagher/Kittle – Ch 6 – Narrative (139-151); Christensen – Narrative, "Trolling for Stories" (104-118) Post Dialogue Notebook 4 (Teams) In class: We'll discuss reasons for teaching narrative, read some YWA student writing, and select readings for our YWA Book Club next week *Notetaker:*
R Sep 24 (asynchronous)	Read Book club selection In class: We'll read some students samples and discuss narrative writing strategies *Notetaker:*
Week 6 (Sep 28-Oct 2)	**Topic/Readings/Assignments**
T Sep 29	Read: Gallagher/Kittle – Narrative (152-169) Post Book Club response (TBD- Flipgrid or OneDrive) Write: Work on your ITS#2 Writers' Notebook (30 min) In class: We'll practice narrative strategies using mentor texts *Notetaker:*
R Oct 1 ***Please keep this date available as a possibility for a synchronous book club meeting with YWA partners* Date and Time TBD**	Read: TBD Write: Work on your ITS#2 In class: We'll (hopefully) meet with YWA partners during this class to discuss the choice reading and their writing ideas *Notetaker:*
Week 7 (Oct 5-Oct 9)	**Topic/Readings/Assignments**

T Oct 6	Read: Gallagher & Kittle Ch5 "Balancing Feedback and Assessment"; Winn & Johnson Ch5 "From Gold to Platinum"
	Post your ITS#2 draft to your writing group file in Teams
	Post YWA Book Club reflection (TBD)
	Writers' Notebook (30 min)
	In class: We'll offer feedback on ITS and discuss assessment v. feedback
	Notetaker:
R Oct 8 (asynchronous)	Read: Kendi – "Why the Achievement Gap is a Racist Idea"
	In class: We'll continue discussing grading and assessment
	Notetaker:

Week 8 (Oct 12-16)	**Topic/Readings/Assignments**
T Oct 13 <mark>*ITS#2 due*</mark>	Read: Christensen Ch6 and 7
	Post Dialogue Notebook 5 (Teams)
	Submit ITS #2
	In class: Mini-workshop on feedback using YWA student writing
	Notetaker
R Oct 15 (asynchronous) ***optional synchronous workshop to discuss feedback***	Read YWA partner drafts and post any questions or concerns you have for peer feedback (Teams)
	In class: Offering feedback to our YWA partners
	Notetaker

Week 9 (Oct 19-23)	**Topic/Readings/Assignments**

T Oct 20	Read: Kendi – "Why the Achievement Gap is a Racist Idea" (Bb); Winn & Johnson Ch 3 "Press Play: CRP in Action" Post: Dialogue Notebook 6 (Teams) Post something to Writing Group (Teams) In class: We'll discuss culturally relevant writing instruction *Notetaker*
R Oct 22 (asynchronous)	Read: TBD In class: We'll have writing group meetings (synchronous optional) *Notetaker:*

Week 10 (Oct 26-30)	**Topic/Readings/Assignments**
T Oct 27	Read: Christensen Ch3 "Writing Wild Essays from Hard Ground"; Gallagher & Kittle Ch 8 - Argument Post: Dialogue Notebook 7 (Teams) Writers' Notebook (30 min) In class: We'll practice some argument-writing strategies and activities *Notetaker:*
R Oct 29	Read: Final drafts from YWA students (if available) Post TBD In class: We'll discuss the case study project and initial ideas *Notetaker:*
	Friday, Oct 30 – Deadline to withdraw from course

Week 11 (Nov 2-6)	**Topic/Readings/Assignments**

T Nov 3	Read: de Oliveira – "A Genre-Based Approach to Writing Instruction" (Bb) and Sample Teaching Statements (Bb)
	Post Dialogue Notebook 8 (Teams)
	Writers' Notebook (30 min)
	In class: We'll analyze the sample teaching statements using a genre-based approach and identify writing goals
	Notetaker:
R Nov 5	Read: Collaboratively-written ITS writing goals and leave any comments for clarification (Bb)
	In class: We'll review the ITS using our writing goals and make a revision plan; Choice Book Club responses
	Notetaker:

Week 12 (Nov 9-13)	**Topic/Readings/Assignments**
T Nov 10	Read: Sample case studies (Bb)
	Post: Case study planning doc (Teams)
	Write: Be drafting your case study!
	In class: We'll analyze the sample case studies using a genre-based approach and identify writing goals
	Notetaker:
R Nov 12	Drafting time for the case study project (*optional synchronous workshop, if interest*)
	Notetaker:

Week 13 (Nov 16-20)	**Topic/Readings/Assignments**
T Nov 17	Post: Case study drafts before class (Teams)
	In class: We'll offer feedback and discuss the case study project
	Notetaker:

R Nov 19	Post: Case study status update (TBD)
	In class: We'll do some language-related activities with the case study drafts
	Notetaker:
Week 14 (Nov 23-27)	**Topic/Readings/Assignments**
T Nov 24	<mark>***Final draft of Case Study due by noon***</mark>
	In class: We'll discuss the final portfolio project
R Nov 26	NO CLASS - THANKSGIVING
Week 15 (Nov 30-Dec 4)	**Topic/Readings/Assignments**
T Dec 1	Read: TBD (Bb)
	Post Dialogue Notebook 9 (Teams)
	Write by revising some of your Writing Group materials
	In class: We'll discuss portfolios and play with Microsoft Sway
R Dec 3 ***last day of classes***	Post Case Study final draft to Bb by 11:30 am
	In class: We'll do a final read around and some reflection activities
FINAL	**Final Read-around of choice writing TBD**
	Final Portfolio and Self-Assessment due Finals day
	Final meeting with Brad by <mark>Mon Dec 14</mark>