Syllabus
English 3360.202, Fall 2016
Current Approaches to Composition & Literature

TR 2:00-3:15 (CCH 207)

Instructor: Dr. Catherine Quick
Location: FC 286
Phone: 825-3025
Email: catherine.quick@tamucc.edu

Office Hours (Dr. Quick is available for student consultations in FC 286 or online):
   M 3-5, T & Th 3:30-5:00, and other times by appointment.

Catalog Course Description
Prospective teachers learn to create developmentally appropriate learning environments and tasks that enable student success in writing and the study of literature in Language Arts and English courses, as well as preparing students to meet the increased writing and reading expectations in all subject areas. Prepares prospective teachers to meet increased expectations for their own writing. Prerequisite: one Reading course.

Student Learning Outcomes
Students in English 3360 will:

- Apply contemporary theories of writing and literature pedagogy to design and evaluate classroom materials in accordance with the TEKS.
- Evaluate K-12 student writing using a variety of response and assessment methods.
- Write in multiple academic and personal genres to improve their own writing skill.

In the process of achieving those outcomes, students will also:
1. identify the complex relations among literacy, learning, and language use
2. identify theoretical principles behind local, state, and national standards (especially the TEKS) and apply them, along with a wide range of professional resources, to curriculum development
3. explain the ways that contexts for teaching and/or learning are influenced by global and local factors such as; divergent notions of literacy; matters of race, gender, class, economics, technology; cultural and environmental elements; and socio-cognitive development
4. apply process pedagogy and workshop model of writing instruction to curriculum development
5. develop a critical vocabulary for teaching writing and literature at an age-appropriate level
6. design strategies for teaching writing and literature in a high stakes testing environment
7. generate and apply appropriate criteria for responding to and assessing student writing
8. develop effective strategies for integrating technology into the English language arts classroom
9. articulate the theoretical principles behind the methods that inform one’s pedagogy

Texts and Materials


4. A notebook or a journal for your Writer’s Notebook (or you may choose to keep it electronically) 

5. Storage medium to provide access to files in class (e.g. flash drive, Dropbox, Google docs, etc.)

**Grade Distribution**

Grades will be based on the following assignments, divided into categories based on the following types of writing tasks:

1. **High-Stakes Writing (50%).** Work graded solely on quality of product, demonstration of knowledge, professionalism. Expectations for quality and correctness are very high. Involves extensive revision from earlier work.
   - Genre project (TEKS all levels: Writing/Writing Process; Writing/Persuasive Texts; all Research TEKS).
   - Responding to Student Writing (TEKS all levels: Writing/Writing Process, Writing/Expository & Procedural texts)
   - Midterm (TEKS all levels: Writing/Writing Process)

2. **Mid-stakes writing (25%).** Work is graded to some extent on product quality, but expectations are not as high as in high-stakes writing, and process is more important than the finished product. Mid-stakes writings move beyond exploration and play—they are meant for an audience and it is assumed the writer has done some revising and editing.
   - Teacher interview (TEKS all levels: Writing/Writing Process; TEKS all levels: Research/Gathering Sources)
   - Various in-class assignments, including drafts of genre project pieces. (TEKS all levels: all writing/research TEKS)
   - Final reflective essay (TEKS all levels: Writing/Writing Process; Writing/Persuasive Texts; all Research TEKS)

3. **Low-Stakes Writing (25%).** Work graded on process, completeness—the attempt. LSW offers students the opportunity to explore ideas, practice techniques, and develop writing skills in a safe, judgment-free context. In other words, as long as you complete the assignment, making a good-faith effort, you will get full credit. So take risks, have fun—don’t worry about getting it “right.”

Although the work in the low-stakes category does not have to be very polished, students are expected to produce a large quantity of writing—probably more than you’ve ever written for one class before.
Developing good writing skills requires practice, and this course provides the focused practice that can make a difference in your writing. Some (although not all) of the low-stakes assignments will be written during class. Here are just a few examples of low-stakes writing assignments:

- In-class quickwrites (TEKS all levels: Writing/Writing Process)
- Writer's Notebook (TEKS all levels: Writing/Writing Process; Writing/Literary texts)
- Responses to readings and class activities (TEKS all levels: Writing/Writing Process, Writing/Expository & Procedural texts)

Specific instructions will be provided in Blackboard.

**Submitting assignments:**
Most writing assignments must be submitted through Blackboard, but a few in-class assignments may be handwritten & turned in directly to the instructor. Unless directed otherwise, please do not send coursework to the instructor via email.

If you do not have a Blackboard account, please go to the Blackboard login page (http://bb9.tamucc.edu) and follow the instructions for “New User” in the box at the right. If you have problems with Blackboard while attempting to submit your assignments, contact the Island Online help desk (361-825-2692)—not your instructor.

Before uploading your assignment to Blackboard, make sure it is saved as an MS Word document, or if appropriate, a PDF. All students now have access to Office 365, Microsoft’s online version of the Office software suite, at no charge. See this link for more information: http://it.tamucc.edu/Office365/Office365.html.

**Course Policies**

**Attendance**
You have four “sick leave” days, meaning a maximum of four absences without penalty. No documentation or explanation is needed—or wanted. It’s not my place to judge the validity of your reasons—that decision is yours. Just know that: 1) there are consequences to missing class because of missed content, participation credit, and in-class work; and 2) that if you use up your sick leave, your final grade may be lowered by half a letter grade for each day over four missed. There is no such thing as "excused" or "un-excused" absences; these policies will apply no matter what the reason.

Here are the details:
- You may take a maximum of four (4) absences, no questions asked and no penalty other than missed in-class work and participation credit. You may not make up missed in-class work.
- Extra credit may be available, but will only apply to low-stakes writing category to help you make up for the occasional missed assignment. It won't happen often—don't rely on extra credit to make up for a significant amount of missed work.
- To be considered present, you must be on time, participate in all class activities, and remain in class for the entire period. Leaving early, coming in significantly late, or refusing to participate in in-class work will result in an absence and zero credit for any in-class work that day.
- Please keep the contact information for another student to find out what you missed. You will also find helpful information on Blackboard if you miss a class.
Late Work
- You may turn in most mid & high-stakes assignments up to one week past the due date. However, your grade may be subject to a late grade penalty. Generally, if the assignment is still available on Blackboard, you may turn it in.
- Exceptions to the one-week late rule may include (but are not limited to): reading responses, in-class work, and workshop participation credit. These assignments may not be made up or turned in late. There are so many low-stakes writing opportunities that missing one or two in these categories will probably not affect your grade. Missing more than that, however, will begin to add up, so don’t make missing them a habit.
- No work will be accepted later than one week after the due date.

In-class Conduct
In general, treat each other and the instructor with respect and follow simple standards of common courtesy. Here are a few specifics:
- Smartphones are incredibly useful learning tools, so it is fine to have them in class. In fact, we will occasionally use them for class purposes. However, please do not abuse this generous policy. Do not text, play games, shop, or constantly check the phone—use them only for class purposes and pay attention. If there is no class-related reason to have your phone out, please put it away.
- Likewise, computers are to be used for English 3360 work only. No shopping, no Facebook, etc.
- Do not use your time or the computers in English 3360 to work on assignments for other classes.
- Do not talk or make excessive noise while the instructor or another student is speaking to the class. (This includes typing on the keyboard, clicking the mouse, or tapping on a screen.)
- When group work is assigned in class, you must work in a group, not as an individual.
- During group work time, please stay on task and work cooperatively with other group members.

About the TExES Exam
Do not rush into the professional development segment of your career by attempting to take your TExES certification exams too soon. The College of Education can give you advice on when to take your professional development exams and will be your main source of information about the TExES if you are working toward EC-4 or EC-6 certification. For those of you who will be taking the English Language Arts & Reading (ELAR) 4-8, 8-12, or 7-12, please do the following:
- Finish at least 80% of the coursework in the major before attempting the ELAR TExES exam.
- Make an appointment to see the English department TExES coordinator if you have not done so. Contact Dr. Susan Garza (FC 267, x2483). She controls registration for the exam and the mandatory review sessions.
- Review the study guide carefully. Click here to obtain TExES Study Guides.
- Attend at least one TExES review session, preferably two. Try to attend one about a year before you plan to take the exam, then again right before your exam. Dr. Garza will provide information about review sessions.

Reminder to English Majors
As part of the English undergraduate capstone course (ENGL 4351), all English majors are required to submit a portfolio of writings in different discourse genres that they have completed for their college classes. To help you prepare for this assignment, you should keep a copy of all essays, research papers, literary analyses, creative and report writing, etc., so that you will have an ample selection from which to choose when the portfolio comes due.
Disability Services
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Academic Advising
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information, please call 361-825-3466.

Academic Honesty/Plagiarism
The University will not tolerate plagiarism or any other form of intellectual/academic dishonesty. Plagiarism is a serious violation of departmental and University policies, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Regardless, work that is turned in for the course that is plagiarized will be failed. If you are unsure about your use of sources, please consult with me or visit the writing center (in the TLC, in the Glasscock building) for advice on source documentation BEFORE the item is due. For this course, you must use either MLA or APA citation style. Any grammar handbook and many web sites have directions on correct citation.

Classroom/Professional Behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being
dropped from the class. November 11 is the last day to drop a class with an automatic grade of “W” this term.

Grade Appeal Process
Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Questions?
If you have any questions or concerns regarding this syllabus, please speak with me as soon as possible. You are responsible for understanding and adhering to the policies of this course and the University.

Reading & Assignment Schedule

How to Read this Schedule
This is a one-page schedule summing up the weekly modules. All assignments will be available on Blackboard within module folders. This schedule is subject to change.

Each week, you are asked to complete readings, write responses to those readings, write in your notebook, and complete an in-class (mostly) assignment based on the concepts for the week. Thus each week includes the following parts:

<table>
<thead>
<tr>
<th>Week number</th>
<th>Concepts: What are the main ideas you are going to learn and practice during the week?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class dates for the week</td>
<td>Readings: Each reading requires a brief written response to be posted on Blackboard. You must complete the readings and the response by class time on Tuesday of each week. Specific instructions for weekly responses are on Blackboard.</td>
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<tr>
<td>Notebook: This will be the same most weeks—simply a reminder to complete your notebook entries. Bring your notebook to class every day. They are subject to checks at any time and we will use them in class frequently.</td>
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<tr>
<td>Assignment: This is the in-class assignment you must complete each week. You'll have a good portion of Thursday’s class period to work on it, but if you don’t get it finished, you’ll have some time before the deadline to finish up. They will always be due Friday at midnight, unless otherwise specified. Please note that most of these assignments will not make sense if you do not attend class, as most of them will be modeled and practiced in class.</td>
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### First Day: Introduction to the Course

**August 25**

- **Concepts:** Navigating Course Materials, Writer’s Notebook

- **Readings:** Syllabus, Modules, Assignments on Blackboard. (Practice response due at the end of class.)

- **Notebook:** Practice entries (No official entries required for today, although you may use today’s writings for your notebook if you choose)

- **Assignment:** Set up your notebook—bring to class every day. Have it ready to go by Tuesday, Aug. 30, class time.

- **Notes:** Welcome to English 3360—it’s going to be a great adventure in writing!

### Week 1

**August 30 & Sept. 1**

- **Concepts:** Low, Mid, & High Stakes Writing; Best Practices;

- **Readings:**
  1. *Mechanically Inclined*, chapter 3 (p. 27-50) [This is the reading about your notebook. Don’t use it for your response this week; it’s just meant for your review and to have as resource later.)
  2. “Best Practices (Quick)"
  3. “High Stakes and Low Stakes in Assigning and Responding to Writing” (Elbow)

  Write response before class time on Tuesday (see instructions on BB)

- **Notebook:** Write three entries, find/record two words and one model sentence (gem)

- **Assignment:** Experiment with writing in response to multiple “try-its,” (at least three, preferably more), making sure you choose different genres. Turn in one example and a reflection about your writing on the try-its.

- **Notes:**
  1. The “try-its” are good fodder for notebook entries if you can’t think of anything to write. You may use the three you tried this week as part of your notebook.
  2. Start thinking about a teacher you want to interview. Send that person an email requesting the interview and set up a time sometime during February Let Dr. Quick know by Feb 4 if you need help finding someone.

### Week 2

- **Concepts:** Teacher as Writer; Writing & Reading Workshop
| Sept. 6 & 8 | **Readings:** | *Hidden Gems*, ch. 2 (p. 13-31)  
*The Writing Workshop*, ch. 1 (p. 1-16)  
Watch video: [https://www.youtube.com/watch?v=UihXzj8rYes](https://www.youtube.com/watch?v=UihXzj8rYes) (Reading Rocket’s “Writing”)  
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<tr>
<td><strong>Notebook:</strong></td>
<td>Write three entries, find/record two words and one model sentence (gem)</td>
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<tr>
<td><strong>Assignment:</strong></td>
<td>Exchange a piece from your notebook (your choice) with another class member. Write responses to each other’s work, using Bomer as a guide. Then write a reflective piece discussing your thinking about this approach to response. Turn in the entry, your peer’s response to your writing, and your reflection.</td>
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<tr>
<td><strong>Notes:</strong></td>
<td>1. Let Dr. Quick know if you need a teacher to interview. You’ll be asked next week to turn in names &amp; school info for your interviewee.</td>
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| Week 3  
Sept. 13 & 15 | **Concepts:** | Mentor Text |
|---|---|---|
| **Readings:** | *Hidden Gems*, ch. 3 (p. 33-52)  
*Mechanically Inclined*, chapters 1 & 2 (p. 1-26)  
Listen to podcast: [https://www choiseliteracy com/articles-detail-view.php?id=994](https://www choiseliteracy com/articles-detail-view.php?id=994) (Ralph Fletcher on Mentor Texts. Listen until the 3:50 mark)  
Watch videos: [https://www.youtube.com/watch?v=Hig-Kibow40a](https://www.youtube.com/watch?v=Hig-Kibow40a) and [https://www.youtube.com/watch?v=OUA5-U-EuK8](https://www.youtube.com/watch?v=OUA5-U-EuK8) and [https://www.youtube.com/watch?v=q_4mKOjG5LU](https://www.youtube.com/watch?v=q_4mKOjG5LU) |
| **Notebook:** | Write three entries, find/record two words and one model sentence (gem) |
| **Assignment:** | Bring three of your gem sentences to class on Thursday. Turn in one sequence with mentor sentence, analysis, and at least two attempts to write your own version. |
| **Notes:** | 1. Name and school information for teacher interviewee are due this week.  
2. If you have not already done so, visit the Google site under Conference Schedule to sign up for your September conference with Dr. Quick. |

| Week 4  
Sept. 20 & 22 | **Concepts:** | Genre, Unit of Study |
|---|---|---|
| **Readings:** | *The Writing Workshop*, ch. 12 (p. 129-40)  
Excerpt from *Writing Outside Your Comfort Zone* (PDF on BB) |
<table>
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<tr>
<th>Week 5</th>
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<tbody>
<tr>
<td>Sept. 27 &amp; 29</td>
<td><strong>Concepts:</strong></td>
<td>Writing Across the Curriculum, Writing in the Disciplines</td>
</tr>
</tbody>
</table>
|  | **Readings:** | *The Writer’s Workshop*, ch 2 (p.17-27)  
Excerpt from *Content Area Writing*, [https://www.heinemann.com/shared/onlineressources/E00972/chapter2.pdf](https://www.heinemann.com/shared/onlineressources/E00972/chapter2.pdf)  
(Note: video takes about 30 minutes) |
|  | **Notebook:** | Write response before class time on Tuesday (see instructions on BB)  
Write three entries, find/record two words and one model sentence (gem) |
|  | **Assignment:** | Find an example of writing in a particular discipline—a professional example, not a student one. What do you think are the important features of this writing? How can you translate this writing into something appropriate for children to work on? |
|  | **Notes:** | 1. If you have not already done so, schedule and complete your teacher interview by next week. See “Notes” under Week 7 for the consequences of not doing your interview in a timely manner.  
2. Is your conference this week? Check your calendar! And don’t forget to complete the questionnaire before coming to your conference (see Conference Requirements.) |

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<th>Week 6</th>
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<tbody>
<tr>
<td>Oct. 4 &amp; 6</td>
<td><strong>Concepts:</strong></td>
<td>Curriculum for Teaching Writing, Focus Lesson</td>
</tr>
</tbody>
</table>
|  | **Readings:** | *The Writing Workshop*, ch. 13 (p.141-154)  
Watch video: [https://www.youtube.com/watch?v=TKY_7AhnS3o](https://www.youtube.com/watch?v=TKY_7AhnS3o) (example focus lesson) |
|  | **Notebook:** | Write response before class time on Tuesday (see instructions on BB)  
Write three entries, find/record two words and one model sentence (gem) |
### Assignment
Write a series of three related focus lessons that would guide students through learning and practicing aspects of your genre over three days.

### Notes
1. The video calls itself a "mini-lesson." That’s pretty much the same thing as a "focus lesson."
2. Is your conference this week? Check your calendar! And don’t forget to complete the questionnaire before coming to your conference (see Conference Requirements.)

#### Week 7
**Oct 11 & 13**

<table>
<thead>
<tr>
<th>Concepts:</th>
<th>Assessment, Standards, TEKS</th>
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<tbody>
<tr>
<td>Notebook:</td>
<td>Write three entries, find/record two words and one model sentence (gem)</td>
</tr>
<tr>
<td>Assignment:</td>
<td>You must have completed your teacher interview by TUESDAY of this week. Bring all notes to class on Thursday—midterm exam is due at the end of class.</td>
</tr>
<tr>
<td>Notes:</td>
<td>1. This is midterm week! <strong>You must have your teacher interview completed to take the midterm.</strong> If not, you will not be allowed to take the midterm and you will not receive credit for it. No make-ups allowed.</td>
</tr>
</tbody>
</table>

#### Week 8
**Oct. 18 & 20**

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<thead>
<tr>
<th>Concepts:</th>
<th>Authentic Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings:</td>
<td><em>The Writing Workshop</em>, ch 17 (p.211-230) <em>Hidden Gems</em>, ch. 4 (p. 53-74)</td>
</tr>
<tr>
<td>Notebook:</td>
<td>Write three entries, find/record two words and one model sentence (gem)</td>
</tr>
<tr>
<td>Assignment:</td>
<td>Choose one of the sample student writings in this week’s module. Write a response to that student that does the following: 1) names 2 “gems.” 2) identifies two areas in need of improvement. 3) Suggests specific strategies to improve each of those areas.</td>
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</tbody>
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#### Week 9

| Concepts: | Response to Writing |
*Hidden Gems*, ch. 6 & 7, (p. 90-125)  
Write response before class time on Tuesday (see instructions on BB) |
| | **Notebook:** | Write three entries, find/record two words and one model sentence (gem) |
| | **Assignment:** | Write a letter to each of your Seale JHS students responding to their writing. Use the chart from *Hidden Gems* as a prewriting tool. Turn in letters and completed charts. |
| **Notes:** | |

| **Week 10** | **Concepts:** | Grammar in Context |
| | **Readings:** | *Mechanically Inclined*, ch. 4 (p. 51-59).  
*Mechanically Inclined*, Part II, (p. 61-159). Skim all of Part II, then pick at least two errors to read in depth.  
Watch video: [coming soon]  
Write response before class time on Tuesday (see instructions on BB) |
| | **Notebook:** | Write three entries, find/record two words and one model sentence (gem) |
| | **Assignment:** | Using one of the Seale JHS writings as inspiration, develop a grammar-based focus lesson. Use the Focus Lesson Example from Week 6 (available in that week’s module) as a framework. Include creating a wall chart or a notebook reference page that students can look at to help with this issue as part of the lesson |
| **Notes:** | |

| **Week 11** | **Concepts:** | Research Writing |
| | **Readings:** | Readings TBD  
Write response before class time on Tuesday (see instructions on BB) |
| | **Notebook:** | Write three entries, find/record two words and one model sentence (gem) |
| | **Assignment:** | Find three resources related to your genre project. Create an annotated bibliography for these sources. Then write at least one paragraph for your genre project research paper. |
| **Notes:** | |

| **Week 12** | **Concepts:** | Revision |
| | **Readings:** | Readings TBD  
Write response before class time on Tuesday (see instructions on BB) |
<table>
<thead>
<tr>
<th>Week 13</th>
<th><strong>Concepts:</strong></th>
<th>Reading day &amp; Thanksgiving Break. No class.</th>
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<tbody>
<tr>
<td></td>
<td><strong>Readings:</strong></td>
<td><em>The Writing Workshop</em> ch 15 &amp; 19 (p. 173-186 &amp; 251-269)</td>
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<td><strong>Notebook:</strong></td>
<td>Write three entries, find/record two words and one model sentence (gem)</td>
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<td><strong>Assignment:</strong></td>
<td>No specific assignment---but this would be a good time to get work done on your genre project.</td>
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<td>Notes:</td>
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<th>Week 14</th>
<th><strong>Concepts:</strong></th>
<th>Publication</th>
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<td><strong>Readings:</strong></td>
<td><em>The Writing Workshop</em> ch 15 &amp; 19 (p. 173-186 &amp; 251-269)</td>
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<td></td>
<td><strong>Notebook:</strong></td>
<td>Write three entries, find/record two words and one model sentence (gem)</td>
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<td><strong>Assignment:</strong></td>
<td>Develop a publication plan for your genre. How are you going to show it to the world on Tuesday?</td>
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<td>Notes:</td>
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<tr>
<th>Week 15</th>
<th><strong>Concepts:</strong></th>
<th>Publication Celebration!</th>
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<tr>
<td></td>
<td><strong>Readings:</strong></td>
<td>No readings for this week. Work on completing your genre publication, and be ready to read/experience those of others.</td>
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<td><strong>Notebook:</strong></td>
<td>Write three entries, find/record two words and one model sentence (gem)</td>
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<td><strong>Assignment:</strong></td>
<td>Presentation of Genre Publication in class on May 3. Final published version due by midnight Tuesday, May 3.</td>
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<td>Notes:</td>
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<th>Final Exam Week</th>
<th><strong>Concepts:</strong></th>
<th>Reflection</th>
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<tr>
<td></td>
<td><strong>Readings:</strong></td>
<td>No readings.</td>
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<tr>
<td></td>
<td><strong>Notebook:</strong></td>
<td>Final Notebook check at final exam time.</td>
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<td></td>
<td><strong>Writings:</strong></td>
<td>3 x 15 = 45</td>
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<tr>
<td></td>
<td><strong>Words:</strong></td>
<td>2 x 15 = 30</td>
</tr>
<tr>
<td>Gems:</td>
<td>1 X 15 = 15</td>
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<td><strong>Assignment:</strong></td>
<td>Research paper on Genre due by the beginning of your final exam time. Write reflection/self-assessment during final exam time.</td>
<td></td>
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<tr>
<td><strong>Notes:</strong></td>
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