

Eastern Illinois University

The Keep

Spring 2021

2021

Spring 1-15-2021

ENG 3402-001: Methods of Teaching Literature in the Middle and Secondary School

Elizabeth Tacke
Eastern Illinois University

Follow this and additional works at: https://thekeep.eiu.edu/english_syllabi_spring2021



Part of the [English Language and Literature Commons](#)

Recommended Citation

Tacke, Elizabeth, "ENG 3402-001: Methods of Teaching Literature in the Middle and Secondary School" (2021). *Spring 2021*. 60.

https://thekeep.eiu.edu/english_syllabi_spring2021/60

This Article is brought to you for free and open access by the 2021 at The Keep. It has been accepted for inclusion in Spring 2021 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

English 3402, Methods of Teaching Literature in Secondary Schools
Course Policy and Syllabus
Spring 2021

Instructor: Dr. Elizabeth Tacke
Email: etacke@eiu.edu (do NOT use D2L email)
M/W/F: Coleman 3120/3130

Office: Coleman Hall 3325
Office Hours: calendly.com/etacke
Tues: 11-1; Wed: 11-12; Thurs: 11-1

Catalogue Description:

Approaches to the teaching of literature in junior and senior high schools. Includes 5 hours of on-site pre-clinical experience. Prerequisites include ENG 2901 and SED 2000. (3-0-3, WI, 3 credits)

Course Description:

This course explores various theoretical approaches to the study of literature, as well as best practices in integrating literature, reading, and media literacy into a language arts classroom. Students will gain an understanding of current literary and pedagogical theory and its application by reading and responding to literary and secondary texts and crafting/modeling instructional tools both independently and cooperatively in ways that mirror professional learning communities. The required work for this course includes crafting a multi-stage thematic unit plan, reflective and research essays, the co-facilitation of class discussions, and a culminating professional portfolio. This course requires on-site observation hours and the live-text submission of two required assignments (the Unit Plan and the Clinical Pedagogy Reflection Essay).

Course Objectives

Following the NCTE Guidelines and Illinois Content Standards, after the completion of this course, students will be able to:

1. Understand the roles that literature can play in secondary curriculum,
2. Understand that students vary in their approaches to learning and, therefore, teachers must create instructional opportunities that are adaptable and meet the needs of these different learners,
3. Recognize the importance of including a variety of genres (narrative and non-narrative, print and non-print) in literary study,
4. Use a variety of instructional strategies, when teaching literature, to encourage students' development of critical thinking, problem solving, performance skills, and the effective use of technology,
5. Recognize the issues surrounding the "canon" and what they imply about the literature included in the secondary classroom,
6. Know and be able to implement procedures for handling potential censorship issues,
7. Understand and use a variety of assessment strategies, when teaching literature, to evaluate and modify the teaching/learning process,
8. Be aware of and able to implement a variety of culturally diverse literature selections in the secondary classroom,
9. Be aware of a variety of young adult literature and arguments for and against its use in the secondary classroom,
10. Be familiar with (and apply) a variety of resource materials available to the literature teacher.
11. Produce research-based arguments that demonstrate professional writing, ethical use of source material, and the ability to analyze/collect data.
12. Participate in presentations, showcasing effective communication skills and the ability to provide useful feedback as a member of an audience.

Required Texts and Materials

Beers, Kylene and Probst, Robert. *Notice and Note: Strategies for Close Reading*. Heinemann, 2012.
Beers, Kylene, Robert E. Probst, and Linda Rief, eds. *Adolescent Literacy*. Heinemann, 2007.
Daniels, Harvey and Nancy Steineke. *Mini-Lessons for Literature Circles*. Heinemann, 2004.
Forget, Mark. *MAX Teaching with Reading & Writing: Classroom Activities to Help Students Learn Subject Matter while Acquiring Literacy Skills*. Trafford, 2004.
Na, An. *A Step from Heaven*. Speak, 2001.
Smagorinsky, Peter. *Teaching English by Design*. Heinemann, 2008.
Wiggins, Grant and Jay McTighe. *Understanding by Design*. Association for Supervision and Curricular Development, 2005.

*Note: Additional required readings will be available on D2L.

Materials

Reliable Internet service, D2L, Microsoft Office software (Word, PowerPoint, etc.), Zoom, Google Drive, electronic devices & cloud back-up space storing written work.

Course Requirements

You must complete all major assignments, including clinical experience hours, to be eligible to pass the class. Major assignments include all assignments except for most daily work and response papers. Attendance is mandatory and will be factored into your grade. However, due to COVID-19, makeups for absences from our sessions due to illness, etc., can be negotiated with me. Detailed assignment instructions and assessment expectations will accompany all major assignments as the course progresses. In accordance with NCTE content-area guidelines, five clinical experience hours, in addition to required College of Education hours, are required for course completion. However, because of our current pandemic, you may be required to complete an alternative to the normal clinical hours expectations (TBD). Also, College of Education LiveText requirements will apply to two required course assignments (The Unit Plan & The Pedagogy Reflection Essay).

COVID-19 Special Requirements and Considerations

Because of the ongoing COVID-19 pandemic, course policies and forms of content-delivery will be more flexible. In addition, it is of the utmost importance that we as a learning community protect our health—both our own and one another’s. EIU’s COVID-19 campus practices—including face coverings, avoiding campus if sick, sanitizing surfaces, social distancing, and hand washing—are based on the best available public health guidance. As a faculty member, I am responsible for ensuring students engage in practices that reduce risk. If you are unable to follow EIU’s COVID-19 guidelines, you may be asked to leave class or office hours as compliance with public health guidance is essential. Accommodations for instruction and make-up work will be made for students with documented medical absences according to IGP #43 [<https://castle.eiu.edu/auditing/043.php>].

Overall Grade Breakdown

Your grade will be based on your work in the following categories:

1. Major Assignments (60% of total course grade). See details below and on all major prompts on D2L:

- 1) Assignment #1: RfT for *A Step from Heaven* (50 points)
- 2) Assignment #2: Literacy Narrative (50 points)
- 3) Assignment #3 Unit Plan Project:
 - a. UP #1: Unit Plan RfT (50 points)
 - b. UP #2: Unit Overview, Literary Analysis Essay Prompt, Analytic Rubric, & Sample Essay (100 points)

- c. UP #3: Writing Sequence, Anticipatory Activity, & Close Reading Minilesson (100 points)
- d. UP #4: Unit Calendar (100 points)
- e. UP #5: Full Revised UP + 3-5 page Rationale (100 points)
- 4) Assignments #4: Co-Facilitating Academic Discussions on Class Readings (50 points)
- 5) Assignment #5: Professional Portfolio (*see prompt for full requirements*) (100 points)

2. Participation, Daily Work and Minor Projects (25% of total course grade)

- 1) ***Dialectical Journals***: Weekly reading response journals that include: annotations, essential ideas or quotes + responses, and discussion questions. These will be checked periodically.
- 2) ***Discussion Posts or Short Response Papers***: Respond to assigned readings as required. Using MLA, cite all sources that you reference.
- 3) ***Participation***: Points will be given on attendance, participation in online class activities, and course preparation. Points may be deducted due to lack of participation, failure to be prepared with readings or other needed materials, and/or behavior that distracts from classroom activities. *After three absences, each additional absence will also result in a penalty of half a full letter grade from your final grade.*
- 4) ***Daily Work***: Daily work includes in-class writing, peer responses, informal group work, oral presentations, and individual activities.
- 5) ***Quizzes***: Potential short assessments to determine understanding of key concepts from assigned readings and class discussion.

3. Peer Review and other Minor Projects (15% of overall grade)

Consider your peers as you would your future colleagues. They often say it takes a village to teach, and I am a firm believer in collaboration and reflection: two elements you can practice with peer review. You will be responsible for workshopping the majority of your major projects. You will receive points for each review session and its attending parts (peer letters or attending peer review graphic organizers, workshop participation, etc.).

Major Assignments at a Glance

Assignment 1: RfT for *A Step from Heaven*, due January 20 @ 11:59pm

Using the RfT template and the guidance in Alston's "Reading for Teaching" article, develop a complete RfT for our shared text, *A Step from Heaven*.

Assignment 2: Literacy Narrative, due January 27 @ 11:59pm

Create a 3-5 page narrative discussing your reading history and current literary knowledge. This essay should take on the form of the personal narrative, but it should still be relatively formal in tone, organized, and the content should be thought-provoking. If you choose to utilize any literary quotations, proper MLA documentation is expected. This essay will be organized into two parts and will include an appendix which will house the required supplementary material: 1) List of English Course Work and 2) Academic Reading Log.

Assignment 3 Unit Plan Project: (See following components and due dates):

UP #1: RfT for Unit Plan Core Text, due 2/10 @ 11:59pm

Using the RfT template and the guidance in Alston's "Reading for Teaching" article, develop a complete RfT for your approved unit plan core text.

UP #2: Unit Overview, Literary Analysis Essay Prompt & Rubric, & Sample Essay, due 2/24 @ 11:59pm

Your unit overview will give an outline of the unit you will develop over the course of this semester. The unit plan overview should include your Essential Questions (EQ), Learning Targets (LTs), and a rationale for the use of the EQ and LTs with the text you've chosen. You will be required to develop prioritized LTs for reading (2), writing, language, and speaking & listening. You will design this unit for a secondary ELA classroom, ranging from grades 8-10. Therefore, you will need to select the pertinent Common Core

Standards that align with your prioritized LTs. You will also create a literary analysis writing prompt, developed from your RfT findings, to be used as the summative assessment for your unit. This writing prompt should allow students to demonstrate their learning of the core LTs you chose for your unit. You will also create or modify for your purposes an analytic rubric to use with your writing prompt. Finally, you will be required to write an exemplar sample paper that responds to the evaluative prompt. This assignment will become a part of your final unit plan.

UP #3: Instructional Sequence, Anticipatory Activity, and Close Reading Minilesson, due 3/14 @ 11:59pm

You will create a sequence of at least twelve separate activities that you backward design from your culminating literary analysis prompt. These sequenced tasks—from an introductory activity, close reading supports, and prewriting through the final draft—will provide scaffolds for your students to successfully complete the summative. In addition, you will create a lesson for your anticipatory activity *and* a minilesson that explicitly models and teaches an approach to close reading to support the necessary analytic skills for the final paper. This assignment will become a part of your unit plan.

UP #4: Unit Calendar, due 4/2 @ 11:59pm

Your unit calendar will sketch out your 6-8-week unit of study. For this calendar, you will plot out the daily pieces of your sequenced, backward-designed unit, using your summative and the EQ and LTs you've chosen. You will need to consider each day's focus (what students will learn and/or be able to do as a result) and the activities (lectures, minilessons, guided practice, independent practice, role plays, skits, group work, small group or whole class discussions, SSR, etc.) that will be a part of the day's lesson. The activities should include enough description that it is clear what is happening during the day's lesson. This assignment will become a part of your unit plan.

UP #5: Finalized Unit Plan + In-Depth Rationale, due 4/19 @ 11:59pm

In addition to making revisions on each subsequent piece of your Unit Plan, you will also need to write an approximately 5-page, in-depth, and research-based rationale and introduction to your unit that includes an audience description (e.g. student background, developmental stages) and a persuasive argument as to why the theme/topic you have chosen will serve this student audience well. In addition to addressing a set of particular topics, you will need to explain what students will gain from completing the unit and why those gains are important. In addition, you will need to include a complete Works Cited, a Common Core Alignment Sheet, and a Reflection. *Note: The Unit Plan will be submitted initially on the due date and then revised for the Professional Portfolio and submitted again via Live Text to complete the course requirements.

Assignment 4: Co-Facilitating Academic Discussions, due dates vary

You will co-plan and co-facilitate a 30-min discussion based on the assigned class readings for your assigned day, and independently reflect upon this discussion. Assignment includes co-developing a lesson plan, activity, and class discussion. You will need to work with your assigned partner and schedule a meeting with me before and after the discussion.

Assignment 5: English 3402 Professional Portfolio, due 5/1 @ 11:59pm

Compile a collection of professional documents and teaching materials that demonstrates your preparation for a teaching position. Included within this will be:

- Table of Contents
- Literature Teaching Philosophy
- Resume
- Literacy Narrative
- Clinical Experience Pedagogy Reflection Essay
- Clinical Experience Hours Log
- Unit plan
- Evidence of professional organization membership

Thoughts on Effective Participation, Dialectical Journals, and D2L

The success of our course depends on each of you being prepared to participate:

Creating and Maintaining the Dialectical Journal:

You will be required to create and maintain a weekly dialectical journal that includes responses to course readings and class notes. We will set up the journal together, and you will be required to do the following:

- Develop two annotations *per* reading;
- identify and respond to at least one quote *per* reading;
- respond to any required weekly discussion questions, using MLA citation;
- prepare two substantive discussion questions that synthesizes central concepts/themes from the weekly readings; and
- take notes during class discussion.

This dialectical journal must be kept in a 100+ page college-ruled notebook. We will set these up together in class in Week #1. These will be checked periodically during class throughout the semester. You will need to follow the template and engage substantively and completely each week in order to get full credit. This is part of your participation grade, which weighs in at 25% of the course points.

Effective participation entails being an engaged reader. As you're reading materials for class, please adopt whatever strategies will enable you to stay alert and active as a reader, such as:

- underlining or flagging important passages and key phrases
- writing key words at the top of various pages
- writing notes in the margins of pages or in a reading journal
- jotting down questions that you want to raise about the reading
- listing pages or specific passages that contain especially confusing or intriguing material

Effective participation entails being an engaged listener and balanced contributor. If you tend to talk a lot in class, please try to leave room for other students to speak. If you tend to be quiet in class, please make an effort to add to our conversation. Participation can take many forms, including:

- offering a comment or reflection about the readings during class
- posing a question or responding to others' questions
- identifying a passage or section that you want to investigate more thoroughly
- sharing an insight from your own ongoing projects
- posting an observation or question on our online course site
- making links between our discussions and issues within larger contexts
- listening carefully and respectfully to other students' contributions

Suggestions for effective dialectical journal or D2L responses:

- select a passage, issue, or theme from a text and analyze its significance within the context of teaching practices or philosophies
- identify a particular practice or philosophy presented in a text(s) and consider its benefits and/or limitations or how you might adopt it and why
- create a discussion question for another student to answer
- sort out the central arguments, assumptions, contradictions/tensions, or insights of a particular practice/issue or argument of a text
- create a conversation between two texts
- grapple with a course-related question or issue that you find confusing, intriguing, or complex
- discuss links between our course materials and other context (i.e., texts from other courses, your own learning experience, what you're seeing in your clinical hours, etc.)

Suggestions for creating successful responses to others' D2L posts or questions:

- engage thoughtfully and respectfully with your peer's questions and/or ideas
- discuss how your peer's analysis has influenced or altered your own understanding of an issue or practice
- extend, complicate, or respectfully challenge your peer's ideas or analysis of an issue/practice
- respond to a question that the peer's posting explicitly or implicitly raises
- grapple with an insight, contradiction, or conundrum that emerges from your peer's post

Peer Review Workshops

The work of teaching and planning are social processes; both giving and receiving feedback about your work enables us to develop our abilities as effective practitioners. In this spirit, workshops will play a central role in our course. By identifying what is working and not working in each other's work, you will help each other to clarify and strengthen your arguments. Commenting on others' work is also one of the best ways to improve your own writing; identifying strengths and weaknesses in your peers' drafts will heighten your awareness of strengths and weaknesses in your own work.

We'll have a range of different kinds of workshops throughout the semester. Some will be informal and will require you to share draft documents and provide feedback in one sitting. At other times, you will submit work to your peers in advance for more in-depth feedback.

Workshops will be on major projects. I'll assign you to a particular peer review group or partner and ask you to do the following:

- Submit (via D2L Dropbox and email) a complete draft of your assignment to me and to your group members by the date and time specified
- Before (or sometimes during) the workshop, read your peers' drafts and offer substantive feedback in the form of a typed letter or graphic organizer and shorter feedback on the draft itself. I'll distribute guidelines for each peer review session.
- Your peer review comments will also be submitted online for points.

It is crucial that you attend your peer review workshops and submit complete drafts.

- Missing a workshop or failing to give feedback warrants a loss of points
- A draft is a work-in-progress, and you'll be substantially revising your drafts based on the feedback that you receive. However, your peers can only offer you helpful feedback if you give them a complete draft in which you have done your best to meet the requirements of the assignment.

University, Course, and Instructor Policies

Course Grade: Your grade in this course will be calculated using a weighted category system (see above) and standard grading scale. Your final grade will be determined by the following breakdown and grading scale:

A = 90%-100%

D = 60%-69%

B = 80%-89%

F = 0%-59%

C = 70%-79%

Rounding of Grades: Because this university does not utilize a +/- system in grading, I will *only* consider rounding a letter grade up if it falls in a 1-point range, and I have seen the following from the student:

- All work has been turned in on time throughout the semester and demonstrates solid effort;
- The student has actively participated in in-class and online sessions;
- The student has frequently attended office hours and has maintained open communication with the professor and their peers.

Late Submission of Work:

Unless you notify me in advance (note “advance” is at least 48 hours before the due date) about extenuating circumstances that will prevent you from submitting projects on time, I’ll lower your grade for the assignment by one letter for each day that it is late. For instance, if you submit a “B” assignment two days late, the highest grade you can receive will be a “D.”

You’ll receive credit for every minor assignment that you complete (i.e., discussion posts), but I’ll provide feedback for only a portion of these assignments.

If you need to miss a class, please refer first to the syllabus, but also to our D2L site for information about assignments and content. Please utilize our open forum on D2L and/or contact me AFTER referring to D2L and our syllabus if you need additional information.

Instructor Access and Response Time:

I look forward to meeting with you individually during office hours, and I encourage you to come to my office hours throughout the term (whether online or in person). We can talk about your assignments, issues that we’ve been discussing in class, any difficulties that you’re having, and/or your future plans. If your schedule conflicts with my weekly office hours, please let me know so that we can arrange to meet at another time.

In addition, communication via my etacke@eiu.edu email is also welcome. When using email, please follow professional etiquette, including:

- A subject that contains the central question/purpose of email
- An email address and signature (i.e., Dear Professor X, This is Y from [course name]...)

Although I am often on my email, please allow me from **24-36 hours** to respond during normal business hours (M-F: 9-5). I may likely need longer on weekends and holidays. Please note that you can expect feedback and/or evaluation on smaller assignments within one week, and major assignments within 2-3 weeks.

Plagiarism:

Building on others’ words and ideas is an essential element of effective scholarship. However, using someone else’s words, ideas, or work without proper attribution is plagiarism, and such an act is considered a serious ethical violation within the university community. In accordance with English Department and University policies, “Any teacher who discovers an act of plagiarism—‘The appropriation or imitation of the language, ideas, and/or thoughts of another author, represented as one’s original work’ (*Random House Dictionary of the English Language*)—has the right and responsibility to impose upon the guilty student an appropriate penalty up to an including immediate assignment of the grade of F for the assigned essay, a grade of NC for the course, and file a report with the Judicial Affairs Office.” If you complete an assignment for one course and then submit that same assignment as original work for a different course, you are also committing plagiarism.

The best argument against plagiarism is that you cheat yourself out of an education when you copy someone else’s work. If you believe that a specific instance in your writing/design might constitute plagiarism, consult me prior to turning in the final draft. In short, students are expected to maintain principles of academic integrity and conduct as defined in EIU’s Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations are reported to the Office of Student Standards.

Please also note that copying material from another course and presenting it in this course is also a form of plagiarism. Any material you’ve created for another Education course cannot be utilized again in this course. In addition, your eventual student teaching portfolio will require three different unit plans and three distinct pedagogy reflection papers.

Accommodations for Disability and Chronic Illness:

Eastern Illinois University is committed to ensuring the full participation of all students, and I am committed to making learning as accessible as possible for all of my students. If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. If you have accommodations through OSDS, please share this documentation with me as soon as possible, preferably within the first few weeks of class. But I also want you to know that you should feel free to come and talk about any particular needs that you have, and we can collaborate on a plan for your success. I will treat as private and confidential any information that you share.

- Office of Student Disability Services (OSDS): Ninth Street Hall, Room 2006, 217-581-6583, <https://www.eiu.edu/disability/>

Technology Support:

EIU has various support systems in place to help students with technology-based concerns. Please utilize the below resources as needed throughout the semester.

- **ITS Help Desk**
Location: 1014 Student Services Building Phone: 217-581-HELP (4357)
Email: itshelp@eiu.edu
Web: <http://its.eiu.edu/userservices.php>
- **Booth Library Services**
Phone: 217-581-6072
Toll Free: 1-866-862-6684 Web: <http://www.library.eiu.edu>

Student Success Center & Writing Center:

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations.

- **Student Success Center**
Location: 9th Street Hall, Room 1302
Phone: 217-581-HELP (4357)
Web: www.eiu.edu/~success

The Writing Center is also a resource that students can utilize to improve their performance in this course. The Writing Center may be holding online/virtual writing consultations or face-to-face consultations, depending on access and availability.

- **The Writing Center**
Location: Coleman Hall, Room 3110
Phone: 217-581-5929
Web: <http://castle.eiu.edu/writing>

Tentative Course Calendar

Readings and assignments are due on the day they are posted in the calendar. Calendar is likely to change.

DISCUSSION TOPICS/ACTIVITIES	DUE:
Week 1 (Unit Zero): Course Introductions, Setting SMART Goals, + Course Prep	
<p>Week 1 MON Jan 11: Introductions and Course Overview</p> <ul style="list-style-type: none"> ▪ Course orientation and overview: What is the Teaching of English? ▪ Developing norms for classroom discussion ▪ Assignment Overview: Discussion Posts ▪ Required Materials <p>Assignments Handed Out:</p> <ul style="list-style-type: none"> ▪ Assignment: D2L Student Profiles, due January 14 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ D2L: Syllabus <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ DUE Monday 1/11 @ 9pm: D2L Discussion Post 1: Syllabus Collaborative Quiz—After carefully reading the syllabus, create three quiz questions in your Discussion Post. Your syllabus questions should require some variation of short answer, multiple choice, and/or T/F responses. You will be evaluated on the depth and engagement of your questions. ▪ DUE Tuesday 1/12 @ 9pm: D2L Discussion Post 1 PEER RESPONSES: You will be required to “take the quiz” of at least two of your peers. In your post reply, respond to the three quiz questions in complete sentences, and cite the page number of the syllabus where you found your answer. You cannot take the quiz of a post that already has two responses.
<p>Week 1 WED Jan 13: SMART Goals + Reflection</p> <ul style="list-style-type: none"> ▪ Setting SMART goals and creating work routines ▪ How do you read for teaching? <p>Assignments Handed Out:</p> <ul style="list-style-type: none"> ▪ Introducing Assignment #1: Reading <i>A Step from Heaven</i> + RfT, due January 20 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Start reading: An Na: <i>A Step from Heaven</i> ▪ D2L: Alston & Barker, “Reading for Teaching: What We Notice When We Look at Literature” (pp. 62-67) ▪ D2L: RfT Handout ▪ D2L: View the “SMART Goals” PPT Video + fill in the accompanying handout <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ Discussion Post 2: Organization and Agency—After viewing the “SMART Goals” PPT, create a D2L post that addresses the following before class on Wednesday: <ul style="list-style-type: none"> ○ Assess your own organization. What works for you? What have you struggled with in the past (particularly in regard to success during COVID)? ○ Prepare one SMART semester goal for this course regarding your unit planning or other course work and how you plan to achieve that goal ○ Prepare one SMART semester goal for this course regarding your organization and how you plan to achieve and maintain that goal ○ Describe the planner you’ve decided to use throughout the semester (i.e., which online planner or hard copy planner you plan to use) AND how you plan to create and maintain a routine with it. ▪ Then, respond to at least two peers’ posts by 8pm on Wednesday. Assess and provide feedback on their goals (are they truly “SMART”?) and engage in discussion about planner routines and accountability.
Week 1	Readings:

<p>FRI Jan 15: Dialectical Journals + RfT</p> <ul style="list-style-type: none"> Setting up the Dialectical Journal Reading for Teaching + <i>A Step from Heaven</i> + RfT <p>Assignments Handed Out:</p> <ul style="list-style-type: none"> Introducing Assignment #2: Literacy Narrative due January 27 	<ul style="list-style-type: none"> Continue reading: An Na: <i>A Step from Heaven</i> D2L: Burke, "How We Read: Teaching Reading as Process" (pp. 152-177) Review: <ul style="list-style-type: none"> D2L: Alston & Barker, "Reading for Teaching: What We Notice When We Look at Literature" (pp. 62-67) D2L: RfT Handout <p>Written Assignments:</p> <ul style="list-style-type: none"> First Dialectical Journal Entry on Alston & Barker and Burke due <i>after</i> class D2L Student Profiles due Thursday (1/14) by 8pm. Respond to at least two of your peers' Student Profiles with questions or comments by Friday (1/15) by 5pm. Due Wednesday, 1/20 @ 11:59pm RfT <i>A Step from Heaven.</i>
<p>Week 2: Teaching Literacy + Metacognition</p>	
<p>MON Jan 18: No class. Remember, reflect, and act on our ongoing battle for civil rights in this country and the legacy of Dr. Martin Luther King Jr.! See News in D2L for campus events.</p>	
<p>Week 2 WED Jan 20: Reading Strategies + Metacognition</p> <ul style="list-style-type: none"> Metacognition and reading strategies 	<p>Readings:</p> <ul style="list-style-type: none"> D2L: Schoenbach, Ch 5: "Acquiring Cognitive Tools for Reading" (pp. 74-98) Notice & Note: Part I, Questions 1-4 (pp. 1-26) <p>Written Assignments:</p> <ul style="list-style-type: none"> Assignment #1 RfT <i>A Step from Heaven</i> due to Dropbox 1/20 @ 11:59pm Dialectical Journal Entries <i>before</i> class (on Schoenbach & <i>Notice and Note</i>)
<p>Week 2 FRI Jan 22: Modeling with Reading Strategies</p> <ul style="list-style-type: none"> Metacognition and reading strategies Effective practices for teaching and modeling literacy skills Introducing Assignment #3: Unit Plan Overview, due dates vary <p>Assignments Handed Out:</p> <ul style="list-style-type: none"> Assignment #3: UP#1 Unit Text RfT, due February 10 (Proposal due 1/29) 	<p>Readings:</p> <ul style="list-style-type: none"> D2L: Schoenbach, Ch 7: "Embedding Apprenticeship Strategies in Subject Area Classrooms" (pp. 117-137) <p>Written Assignments:</p> <ul style="list-style-type: none"> Full Draft of Literacy Narrative for Peer Review due to partners via email and Dropbox by Friday @ 11:59pm Dialectical Journal Entries <i>before</i> class (on Schoenbach)
<p>Week 3: Facilitating Academic Discussions</p>	
<p>Week 3 MON Jan 25: Peer Review</p> <ul style="list-style-type: none"> Peer Review Literacy Narrative 	<p>Readings:</p> <ul style="list-style-type: none"> Your Peers' Literacy Narratives <p>Written Assignments:</p> <ul style="list-style-type: none"> Peer Feedback of Literacy Narrative due to partners via email <i>before</i> class Monday
<p>Week 3</p>	<p>Readings:</p> <ul style="list-style-type: none"> D2L: Michaels & O'Conner, "Talk Science Primer" (pp. 1-20)

<p>WED Jan 27: Facilitating Academic Discussions</p> <ul style="list-style-type: none"> Facilitating strategies for whole class discussions Discussions: “into, through, and beyond” <p>Assignments Handed Out:</p> <ul style="list-style-type: none"> Introducing Assignment #4: Co-Facilitating Academic Discussions, due dates vary 	<ul style="list-style-type: none"> D2L: Napell, “Six Common Non-Facilitating Teaching Behaviors” (pp. 199-202) Notice & Note: Part I, Question 5, “What is the Role of Talk?” (pp. 27-33) <p>Written Assignments:</p> <ul style="list-style-type: none"> Assignment #2 Final Draft of Literacy Narrative due to Dropbox by Wednesday @ 11:59pm Dialectical Journal Entries <i>before</i> class (on Michaels & O’Conner, Napell, & NN Ch 5)
<p>Week 3 FRI Jan 29: Collaborating on Class Discussions</p> <ul style="list-style-type: none"> Planning academic discussions with “Fish Cheeks” by Amy Tan Diversifying academic discussion practices 	<p>Readings:</p> <ul style="list-style-type: none"> D2L: Tan, “Fish Cheeks” D2L: Academic Discussion Planning Guide (IN-CLASS) Teaching English: Ch 3, “Alternatives to Teacher-Led Discussions” (pp. 32-44) <p>Written Assignments:</p> <ul style="list-style-type: none"> Proposal for Unit Plan Text due to Dropbox by Friday @ 11:59pm Discussion Question for the Dialectical Journal (+ normal requirements <i>before</i> class on <i>Teaching English</i> and Tan): <ul style="list-style-type: none"> Based on our discussions, and your readings from Wednesday, develop 3-4 questions for a whole class discussion of “Fish Cheeks.” What would be your goal for a discussion of this text?
Week 4: Introduction to Backward Design + Close Reading and Modeling	
<p>Week 4 MON Feb 1: Backward Design</p> <ul style="list-style-type: none"> Introductions to backward design <p>Assignments Handed Out:</p> <ul style="list-style-type: none"> Assignment #3: UP#2 Unit Overview + Writing Prompt, due February 23 	<p>Readings:</p> <ul style="list-style-type: none"> UbD: Ch 1: “Backward Design” (pp. 13-34) D2L: Marshall and Beach, “Organizing Units in Literature” (pp. 179-205) <p>Written Assignments:</p> <ul style="list-style-type: none"> Discussion Question for the Dialectical Journal (+ normal requirements <i>before</i> class): <ul style="list-style-type: none"> What would you describe as the core components of planning after reading UbD and Marshall & Beach?
<p>Week 4 WED Feb 3: Expert Blind Spots</p> <ul style="list-style-type: none"> Identifying expert blind spots 	<p>Readings:</p> <ul style="list-style-type: none"> UbD: Excerpts Ch 2: “Understanding as a Noun” (pp. 43-44) and “Expert Blind Spots” (pp. 44-46) D2L: Olson, Ch 1: “What is the Reading/Writing Connection?” (pp. 1-16) <p>Written Assignments:</p> <ul style="list-style-type: none"> Discussion Question for the Dialectical Journal (+ normal requirements <i>before</i> class on <i>UbD</i> & Olson): <ul style="list-style-type: none"> What, in your own words, is an “expert blind spot”? How can you learn to identify these in your curriculum design?
<p>Week 4 FRI Feb 5: Modeling Explicit Practice</p> <ul style="list-style-type: none"> Modeling explicit practice: Irony 	<p>Readings:</p> <ul style="list-style-type: none"> Notice & Note: Part II, Chs 1-8 (pp. 66-111)

<ul style="list-style-type: none"> Minilesson structure and gradual release model of teaching 	<p>Written Assignments:</p> <ul style="list-style-type: none"> Discussion Question for the Dialectical Journal (+ normal requirements <i>before</i> class): <ul style="list-style-type: none"> What are the core skills, habits, and mindsets of close reading, as presented by Beers & Probst?
Week 5: Unit Overviews, Essential Questions, Learning Targets, & CCSS	
<p>Week 5 MON Feb 8: Essential Questions</p> <ul style="list-style-type: none"> Exploring the CCSS Defining and evaluating Essential Questions <p>Assignments Handed Out:</p> <ul style="list-style-type: none"> Assignment #5: English 3402 Professional Portfolio, due May 1 Introducing Clinical Hours Expectations 	<p>Readings:</p> <ul style="list-style-type: none"> UbD: Ch 3, “Gaining Clarity on our Goals” (pp. 56-81) and Ch 5, “Essential Questions: Doorways to Understanding” (pp. 105-125) <p>Written Assignments:</p> <ul style="list-style-type: none"> Dialectical Journal Entries <i>before</i> class (treat Chapters 3 & 5 as separate texts!)
<p>Week 5 WED Feb 10: Learning Targets</p> <ul style="list-style-type: none"> Practice with EQs and LTs: <i>A Step from Heaven</i> Defining and evaluating Essential Questions and LTs Considering supplemental texts 	<p>Readings:</p> <ul style="list-style-type: none"> D2L: Bloom’s Taxonomy, Active Language for Learning Targets D2L: Tatum et al., “Adolescents and Texts: Scaffolding the English Canon with Linked Test Sets” (pp. 88-91) <p>Written Assignments:</p> <ul style="list-style-type: none"> RfT for Unit Text due to Dropbox by Wednesday @ 11:59pm! (Make sure it is in Word format!) Dialectical Journals <i>before</i> class (on Blooms & Tatum et al) Discussion Post 3: EQs and LTs—After Monday and Wednesday readings, create a D2L post that addresses the following <i>before</i> class on Wednesday: <ul style="list-style-type: none"> Draft 1-2 EQs for <i>A Step from Heaven</i> and be prepared to share out. Begin to roughly sketch out the LTs and EQ for your unit. Use your RfT to think about: What are the overarching themes of your text? What big questions are addressed? What explicit skills and strategies will students need to learn to comprehend the text and become better readers and writers? What components of this text are particularly useful to investigate these skills and strategies? Then, respond to at <i>least</i> two peers’ posts by 8pm on Wednesday. Assess and provide feedback on their early EQs and LTs.
FRI Feb 12: Lincoln’s Birthday: No class!	
Week 6: Designing Writing Prompts and Rubrics	
<p>Week 6 MON Feb 15: Writing Prompts & Rubrics</p> <ul style="list-style-type: none"> Creating and evaluating writing prompts Affordances and limitations of rubrics Co-Facilitators _____ 	<p>Readings:</p> <ul style="list-style-type: none"> D2L: Hillocks, Ch 7: “The Art of Planning I: Some Basics” (pp. 124-146) D2L: Popham, “What’s Wrong—And What’s Right—With Rubrics” (pp. 72-75)

	<p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ Bring in a draft-in-process of UP#2 ▪ Discussion Question for the Dialectical Journal (+ normal requirements <i>before</i> class on Hillocks & Popham): <ul style="list-style-type: none"> ○ Drawing from Hillocks Ch 7, what will you need to reflect on and implement to produce an effective literary analysis prompt? ○ In summary, how and when are rubrics effective, according to Popham?
<p>Week 6 WED Feb 17: Writing Process</p> <ul style="list-style-type: none"> ▪ Scaffolding the writing process ▪ Formal and informal assessment 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ D2L: Romano, “Writing Process in Theory” (pp. 51-58) ▪ Literacy: Ch 13: Rief, “Writing: Commonsense Matters” (pp. 27-38) ▪ D2L: UP#2 Student Sample <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ UP#2 full draft for Peer Review due to partners via email and Dropbox by Wednesday @ 11:59pm ▪ Dialectical Journal Entries <i>before</i> class (on Romano and Reif)
<p>Week 6 FRI Feb 19: Peer Review</p> <ul style="list-style-type: none"> ▪ UP#2 Peer Review 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Your peer’s UP#2 Assignment <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ UP#2 Peer Feedback due to partners via email and Dropbox <i>before</i> class
<p>Week 7: Sequencing Instruction + Anticipatory Lessons</p>	
<p>Week 7 Mon Feb 22: Sequencing Instruction</p> <ul style="list-style-type: none"> ▪ Sequencing writing tasks: How do you connect one lesson to the next? How can you ensure alignment within and across lessons? ▪ Co-Facilitators _____ <p>Assignments Handed Out:</p> <ul style="list-style-type: none"> ▪ Assignment #3: UP#3 Writing Instructional Sequence, Anticipatory Activity, and Close Reading Minilesson, due March 14 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ D2L: Hillocks, Ch 9: “Sequencing” (pp. 170-188) ▪ D2L: Olson, Ch 6: “Strategies for Interacting with a Text” (pp. 123-142) <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ DUE TUESDAY: UP#2 Final Draft due to Dropbox 2/23 @ 11:59pm (Make sure it is in Word format, and is pasted in after the tracked-changes, revised RfT!) ▪ Discussion Question for the Dialectical Journal (+ normal requirements <i>before</i> class on Hillocks & Olson): <ul style="list-style-type: none"> ○ What are the core components of effective sequencing? (Cite the text for each required component). ○ What strategies offered by Olson in Ch 6 might be useful to implement into your own sequence? What, according to Olson, is an “Anticipation Guide” for and how might you draw on it in your Anticipation Activity?
<p>Week 7 Wed Feb 24: Wellness Day: No Class!</p>	

<p>Week 7 Fri Feb 26: Lesson Planning</p> <ul style="list-style-type: none"> ▪ Reconsidering expert blind spots 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ UbD: Ch 9 “Planning for Learning” (pp. 191-226) ▪ MAX: Chapter 10: “Anticipation Guides” (pp.101-107) ▪ D2L: Close Reading Materials Packet (Tacke) <p>Written Assignments:</p> <ul style="list-style-type: none"> ○ Dialectical Journal Entries <i>before</i> class (on <i>UbD</i> and <i>MAX</i>)
Week 8: Developing Scaffolds—Universal Design for Learning + Explicit Modeling	
<p>Week 8 MON Mar 1: Universal Design</p> <ul style="list-style-type: none"> ▪ Making learning accessible ▪ Accessibility audits: evaluating prompts, lessons, and student work for access 	<p>Readings:</p> <ul style="list-style-type: none"> • D2L: Dolmage, “Universal Design: Places to Start” + Appendices <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ Discussion Question for the Dialectical Journal (+ normal requirements <i>before</i> class on Dolmage): <ul style="list-style-type: none"> ○ Summarize the core philosophies and practices of Universal Design for Learning? How do practices of universal design support <i>all</i> learners? Why is universal design a better approach than learning styles?
<p>Week 8 WED Mar 3: Scaffolding and Lesson Planning</p> <ul style="list-style-type: none"> ▪ Making learning accessible ▪ Providing scaffolds for student learning 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Teaching English: Ch 2, “Providing Scaffolds” (pp. 19-31) ▪ D2L: 3402 Minilesson Template ▪ D2L: UP#3 Student Sample <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ Dialectical Journal Entries <i>before</i> class (on <i>Teaching English</i> & UP#3 Student Sample)
<p>Week 8 FRI Mar 5: Sharing Best Practices</p> <ul style="list-style-type: none"> ▪ Professional Development ▪ Sharing useful minilessons and scaffolding activities 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ MAX: Sign up for ONE chapter (from Chapters 11-32) and pick a lesson/activity that you would like to adopt and adapt for your personal unit. <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ Discussion Question for the Dialectical Journal (+ normal requirements <i>before</i> class on chosen chapter): <ul style="list-style-type: none"> ○ Summarize the goals and purposes of the lesson. ○ Describe <i>how</i> and <i>why</i> you would adapt this lesson for your own unit. ○ How will this lesson need to be adapted to support universal design? ○ Pretend that you need to teach this activity to other teachers for a Professional Development training. What would you emphasize? How would you teach it to other teachers? (Come prepared for Jigsaw!)
Week 9: Developing Scaffolds—ELL Supports and Demystifying “Reluctant Readers”	
<p>Week 9 MON Mar 8: English Language Learners</p> <ul style="list-style-type: none"> ▪ Supporting ELLs in the classroom ▪ Co-Facilitators_____ 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ D2L: Herrell & Jordan, Section 1: “Theoretical Overview” (from <i>50 Strategies for Teaching English Language Learners</i>) (pp. 1-14)

	<ul style="list-style-type: none"> ▪ D2L: Frankel & Brooks, “Why the ‘Struggling Reader’ Label is Harmful (and What Educators Can Do About It)” (pp. 111-114) <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ UP#3 full draft for Peer Review due to partners via email and Dropbox by Monday @ 11:59pm ▪ Dialectical Journal Entries <i>before</i> class (on Herrell & Jordan + Frankel & Brooks)
<p>Week 9 WED Mar 10: Peer Review</p> <ul style="list-style-type: none"> ▪ UP#3 Peer Review 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Your peer’s UP#3 Assignment <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ UP#3 Peer Feedback due to partners via email and Dropbox <i>before</i> class
<p>Week 9 FRI Mar 12: Workday</p> <ul style="list-style-type: none"> ▪ Substantive revision ▪ Engaging with feedback and substantive revision <p>Assignments Handed Out:</p> <ul style="list-style-type: none"> ▪ Assignment #3: UP#4 Unit Calendar, due April 2 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ In Class: Revision Supports TBD <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ Bring in all of your Unit Plan components and revisions in progress for a class workday!
Week 10: “Planning the Whole Course”—Designing your Unit Calendar	
<p>Week 10 MON Mar 15: Developing the Unit Calendar</p> <ul style="list-style-type: none"> ▪ Calendaring process ▪ Coverage vs. uncoverage ▪ Co-Facilitators _____ 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Teaching English: Ch 4, “Planning the Whole Course” (pp. 45-66) ▪ UbD: Ch 10, “Teaching for Understanding” <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ DUE SUNDAY: UP#3 Final Draft due to Dropbox 3/14 @ 11:59pm (Make sure it is in Word format and is pasted in after the revised RfT and UP#2 with tracked changes!) ▪ Discussion Question for the Dialectical Journal (+ normal requirements <i>before</i> class on both different chapters from <i>Teaching English</i>): <ul style="list-style-type: none"> ○ What do Wiggins and McTighe mean when they talk about “coverage vs. uncoverage”? Provide examples of each in a potential unit plan or lesson.
<p>Week 10 WED Mar 17: Developing the Unit Calendar</p> <ul style="list-style-type: none"> ▪ Creating routines in your unit calendar 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ D2L: Herrell & Jordan, Ch 1: “Predictable Routines and Signals” (from <i>50 Strategies for Teaching English Language Learners</i>) (pp.16-19) ▪ Teaching English: Ch 14, “Down and Dirty: Daily Planning” (pp. 184-223) <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ Discussion Question for the Dialectical Journal (+ normal requirements <i>before</i> class on Herrell/Jordan & <i>Teaching English</i>):

	<ul style="list-style-type: none"> ○ After your readings from <i>Teaching English</i>, what strategies might you draw on to create a whole calendar? How will you work your sequence into your calendar days? What other routines and practices will you need to build in? ○ Although Herrell & Jordan are advocating for ELL students, how might you build in your own predictable routines and procedures into your unit plan? Consider our own 3402 class: what routines have you grown accustomed to? How do they support your learning and comfort with the class?
Week 10 FRI Mar 19: Developing the Unit Calendar <ul style="list-style-type: none"> ▪ Workday ▪ Engaging with feedback and substantive revision 	Readings: <ul style="list-style-type: none"> ▪ In Class: Revision Supports TBD Written Assignments: <ul style="list-style-type: none"> ▪ Bring your in-process calendar drafts and all other working revisions for an in-class workday.
Week 11: Vocabulary, Literature Circles, and other Routines	
Week 11 MON Mar 22: Teaching Vocab <ul style="list-style-type: none"> ▪ Planning effective vocabulary instruction 	Readings: <ul style="list-style-type: none"> ▪ Literacy: Ch 7: Allen, “Mastering the Art of Effective Vocabulary Instruction” (pp. 87-104) Written Assignments: <ul style="list-style-type: none"> ▪ Dialectical Journal Entries <i>before</i> class (on Allen)
Week 11 WED Mar 24: Literature Circles <ul style="list-style-type: none"> ▪ Minilesson and literature circles 	Readings: <ul style="list-style-type: none"> ▪ Mini-Lessons for Literature Circles: Ch 1, “Joining the Book Club” (pp. 1-27) ▪ D2L: UP#4 Student Sample Written Assignments: <ul style="list-style-type: none"> ▪ UP#4 full draft for Peer Review due to partners via email and Dropbox by Wednesday @ 11:59pm ▪ Dialectical Journal Entries <i>before</i> class (on <i>Mini-Lessons</i>)
Week 11 FRI Mar 26: Peer Review <ul style="list-style-type: none"> ▪ UP#4 Peer Review 	Readings: <ul style="list-style-type: none"> ▪ Your peer’s UP#4 Assignment Written Assignments: <ul style="list-style-type: none"> ▪ UP#4 Peer Feedback due to partners via email and Dropbox <i>before</i> class
Week 12: Becoming Reflective Practitioners	
Week 12 MON Mar 29: Building Reflective Practices <ul style="list-style-type: none"> ▪ What does it mean to be a reflective practitioner? Assignments Handed Out: <ul style="list-style-type: none"> ▪ <i>Review:</i> Assignment #5: Professional Portfolio, due May 1 	Readings: <ul style="list-style-type: none"> ▪ Literacy: Ch 18: Allington, “Effective Teachers, Effective Instruction” (pp. 273-288) Written Assignments: <ul style="list-style-type: none"> ▪ Dialectical Journal Entries <i>before</i> class (on Allington)
Week 12 WED Mar 31: Building Reflective Practices	Readings: <ul style="list-style-type: none"> ▪ Sample Student Pedagogy Reflection Paper ▪ Final Portfolio: Pedagogy Reflection Prompt + Rubric

<ul style="list-style-type: none"> Engaging in critical reflection and planning for your own instructional practice 	<p>Written Assignments:</p> <ul style="list-style-type: none"> Discussion Question for the Dialectical Journal (+ normal requirements <i>before</i> class on Student Sample Essay + prompt/rubric) <ul style="list-style-type: none"> How does pedagogy reflection essay, drawn from your clinical experience hours, support your growth as an educator? What worked in the student sample? Where did you see gaps?
<p>Week 12 FRI Apr 2: Workday</p> <ul style="list-style-type: none"> Finalizing the unit calendar Substantive revision <p>Assignments Handed Out:</p> <ul style="list-style-type: none"> Assignment #3: UP#5 Revised Unit + Unit Rationale, due April 19 Rationale ONLY due April 11 	<p>Readings:</p> <ul style="list-style-type: none"> None, work on calendar <p>Written Assignments:</p> <ul style="list-style-type: none"> UP#4 Final Draft due to Dropbox 4/2 @ 11:59pm (Make sure it is in Word format, and is pasted in after the revised RfT, UP#2, and UP#3 with tracked changes!)
<p>Week 13: Writing the Unit Rationale</p>	
<p>Week 13 MON Apr 5: Justifying your Units with Research</p> <ul style="list-style-type: none"> Writing the Unit Rationale 	<p>Readings:</p> <ul style="list-style-type: none"> Teaching English: Ch 10 “Your Unit Rationale” (pp. 140-147) D2L: Unit Rationale Student Sample A D2L: UP#5 Rationale Prompt <p>Written Assignments:</p> <ul style="list-style-type: none"> Discussion Question for the Dialectical Journal (+ normal requirements <i>before</i> class on <i>Teaching English</i>, Student Sample, & Prompt): <ul style="list-style-type: none"> Based off of the core requirements of the unit rationale, how will you draw on our course readings, your dialectical journals, and outside course readings or research to support and justify your unit choices? To what extent does Sample A meet the prompt requirements? What works well? What questions do you still have about it?
<p>Week 13 Wed Apr 7: Wellness Day: No Class!</p>	
<p>Week 13 FRI Apr 9: Peer Review</p> <ul style="list-style-type: none"> Rationale ONLY Peer Review 	<p>Readings:</p> <ul style="list-style-type: none"> Your peer’s UP Rationales <p>Written Assignments:</p> <ul style="list-style-type: none"> DUE THURSDAY: Full Draft of Rationale for Peer Review due to partners via email and Dropbox by Thursday 4/8 @ noon Rationale Peer Feedback due to partners via email and Dropbox <i>before</i> class Friday
<p>Week 14: Unit Plan Revisions + Questions</p>	
<p>Week 14 MON Apr 12: Unit Plan Revisions</p> <ul style="list-style-type: none"> Finalizing the unit plan 	<p>Readings:</p> <ul style="list-style-type: none"> None, work on projects In-class supports TBD

	<p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ SUNDAY: Final Draft of Rationale only due to Dropbox Sunday 4/11 by 11:59pm
<p>Week 14 WED Apr 14: Portfolio Expectations</p> <ul style="list-style-type: none"> ▪ Preparing the portfolio 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Review all 3402 Portfolio prompts and rubrics ▪ Peer review expectations for over Week #15 Break ▪ In-class supports TBD <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ Full Draft of UP#5 Peer Review due to partners via email and Dropbox by Wednesday @ 11:59pm
<p>Week 14 FRI Apr 16: Unit Plan Peer Review</p> <ul style="list-style-type: none"> ▪ UP#5 Peer Review 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Your peer's full, revised unit plans (including rationales) <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ UP#5 Peer Feedback due to partners via email and Dropbox <i>before</i> class Friday ▪ Dialectical Journal Entries
Week 15: NO CLASSES, WORK WEEK! (Appointments for conferences available!)	
Week 15 MON Apr 19: UP#5 Final Draft due to Dropbox 4/19 @ 11:59pm (Make sure it is in Word format and includes ALL tracked changes feedback. Also submit one clean final version to the same Dropbox folder!)	
Week 15 FRI Apr 23: Full Draft of Portfolio for Peer Review due to partners via email and Dropbox by Friday 4/23 @ 11:59pm	
Week 16: Final Revisions and Course Reflection	
<p>Week 16 MON Apr 26: Portfolio Peer Review</p> <ul style="list-style-type: none"> ▪ Portfolio Peer Review Portfolio Peer Review 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Your peers' portfolios <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ Portfolio Peer Feedback due to partners via email and Dropbox <i>before</i> class Monday
<p>Week 16 WED Apr 28: Final Class Expectations</p> <ul style="list-style-type: none"> ▪ Finalizing the Unit Plan ▪ Finalizing the Portfolio ▪ Access and use of LiveText 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ None, work on projects ▪ In-class supports TBD
<p>Week 16 FRI Apr 30: Reflections and Celebrations</p> <ul style="list-style-type: none"> ▪ Class reflections and evaluations 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ None, work on projects
Final Portfolios + Final LiveText submissions due Saturday, May 1 @ 11:59pm	