

# **ENGL 4354: Writing Processes of Children (CRN 10927)**

Fall 2020

Class Schedule: T/TH 12:00-1:20

Location: Online (Blackboard)

Dr. Brad Jacobson

Office hours: Th 12-3 pm (Bb) and by appt

Email: [bjacobson@utep.edu](mailto: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](mailto: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](http://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.

## **About the Course**

### **Course Description**

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.

Our work is grounded in core principles of the National Writing Project ([www.nwp.org](http://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 and use these experiences as a starting point for questioning, extending, and applying scholarship from leading thinkers on literacy and writing pedagogy.

### **Course Goals and Objectives**

The goal of this course is to give you the theoretical and practical foundation to teach writing with children. To that end, we'll work with different writing and teaching techniques to explore the possibilities and challenges of different classroom practices.

All of the work we do over the course of the semester is geared toward answering the following questions:

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

### At the end of this course, you should:

- understand writing as a developmental process
- be familiar with a range of pedagogical techniques to help children develop as writers and meet a variety of communication needs
- be able to design courses and activities that draw on principles of writing process and writing workshop pedagogies in context-appropriate ways

## Course Texts

### Required Textbooks

Tompkins, Gail E. *Teaching Writing: Balancing Process and Product*, 7<sup>th</sup> Ed. Boston: Pearson, 2019.

## 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 setups 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 for Business 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 will receive announcements and updates via text message or email

### Recommended Texts for Future Reading:

Brisk, María Estela. *Engaging Students in Academic Literacies: Genre-based Pedagogy for K-5 Classrooms*. Routledge, 2014.

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

Early, Jessica Singer. *Stirring Up Justice: Writing and Reading to Change the World*. Heinemann, 2006.  
Lane, Barry. *But How Do You Teach Writing?: A Simple Guide for All Teachers*. Scholastic, Inc., 2008.  
Romano, Tom. *Blending Genre, Altering Style: Writing Multigenre Papers*. Heinemann, 2000.  
Souto-Manning, Mariana. *In the Pursuit of Justice: Students' Rights to Read and Write in Elementary School*. NCTE, 2020.

*Other helpful resources:*

- National Council of Teachers of English: <http://www.ncte.org>
- National Writing Project: <http://www.nwp.org>.
- Rethinking Schools: <http://www.rethinkingschools.org>
- Jim Burke's Homepage: <https://englishcompanion.com/teaching-english/>
- Rubistar – web-based rubrics: <http://rubistar.4teachers.org/index.php>
- Teachers & Writers Collaborative: <http://www.twc.org>
- International Literacy Association Teaching Tips: <https://www.literacyworldwide.org/blog/the-engaging-classroom/teaching-tips>
- We are Teachers: <https://www.weareteachers.com/>
- Educators' Reference Desk: <http://www.eduref.org>
- TEKS Guide (searchable by grade and topic): <https://www.teksguide.org/>

## Major Components of the Course

### **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 K-8 classroom. You will post weekly responses and questions for discussion in a digital notebook, and each reading group will be responsible for posting discussion questions to the class at least once.

### **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.

## Course Projects

**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 can be found in the guidelines posted to Blackboard

**Teaching and Learning Reflection (TLR):** Over the course of the semester you will informally reflect upon your own writing and consider how you can use your experiences and developing knowledge to assist your students in the future. You will select one piece of your own writing to analyze and connect to specific teaching practices that you want to implement in your own classroom.

**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. We will discuss the portfolio early in the semester. Guidelines will be posted to Blackboard

## 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.

	<b>A range</b>	<b>B range</b>	<b>C range</b>	<b>F range</b>
<b>Attendance*</b>	Attends every class but 1	Misses 2-3 classes	Misses 4-6 classes	Misses 7 or more
<b>Writing Groups</b>	Brings drafts and provides feedback in <i>all</i> 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
<b>Dialogue notebook</b>	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
<b>Writing notebook</b>	Completes <i>more</i> 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
<b>Intertextual Teaching Statement (ITS)</b>	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
<b>Teaching Reflections</b>	Completes both teaching reflections and meets the “aspirational” guidelines for at least one of them	Completes both teaching reflections and meets guidelines	Completes the teaching reflections but does not meet all guidelines for both	Does not complete both teaching reflections
<b>Digital Portfolio</b>	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
<p><i>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.</i></p>				

## 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 (12:00-1:20 pm). You may be expected to attend other live, remote meetings on Thursdays or another scheduled time with your writing group. All full-class synchronous 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. **(more info soon)**
- Unfortunately, there may not be a way to make-up for missing live meetings with your writing group. 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 (see [Course Cadence](#) below) 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.

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 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 we were meeting together on campus. 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)

## 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
<b>T Aug 25</b>	Introductions to the course and each other
<b>R Aug 27 (asynchronous)</b>	<u>Read</u> Christensen, “My Dirty Little Secret: I Don’t Grade Student Papers” (BB) <u>Post</u> a response to FlipGrid (link on BB)  We’ll do some writing together and discuss our goals for the course.

Week 2 (Aug 31- Sep 4)	Topic/Readings/Assignments
<b>T Sep 1</b>	<p>Read <a href="#">NCTE “Students’ Right to Write”</a>; <a href="#">NCTE Statement on “Professional Knowledge for the Teaching of Writing”</a>; Tompkins “The Writing Process” (p4-17) <u>Dialogue Notebook entry #1</u> (Teams) <u>Post</u> your ITS#1 draft to your writing group file in Teams</p> <p>In class: We’ll discuss ITS drafts and teaching poetry</p> <p><b>**Sign up for notetaker Friday, Sep 5**</b></p>
<b>R Sep 4 (asynchronous)</b>	<p><u>Read</u> Poems: “Where I’m From”; “Raised By”; “Bilingual/Bilingue” <u>Post</u> to the Padlet on BB</p> <p>In class: we’ll do some writing alongside poetry</p> <p><b>**Sign up for notetaker by Friday, Sep 5**</b></p>
Week 3 (Sep 7-11)	Topic/Readings/Assignments
<b>T Sep 8</b>	<p><u>Read</u> Tompkins Ch2 “Writing Workshop” and your “Instant expert” selection (Bb) <u>Post</u> Dialogue Notebook 2 (Teams) <u>Post</u> your “Where I’m From” or “Raised by” poem (Teams)</p> <p>In class: We’ll discuss poetic devices and writers’ workshop processes</p> <p><i>Notetaker:</i></p>
<b>R Sep 10 (asynchronous)</b>	<p><u>Submit</u> ITS #1</p> <p>In class: We’ll do some more poetry writing together</p> <p><i>Notetaker:</i></p>

<b>Week 4</b> (Sep 14-18)	<b>Topic/Readings/Assignments</b>
<b>T Sep 15</b>	<p><u>Read</u> Tompkins Ch 7 Poetry Instructional Procedures (161-168) and “Poetic Devices” 159-161; Ch 4 “The Writers’ Craft” (up to p82)</p> <p><u>Post</u> Dialogue Notebook 3 (Teams)</p> <p><u>Post</u> a poetry piece to Writing Group (Teams)</p> <p>In class: We’ll discuss different forms of poetry and do some reading/writing activities</p> <p><i>Notetaker:</i></p>
<b>R Sep 17</b> <b>(asynchronous)</b>	<p><u>Read</u> “Growth-minded feedback” (Bb) and offer feedback to your writing group members</p> <p>In class: We’ll do some writing group activities</p> <p><i>Notetaker:</i></p>
<b>Week 5</b> (Sep 21-25))	<b>Topic/Readings/Assignments</b>
<b>T Sep 22</b>	<p><u>Read</u> Tompkins Ch 8 Narrative; de Oliveira – “A Genre-Based Approach to Writing Instruction” (Bb)</p> <p><u>Post</u> Dialogue Notebook 4 (Teams)</p> <p>In class: We’ll discuss recount and personal narrative approaches from a genre perspective</p> <p><i>Notetaker:</i></p>
<b>R Sep 24</b> <b>(asynchronous)</b>	<p><u>Read</u> Tompkins Ch 9 Biographical Writing (196-198; 211)</p> <p>In class: We’ll do a mini-lesson focusing on generating ideas and work on personal narratives</p> <p><i>Notetaker:</i></p>

Week 6 (Sep 28-Oct 2)	Topic/Readings/Assignments
<b>T Sep 29</b>	<p><u>Read:</u> Tompkins Ch 3 Developing Strategic Writers (46-58)  <u>Post Dialogue Notebook #5</u>  <u>Writers' Notebook</u> (30 min)  <u>Write:</u> Work on your ITS#2</p> <p>In class: We'll practice narrative strategies using mentor texts</p> <p><i>Notetaker:</i></p>
<b>R Oct 1</b>	<p><u>Read:</u> TBD  <u>Writers' Notebook</u> (30 min)</p> <p>In class: We'll do a mini-lesson and some writing activities around narrative</p> <p><i>Notetaker:</i></p>
Week 7 (Oct 5-Oct 9)	Topic/Readings/Assignments
<b>T Oct 6</b>	<p>Read: Tompkins Ch 3 Developing Strategic Writers (59-67) and Lane, "Grammar got run over by a reindeer" (BB)  Post your ITS#2 draft to your writing group file in Teams  Writers' Notebook (30 min)</p> <p>In class: We'll work on narrative writing strategies</p> <p><i>Notetaker:</i></p>
<b>R Oct 8 (asynchronous)</b>	<p><u>Read:</u> TBD</p> <p>In class: We'll continue with narrative mini-lessons</p> <p><i>Notetaker:</i></p>

<b>Week 8</b> (Oct 12-16)	<b>Topic/Readings/Assignments</b>
<p><b>T Oct 13</b> *ITS#2 due*</p>	<p><u>Read:</u> Tompkins Ch 5 Assessment (p96-109) and Kendi “Why the Achievement Gap is a Racist Idea” (Bb)  <u>Post:</u> Dialogue Notebook #6 (Teams)  <u>Post</u> Writing group draft (narrative)  <u>Submit</u> ITS #2</p> <p>In class: Writing Groups (Synch/Asynch) and Conferring with Brad</p> <p><i>Notetaker</i></p>
<p><b>R Oct 15</b> (asynchronous)</p>	<p><u>Watch</u> Mini-lesson (TBD)</p> <p>In class: Writing Groups (Synch/Asynch) and Conferring with Brad</p> <p><i>Notetaker</i></p>
<b>Week 9</b> (Oct 19-23)	<b>Topic/Readings/Assignments</b>
<p><b>T Oct 20</b></p>	<p><u>Read:</u> Tompkins Ch 11 - Argument  <u>Post:</u> Dialogue Notebook #7 (Teams)  <u>Writers’ Notebook</u> (30 min)</p> <p>In class: We’ll discuss persuasive writing and try some persuasive writing strategies</p> <p><i>Notetaker</i></p>
<p><b>R Oct 22</b> (asynchronous)</p>	<p><u>Read:</u> TBD</p> <p>In class: We’ll have writing group meetings (synchronous optional)</p> <p><i>Notetaker:</i></p>

Week 10 (Oct 26-30)	Topic/Readings/Assignments
<b>T Oct 27</b>	<p><u>Read:</u> Move Analysis (Bb) and Sample Teaching Statements (Bb)  <u>Post:</u> Dialogue Notebook #8: Teaching Statement Assessment (Teams)  <u>Writers' Notebook</u> (30 min)</p> <p>In class: We'll analyze the sample teaching statements using a genre-based approach and identify writing goals</p> <p><i>Notetaker:</i></p>
<b>R Oct 29</b>	<p><u>Read:</u> Collaboratively-written ITS writing goals and leave any comments for clarification (Bb)</p> <p>In class: We'll review the ITS using our writing goals and make a revision plan</p> <p><i>Notetaker:</i></p>
<b>Friday, Oct 30– Deadline to withdraw from course</b>	
Week 11 (Nov 2-6)	Topic/Readings/Assignments
<b>T Nov 3</b>	<p><u>Post</u> ITS #3 to Writing Group (Teams)  <u>Writers' Notebook</u> (30 min)</p> <p>In class: We'll give and receive feedback for ITS#3</p> <p><i>Notetaker:</i></p>
<b>R Nov 5</b>	<p><u>Read:</u> Collaboratively-written ITS writing goals and leave any comments for clarification (Bb)</p> <p>In class: We'll review the ITS using our writing goals and practice revision strategies; Introduce the Teaching and Learning Reflection (TLR) project</p> <p><i>Notetaker:</i></p>

<b>Week 12</b> (Nov 9-13)	<b>Topic/Readings/Assignments</b>
<b>T Nov 10</b>	<p><u>Read</u>: Tompkins – selections from Ch 6 and Ch 10 (TBD)  <u>Post</u>: ITS #3 (Bb)  <u>Draft</u>: TLR project</p> <p>In class: We'll discuss informational texts and practice some writing strategies</p> <p><i>Notetaker:</i></p>
<b>R Nov 12</b>	<p><u>Read</u>: Tompkins – selections from Ch 6 and Ch 10 (TBD)  <u>Draft</u>: TLR project</p> <p>In class: We'll discuss writing to learn and practice WTL strategies</p> <p><i>Notetaker:</i></p>
<b>Week 13</b> (Nov 16-20)	<b>Topic/Readings/Assignments</b>
<b>T Nov 17</b>	<p><u>Read</u>: Tompkins – selections from Ch 6 and Ch 10 (TBD)  <u>Post</u>: Dialogue Notebook #9 (Teams)  <u>Draft</u>: TLR project</p> <p>In class: We'll offer feedback and discuss the case study project</p> <p><i>Notetaker:</i></p>
<b>R Nov 19</b>	<p><u>Post</u> TLR draft to Writing Group</p> <p>In class: We'll have scheduled writing group time (in or out of class)</p> <p><i>Notetaker:</i></p>
<b>Week 14</b> (Nov 23-27)	<b>Topic/Readings/Assignments</b>
<b>T Nov 24</b>	<p><b>TLR project due</b></p> <p>In class: We'll discuss the final portfolio project</p>
<b>R Nov 26</b>	<p><u>NO CLASS – THANKSGIVING</u></p>

<b>Week 15</b> (Nov 30-Dec 4)	<b>Topic/Readings/Assignments</b>
<b>T Dec 1</b>	<p><u>Read</u>: Tompkins Ch5: Writing Portfolios (109-111)  <u>Write</u> by revising some of your Writing Group materials</p> <p>In class: We'll discuss portfolios and play with Microsoft Sway</p>
<b>R Dec 3</b> <b>*last day of classes*</b>	<p><u>Post</u> Case Study final draft to Bb by 11:30 am</p> <p>In class: We'll do a final read around and some reflection activities</p>
<b>FINAL</b>	<p><b>Final Read-around of choice writing TBD</b>  <b>Final Portfolio and Self-Assessment due Finals day</b></p> <p><b>Final meeting with Brad by <b>Mon Dec 14</b></b></p>