Enlg 3360-202
Current Approaches to Composition and Literature
MW 2:00–3:15 CCH 206

Words mean more than what is set down on paper. It takes the human voice to infuse them with shades of deeper meaning.

Maya Angelou

Texas A&M University at Corpus Christi
Spring 2019
Dr. Yndalecio Isaac Hinojosa
Faculty Center 275

Student Hours
MW 1 – 2 pm & 3:30 – 4:30 pm
T 10 – 11 am

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

Required Texts and Materials


A composition notebook for a Writer’s Notebook

Supplemental Readings (PDFs) provided and posted in Blackboard.
ESSENTIAL QUESTIONS
What does a writing workshop involve?
What are the various strategies, tactics or moves that writers employ?
What knowledge or activities improve our abilities as writers?
What must we know as we respond to writing?
What constitutes high-, mid-, or low-stakes writing?

Course Goals
As part of accomplishing these outcomes, students will meet the following goals:
➢ To identify the complex relations among literacy, learning, and language use
➢ To identify the 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
➢ To 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
➢ To apply process pedagogy and the workshop model of writing instruction to curriculum development
➢ To develop a critical vocabulary for teaching writing and literature at an age-appropriate level
➢ To design strategies for teaching writing and literature in a high stakes testing environment
➢ To generate and apply appropriate criteria for responding to and assessing student writing
➢ To develop effective strategies for integrating technology into the English language arts classroom
➢ To articulate the theoretical principles behind the methods that inform one’s pedagogy

COURSE REQUIREMENTS – GRADE DISTRIBUTION
To achieve success in this course, students must engage and complete in-class activities and/or homework, and to receive credit for this course, students must complete all major projects as well as the mid-term and the final interview with his or her end of year writing reflection. Assignments and projects are interconnected and designed to build upon each other in a state of progression.

<table>
<thead>
<tr>
<th>In-class Activities and/or Homework</th>
<th>15%</th>
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<tr>
<td>Self-Discovery Writing Project</td>
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<tr>
<td>Mid-term</td>
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<tr>
<td>Partnered Planning Project (PPP)</td>
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<tr>
<td>Individual Genre Project (a subset of the PPP)</td>
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<td>Team Conference</td>
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<td>End-of-Year Writing Reflection</td>
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Aside from in-class activities/homework, due dates for assignments are subject to change with advance notice by the instructor.

bell hooks
Home was the place where I was forced to conform to someone else’s image of who and what I should be. School was the place where I could forget that self, and through ideas, reinvent myself.

Jay-Z
I also make choices in technique and style to make sure that it can touch as many people as possible without losing its basic integrity.

Gloria E. Anzaldúa
To write, to be a writer, I have to trust and believe in myself as a speaker, as a voice for the images. I have to believe that I can communicate with images and words and that I can do it well.
MAJOR COURSE COMPONENTS

In-class Activities and/or Homework – Due Daily
This portion of your grade reflects participation, preparation, and engagement. Daily work includes in-class engagement and/or small assignments (usually the various activities designed to support the readings or major projects), such as discussions, response to readings, response to drafts, responding to student writing, oral presentations or facilitations, and, on occasion, quizzes. In-class activities are assignments performed in class and cannot be made up if you miss class. Note: if you miss class, or are late for class and miss the in-class activities, you do not receive credit for those particular assignments missed. Engagement in a course is measured a scale of 100 for any given week; the following points are possible for any given day out of a week:

- No credit – 0 pts: you weren’t in class, and we missed you.
- Credit – 50 pts: you attended and demonstrated you were prepared based on qualified pro-active engagement.
- Other in-class activities, such as quizzes or other tasks, are graded on a scale of 100 for that activity.

Self-Discovery Writing Project – Complete Form Due 2-11-19
Students explore the kinds of writing activity in a particular grade-level and the kinds of contexts in which such activity may occur. Such explorations must be documented thoroughly (i.e. journaling, interviewing, researching, etc.). This self-discovery writing project includes learning also about responding to student writing and what you may discover about the choices you make in your own responses to student writing. Upon completion, students produce and submit a report that presents their findings. Details with further instructions on how to complete this project may be found in Blackboard.

Mid-term – Due 2-25-19
Students will complete a two-part midterm. Part one is take home and considered low-stakes writing. Part two will be completed in class and considered high stakes writing. You may use notes and your book to help you complete the in-class portion of the Mid-term. Details with further instructions on how to complete this project may be found in Blackboard.

Partnered Planning Project (PPP) – Complete Form Due 4-1-19
With a partner, students produce a set of materials for teaching writing at a particular grade level that uses the concepts of the writing workshop, mentor texts, and units of study of genres, authors, and writing. This set of materials include the following:

- Grade level TEKS Handout
- Year-long Plan for a writing workshop (Units of Study – with at least 3 genres) (Ray, p.137-138)
- Framework for one genre study out of the three listed in the Year-long Plan (Ray, p. 200-201)
- Two (one per partner) Genre Study Introductions for the genre chosen in the Framework
- Two (one per partner) "Try-It" Worksheet for the genre under study (Ray,240-241)
- Two (one per partner) sequenced mentor text focus lessons for a genre under study
- Two (one per partner) form of assessment for the genre under the focus lessons (rubric, etc. (Ray, ch 17).

Details with further instructions on how to complete this project may be found in Blackboard. However, the Year-long Plan for this project must include at least one research-based/nonfiction genre. This stipulation is necessary at any grade-level because from this project, specifically the Year-long Plan, students will produce the Individual Genre Project.

Individual Genre Project (a subset under the PPP) – Complete Form Due 4-26-19
To better understand genre, audience, purpose, context, and how writing changes for those factors, students will engage in the production of the genres stipulated in the Year-long Plan from their Partnered Planning Project. This production is meant not only to engage students in writing for those particular genres but also to provide examples or samples of those particular genres. Details with further instructions on how to complete this project may be found in Blackboard.

Team Conference – Due TBS between 4-8-19 thru 5-1-19
Your END-OF-YEAR WRITING REFLECTION is what this course would consider a final exam. Before you submit this reflection, PPP teams, two or less, schedule a conference with the instructor. In this conference, you present your course content (PPP) to another team, and as a group. This team conference is conducted like an interview. The instructor will
ask questions related to either our Essential Questions or our Student Learning Outcomes and students respond to each other how they have may or may have not met such criteria in the course content (PPP) and how their reflection may or may have not address those areas in its construction up to that point. This conference is an opportunity for students to demonstrate what they have learned from the course and present materials that show such learning; especially as the end-of-year reflections are finalized. This conference is also an opportunity to fill in the gaps, so to speak, in any of the areas that the critical reflection (end-of-year) must showcase. Students schedule a conference sometime between 4-8 and 5-1. This conference, somewhat like a teacher gathering, will take place in my office. Aside from readings, each project in this course is designed to provide you with working knowledge and materials to discuss as part of a team or as part of a possible interview for hire. Conferences will not exceed 30 minutes. During this time, and aside from course content, students must be ready to discuss/present their PPP as part of the discussion, and the instructor may offer feedback too on the state of the PPP for direction or for revision as part of materials for their own teacher portfolio work. Details with further instructions on how to sign up and complete this conference may be found in Blackboard.

**End-of-Year Writing Reflection – Due 5-8-19**

For this assignment, students compile a document that discusses high-, mid-, and low-stakes writings in a critical reflection that synthesizes their experience and the work completed in this class. Like a final exam, this reflection gathers and highlights crucial items that demonstrate course engagement. The critical reflection discusses a synthesis of experience and course content that reveals for readers your knowledge and competence in these areas:

- What does a writing workshop involve?
- What are the various strategies, tactics or moves that writers employ?
- What knowledge or activities improve our abilities as writers?
- What must we know as we respond to writing?

Students are encouraged to produce a high-stakes piece of writing (both in its construction and its critical reflection) that highlights their understanding of writing for a particular grade-level. Therefore, throughout the semester, please collect all material (assignments, feedback, notes, journaling, etc.) to present your work to peers in a reflection on the day of the final. On this day, each student will read a critical reflection and respond in kind through writing based on what you examined in the critical reflection by a peer.

**Late Work and Extensions**

If there is a crisis that prevents you from meeting a deadline or attending class, you can request an extension to turn the work in late. The approval of an extension is entirely at the discretion of the instructor and will depend on reasons for your absence, your record of completion of work, and attendance. All extensions must be confirmed by email. Please note, major assignments (not daily work) submitted late without any authorized extension receive a one letter grade deduction (10%).

**Academic Integrity/Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of
the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a grade of zero/no credit.

**Academic Honesty/Plagiarism**

**Definition:** In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation academic expectation, 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. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/), and from our local Writing Center at CASA.

**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 your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.* 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 participation will NOT automatically result in your being dropped from the class. **April 5, 2019** is the last day to drop a class with an automatic grade of “W” this term. **April 30, 2019 is the last day to withdraw completely from the university.**

**WRITING CENTER**

Writing Centers are resource locations for writing (and sometimes reading) that are popping up in high schools as well as colleges and universities. They practice the kind of conferring pedagogy that we’ll be practicing, so not only can they help you write, they can help you understand the value and methods of conferring with your students.

**Where Is It?**

The CASA Writing Center at TAMUCC, located in Room 112 of the Glasscock Student Success Center, provides free help for students at any stage of their writing process. Writing Consultants are trained to support writers in planning, outlining, drafting, organizing, and/or revising their writing and are also knowledgeable in citing sources in various documentation styles used in academic writing. It offers both face-to-face and online appointments for both undergraduate and graduate students. The Writing Center works closely with faculty across the TAMUCC campus to understand writing in different disciplines and to help students meet these expectations. The Writing Center encourages students to make a 30-minute appointment; however, if Writing Consultants are available, they do accept walk-in appointments. Appointments are available online as well! Visit [casa.tamucc.edu/wc.php](http://casa.tamucc.edu/wc.php) to create an account using your @islander.tamucc.edu email address. Once you have an account, you can log-on to make an appointment.

**STATEMENT OF CIVILITY**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high-quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

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.
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.

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.

GRADE APPEALS PROCESS

As stated in University Procedure 13.02.99.C2.03, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.

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.

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.

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 or 8-12, please do the following:

- Finish at least 80% of the course work 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. Glenn Blalock (FC 127, x2640, text: 361.239.8466, email: glenn.blalock@tamucc.edu). He controls registration for the exam and the mandatory review sessions.
- Review study guides carefully. To obtain TExES Study Guides [http://cms.texas-ets.org/prepmaterials/]
- 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. Review sessions usually take place the Saturday one week before the exam. Dates and times will be announced in class.

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.

COURSE SCHEDULE/CALENDAR

**Week 1: Unit 1: Welcome! Course Introduction and Expectations** [Jan. 14th & 16th]
- Engaging course goals discussion
- Writing a "Who are you?" email
- Reading assigned material
  - Catherine Quick "Best Practices in Writing Pedagogy"
  - Peter Elbow "High Stakes and Low Stakes in Assigning and Responding to Writing"

-------- between Monday and Wednesday --------

- Setting up a Writer's Notebook
  - Jeff Anderson, Ch. 3 "Weaving Grammar and Mechanics into Writer's Workshop"

**Week 2: Unit 2: The Writer's Notebook and Writing** [Jan. 23rd]
- Reviewing Homework
- Adding one writer's notebook entry: "Teaching Writing"
- Reading assigned material
  - Katie W. Ray, Ch.1 "Understanding the Essential Characteristics of the Writing Workshop"
  - Katie W. Ray, Ch. 2 "The Necessity of a Writing Workshop in a Day Already Full of Writing"
  - Katie W. Ray, Ch. 3 "Teaching and Development of Writing Identities"
- Adding one author's words and phrase palette quadrant to your writer's notebook
- Reviewing your writer's notebook and assigned readings
- Reading assigned material
  - Katie W. Ray, Ch. 4 "The Tone of Workshop Teaching"
- Locating two articles about teaching reading or writing

**Week 3: Unit 3: Teaching Writing from Strengths and The Writer's Workshop** [Jan. 28th & 30th]
- Cont. reviewing assigned readings
- Looking over ENGL 3360 factsheet and the articles you located
- Adding one gem to your writer's notebook
- Reading assigned material
  - "Why Kids Can't Write" - The New York Times
  - "Why Journalist Shouldn't Write about Education" - Radical Eyes for Equity
- Writing reading response 1
- Identifying individuals, you may know who teach or work with writing

-------- between Monday and Wednesday --------

- Writing one entry in your writer's notebook: 10-line poem "What Have I learned"
- Reviewing assignment description for Self-Discovery Writing Project
- Reading assigned material
  - Katherine Bomer, Ch. 1 "What if we just relaxed and stopped caring what the neighbors think"
  - Jeff Anderson, Ch 1 "Introduction"
- Adding one author's word and phrase palette
- Watching assigned videos
  - Writing - YouTube
  - Writer's Workshop - YouTube
Writing reading response 2
Beginning the Self-Discovery Writing Project

**Week 4: Unit 4: Reading Like a Writer; Writer's Craft [Feb. 4th & 6th]**
Discussing/working on your Self-Discovery Writing Project.
Reading like a writer by responding to student writing.
Writing one writer's notebook entry titled "Throw-Up"
Reading assigned material
- Katherine Bomer, Ch. 2 "What Voices Dance in Our Heads as We Read Student Writing, and Where Did They Come From?"
- Katherine Bomer, Ch. 3 "What Can We Learn from Reading Widely in Modern Texts and Naming What We Admire"
Writing reading response 3
Writing working draft of Self-Discovery Writing Project

---------- between Monday and Wednesday ----------
Working on the Self-Discovery Writing Project
Conferring about the Self-Discovery Writing Project
Writing one entry in your writer's notebook: "Naming Reading"
Reading assigned material
- Jeff Anderson, Ch. 2 "Moving from Correct-Alls to Mentor Texts"
Writing reading response 4
Reading like a Writer by responding to student writing
Finalizing your Self-Discovery Writing Project due on Monday, Feb. 11th by 11:59 pm.

**Week 5: Unit 5: Writing about Writing [Feb. 11th and 13th]**
Introducing your Partnered Planning Project
Writing three entries for your writer's notebook
Reading assigned material
- Katherine Bomer, Ch. 4 "How can We Use New Language to Effectively Speak to Kids About Quality in Writing"
- Katherine Bomer, Ch. 5 "Where Can We Find Fun Phrases for Talking About Writing"
Writing reading response 5
Listening to a podcast

---------- between Monday and Wednesday ----------

Writing one entry for your writer's notebook
Practicing part two of the midterm
Reading Assigned Material
- Katie W. Ray, Ch. 9 "Getting Ready to Teach"

**Week 6: Unit 6: Mentor Texts and Midterm [Feb. 18th & 20th]**
Reminding about midterm part one
Engaging texts as mentor texts
Writing in your writer's notebook

---------- between Monday and Wednesday ----------

Completing the midterm - Part One and Two
Reading assigned material
- Katie W. Ray, Ch. 10 "The nature of Workshop Curriculum"
- Katie W. Ray, Ch. 12 "Whole-Class Units of Study in the Writing Workshop"
Finalizing Part Two of the midterm by Monday, Feb. 25th before class begins.
**Week 7: Unit 7: Whole Class Lessons: Year Long Plan** [Feb. 25th & 27th]
- Turning in your writer's notebook for review
- Understanding Whole-class Units of Study
- Developing your Year Long Plan
- Creating your TEKS handout

-------- between Monday and Wednesday --------

- Cont. to develop your Year Long Plan
- Reading assigned material
  - Katie W. Ray, Ch. 16 "The Writing Workshop Teacher's Plan Book"
- Writing reading response 6
- Completing the Year-long Plan and TEKS handout

**Week 8: Unit 8: Planning and Developing Curriculum for a Unit of Study: Frame(work)** [Mar. 4th & 6th]
- Submitting your Year Long Plan and TEKS Handout
- Beginning your Genre Study (or Author Study) frame(work)
- Reading assigned material
- Lucy Calkins "Genre Studies" excerpt
- Writing one entry for your writer's notebook: Journal entry on Year Long Plan

-------- between Monday and Wednesday --------

- Cont. Working on Genre Study (or Author Study) frame(work)
- Reading assigned material
  - Katherine Bomer, Ch. 6 "How Can We Read Student Writing to find the Hidden Gems?"
  - Katherine Bomer, Ch. 7 "How Can Generous and Careful Reading of student Writing Tell us What to Teach?"

**Unit 9: Responding to Study Writing and Developing a Genre Study Introduction** [Mar. 18th & 20th]
- Turing in your Genre (or Author) Study Framework
- Beginning your Genre (or Author) Study Introduction
- Reading assigned material
  - Katherine Bomer, Ch. 8 "What Can We See in Student Writing When We Read it with Colleagues"
  - Small collection of Student Writing from Steve Peha

-------- between Monday and Wednesday --------

- Examining whole class writing
- Completing the "Looking at Whole Class Writing" template
- Continuing to work on Genre (or Author) Study Introduction - "Looking Closely at Qualities of Writing: Four Possibilities" template
- Reading assigned material
  - One student piece of writing from either Middle or High School found in the Steve Peha collection
  - Katie W. Ray, Ch. 17 "Assessment and Evaluation: The Questions Become the Curriculum"
  - Katherine Bomer, Ch. 9 "How Do We Think Through Official Evaluation and Grading as Response to Student Work?"
- Writing reading response 7

**Unit 10: Focus Lessons and Assessment** [Mar. 25th & Mar. 27th]
- Submitting your Genre (or Author) Study Introduction
- Completing "Looking at Student Writing" handout
- Learning about focus lessons
- Writing one entry in your writer's notebook
- Reading assigned material
  - Katie Ray, Ch. 13 "Focus Lessons: Whole-Class Teaching in the Writing Workshop"
Writing reading response 8
Brainstorming a focus lesson

--------- between Monday and Wednesday ---------

Reviewing/critiquing a focus lesson example
Learning about assessment
Working with rubrics
Completing focus lesson and rubric for homework
Reading assigned material
  • Jeff Anderson, Ch. 4, "Off-the-Wall Grammar and Mechanics Instruction"
Skimming assigned material
  • Jeff Anderson, Part II (pg. 61-159).

Week 11: Unit 11: Grammar in Context [April. 1st & 3rd]
  Submitting Focus Lesson and Assessment (Rubric) assignment
  Scheduling Team Conferences
  Understanding grammar in context
  Writing two entries in writer's notebook
  Reading Individual Genre Project assignment description

--------- between Monday and Wednesday ---------

Understanding the Individual Genre Project
Continuing to explore grammar in context
Analyzing writer's notebook as literature for grammar in context
Reading the End-of-the-Year reflection assignment description
Revising one entry in your writer's notebook
Reading assigned material
  • Gloria Anzaldúa - "How to Tame a Wild Tongue"
Writing reading response 9

Week 12: Unit 12: Guest Teacher(s) [Apr. 8th & 10th]
  Listening to guest teacher(s) speak about working with students and writing and assessment

--------- between Monday and Wednesday ---------

Responding to Anzaldúa's reading
Reviewing end-of-the-year reflection assignment description
Working independently on genre project or end-of-the-year reflection

Week 13: Unit 13: End-of-the-Year Writing Reflection Workshop [April. 15th & 17th]
  Completing past reading responses
  Completing past writer's notebook entries
  Working in workshop mode
  Reading assigned material
    • David Cutler, "To Teach Effective Writing, Model Effective Writing"
    • Great Schools Staff, "Effective Writing Instruction for Students with Learning Problems"
Writing reading response 10

--------- between Monday and Wednesday ---------

Working in Workshop Mode

Week 14: Unit 14: Workshop Mode and Writing [Apr. 22nd & 24th]
  Working on any assignments that need to be completed
Crowdsourcing reflection content

---------- between Monday and Wednesday ----------

Working on any assignments that need to be completed
Crowdsourcing reflection content
Individual Genre Project Due by end of day on April 26th

Week 15: Unit 15: Workshop Mode and Writing [Apr. 29th & May 1st]
Crowdsourcing reflection content
Critical Reflection Peer Reviews

---------- between Monday and Wednesday ----------

Working in Workshop Mode

Week 16: Unit 16: Final Exam

Exam hour Wednesday, May 8th @ 1:45 pm – 4:15 pm.