

*Department of Curriculum & Instruction*

**College of Education**  
PARTNERS for the  
**FUTURE**



**LIST 5384: Advanced Pedagogy of Writing**

**Spring 2014**

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**Instructor Information:**

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**Instructor:** Dr. Peggy Semingson

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**Hall B02**  
**(Basement)**

Office Hours: By appointment. I am easiest to get ahold of by email.

Course Website: <http://elearn.uta.edu>

Research profile: <http://www.uta.edu/ra/real/editprofile.php?pid=2555>

**Office Hrs:**

By appointment &  
virtual office hours

**About Your Instructor:**

**Instructor Bio: Dr. Peggy Semingson**



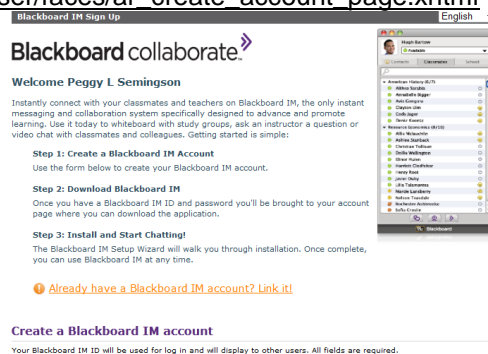
**Dr. Peggy Semingson** is an assistant professor in the College of Education at the University of Texas at Arlington where she teaches graduate and undergraduate courses in Literacy Studies. Dr. Semingson taught bilingual students as a classroom teacher and a reading specialist for eight years in both Southern California and Texas. She received her M.Ed. in Reading Education from Texas State University, San Marcos in 2004 and her Ph.D. in Curriculum and Instruction with a specialization in Language and Literacy Studies from the University of Texas at Austin in 2008. Dr. Semingson presents at local, state, and national conferences on topics that include: literacy learning, bilingual best practices, and parent involvement in literacy learning. She has co-authored a book chapter on literacy assessment for Guilford Press and most recently was co-author of an article in *Teachers College Record*. She has also published in *State of Reading*, *English in Texas*, and has a forthcoming book chapter on her personal narrative of her experiences as a bilingual educator in California and Texas. Her research focuses on the ways that families and communities participate in children's literacy learning as well as ways to support students and adults with challenges in reading. She is also interested in digital pedagogies and the ways that online learning can be personalized and builds community. She was recently awarded the Jeanne S. Chall Research Grant from Harvard University to pursue research on ways to assist upper-grade readers. She believes all students bring unique strengths to school. It is our job, as educators, to know students' strengths and build on those as we make learning meaningful, purposeful, and connected to their lives and communities. She has an identical twin sister and a five-year-old niece and has lived in Alaska, Southern California, and Texas. Her favorite things to do include: swimming, cooking, reading (of course!), and technology. Her goal is to learn as much about technology as possible!

**BLACKBOARD INSTANT MESSAGING WITH DR. SEMINGSON! REAL TIME SUPPORT!**

I am now available by **Blackboard Instant Messenger**. You have to download the tool in order to use it. If you choose to do so, it requires you to create a login and password (*different from your NetID, etc.*).

Click [here](#) to download BBIM (Blackboard Instant Messenger) *or click the link or the image below*

[https://pronto.wimba.com/user/faces/ar\\_create\\_account\\_page.xhtml](https://pronto.wimba.com/user/faces/ar_create_account_page.xhtml)



When you download it, you can contact me at: [peggys](#)  
If you want to make an appointment, I can meet by Videoconference or by Instant Messenger (chat). It is fun and easy! I'll have the chat window open.

**Course Information:**

<b>Course Title:</b>	<b>Advanced Pedagogy of Writing</b>
<b>Course Number:</b>	LIST 5384, Sections 001 and 002
<b>Semester:</b>	Spring, 2014
<b>Course Location and Time:</b>	Online; Blackboard

**Instructor's Note:**

Please read through the entire syllabus before the course begins. Please look through all of the resources on Blackboard.

**Catalog Description**

This course focuses on strategies for teaching prewriting, drafting, revising, editing, and publishing through writing workshop, literature focus units, and thematic units as well as through the content areas. Both writing assessment with rubrics and evaluation with portfolios are studied. Students compose both expository and expressive pieces as well as design and micro teach mini lessons and writing as a process curriculum.

**Course Prerequisites:**

LIST 5346 or LIST 5381 and LIST 5382

**Textbook(s) and Materials:**

Please note that the writing workshop texts for this course are divided between elementary and secondary teachers. In addition, we share some common readings related to writing and writing workshop. For the memoir choice, there is no division between elementary and secondary, just the preference of you, the student. You may order these textbooks online or through the UTA bookstore.

**Required Texts (Whole Class):**

Fletcher, R. & Portalupi, J. (2001). *Writing workshop: The essential guide*. Portsmouth, NH: Heinemann.

**AND**

Hicks, T. (2013). *Crafting digital writing: composing texts across media and genres*. Portsmouth, NH: Heinemann.

**Required Texts—Writing Workshop—(Choose one.)**

**Secondary Option:**

Berne, J. (2008). *The writing-rich high school classroom: Engaging students in the writing workshop*. New York: Guilford.

**OR**

**Elementary Option:**

Wood Ray, K. (2001). *The writing workshop: Working through the hard parts (and they're all hard parts)*. Urbana, IL: NCTE.

**Required Texts—Writing Memoirs—(Choose one.)**

King, S. (2000). *On writing: A memoir of the craft*. New York: Scribner.

**OR**

Lamott, A. (1995). *Bird by bird: Some instructions on writing and life*. New York: Anchor.

**Recommended:**

Fletcher, R. (1996). *Breathing in, breathing out: Keeping a writer's notebook*. Portsmouth, NH: Heinemann.

Murray, D. (1996). *Crafting a life in essay, story, and poem*. Portsmouth, NH: Boynton/Cook.

NWP, & Nagin, C. (2006). *Because writing matters: Improving student writing in our schools*. San Francisco: Jossey-Bass.

Samway, K.D. (2006). *When English Language Learners write: Connecting research to practice, K-8*. Portsmouth, NH: Heinemann.

**Other required readings**

**1. NCTE Beliefs about Teaching of Writing Reading (2004):**

**<http://www.ncte.org/positions/statements/writingbeliefs>**

**2. NCTE Position Statement on Multi-modal Literacies (2005):**

**<http://www.ncte.org/positions/statements/multimodalliteracies>**

**Required: Five scheduled individual videoconference sessions during the course . These will take place through Blackboard Collaborate.**



Please purchase a headset microphone for video-conferencing. The headset mic prevents “feedback” when speaking on the videoconference session. This can be purchased at an electronics store, online, or elsewhere at a major “supercenter” type of store. They range in price.

**Textbook(s) and Materials: TK20 Requirement**

The College of Education and Health Professions is pleased to announce the adoption of Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. As with other course materials, you will need to subscribe to the program for a one-time only, non-refundable cost.. You may purchase your subscription online from a link provided on the system's website or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit <http://www.uta.edu/coehp/tk20> for more information. I will let you know which assignment you will be submitting to TK20.

**Professional Dispositions Statement (Approved by Teacher Education Council, 2-7-2012)**

Each candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any digressions.

**University Mission:**

*The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.*

**College Mission:**

*The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.*

**Core Values:**

Effective teaching

Active learning

Quality research

Meaningful service

**Conceptual Framework:**

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: **Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.**

Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all

**Learning Outcomes:**

As a result of participation in LIST 5384 Advanced Pedagogy of Writing, students will be able to:

- Participate in an online writing community sharing their own writing and responding to members of the community.
- Read, respond and discuss a variety of classic and contemporary writing pedagogy texts.
- Take multiple pieces of writing through the writing process: drafting, revising, conferencing, editing, and publishing.
- Evaluate and assess your own work through rubrics, self-assessments, and writing conferences.

**Bomb Threats:** If anyone is tempted to call in a bomb threat, be aware that UTA will attempt to trace the phone call and prosecute all responsible parties. Every effort will be made to avoid cancellation of presentations/tests caused by bomb threats. Unannounced alternate sites will be available for these classes. Your instructor will make you aware of alternate class sites in the event that your classroom is not available.

**Commitment to Diversity:** In our commitment to the furthering of knowledge and fulfilling our educational mission, the School of Education at the University of Texas at Arlington seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds. We seek to include knowledge and values from many cultures in the curriculum. Dimensions of diversity shall include, but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age.

**Grade Grievance:** The student has one calendar year from the date the grade is assigned to initiate the grievance. The normal channels are department chair or program director, academic dean, and the Provost.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering.

**Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/ses/fao>).

- A student may not add a course after the end of late registration.
- No grade is given if a student drops a course before the Census Date of the semester.
- A student may drop a course with a grade of W during the first six weeks of class.
- From the 7<sup>th</sup> week of class through the 12<sup>th</sup> week of class, a student may drop a course with a grade of W if passing or a grade of F if failing.
- A student may not drop a course after the 12<sup>th</sup> week of class.
- The dean of the college or school in which the student is majoring may require a student to drop a course at any time upon the recommendation of the instructor and the concurrence of the department chair.
- Students wanting to drop all courses for which they are enrolled must withdraw from the University.

**Course Policies:**

- Complete all assignments by the due date posted. Late assignments will be accepted until the late deadline, in accordance with university policy.
- If you have questions for the instructor, please post those in the Discussion forum under the appropriate thread. This will ensure that all students benefit from questions asked. Use professor's email only in an emergency or particularly private situation. When emailing your professor, please email through Blackboard.
- The instructor reserves the right to make changes in the syllabus if deemed necessary. Students will be notified of any and all changes.

### Literacy Studies Grading Scale

A = 93 – 100%

B = 84 – 92%

C = 75 – 83%

D= 70 – 74%

F below 70%

\*Please note: This scale is used throughout the Literacy Studies Program. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

A=130-140 points

B=117-129 points

C=105-116 points

D=98-104 points

F=below 98 points

### Summary of Course Requirements:

<b>Assignment</b>	<b>Value</b>
1. Reader Response	20 points
2. Book Club (#1)	15 points
3. Book Club (#2)	15 points
4. Personal Writing	25 points
5. Professional Writing	25 points
6. Videoconferences and reflections	25 points
7. Submission of Personal Writing to TK20	10 points
8. Initial introduction and 2-3+ comments	5 points

### **Total Points: 140 points**

- You can find detailed descriptions of assignments and the grading criteria later in the syllabus.
- Assignments will be submitted to the assignments section of the course.
- Reading responses, writing group discussions, and book club participation will take place in the location designated for your assigned group.

**Expectations for Out-of-Class Study:** Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to

attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.



**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

### Library Resources

The following is a list of commonly used library resources:

- Library Home Page.....<http://www.uta.edu/library>
- Subject Guides .....<http://libguides.uta.edu>
- Subject Librarians .....<http://www-test.uta.edu/library/help/subject-librarians.php>
- Database List.....<http://www-test.uta.edu/library/databases/index.php>
- Course Reserves.....<http://pulse.uta.edu/vwebv/enterCourseReserve.do>
- Library Catalog .....<http://discover.uta.edu/>
- E-Journals.....<http://utalink.uta.edu:9003/UTAlink/az>
- Library Tutorials .....<http://www.uta.edu/library/help/tutorials.php>
- Connecting from Off- Campus.....<http://libguides.uta.edu/offcampus>
- Ask A Librarian .....<http://ask.uta.edu>

### [Tentative Course Calendar](#)

**PLEASE MAKE SURE YOU READ SESSION CONTENT FOR EVERY SESSION. SESSIONS ARE FULL OF THINGS YOU NEED!**

*\* As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Peggy L. Semington*

ONLINE LATE WORK POLICY--

Complete all assignments by the due date posted. Some assignments may be accepted up to three days after a deadline but a penalty of 25% will be assessed any assignment that is late. After the late work submission deadline, you cannot receive credit for an assignment. Check your schedule of assignment deadlines carefully; some assignments may not be accepted late based on the course schedule.

**Policies:**

- Complete all assignments by the due date posted. Some assignments may be accepted for several days after a deadline but a penalty of 25% will be assessed any assignment that is late. All discussion areas/exams will be permanently closed one week after assignment deadlines, and you will not be allowed to post in those areas.
- Maintain copies of all work submitted.
- The instructor reserves the right to make changes in the syllabus as deemed necessary. Students will be notified of any and all changes.

**Tentative lecture/topic schedule:**

- Complete all assignments by the posting deadline noted. Deadlines are **11:59 p.m. Central Standard Time** for the dates noted.
- In general, course assignments are due the same day of the week, each week. However, there are some deviations from this pattern, especially in the summer sessions and at the end of the semester when grades must be completed to post.
- A penalty of 25% will be assessed from any assignment that is late. Please adhere to the deadlines below.
- All discussion areas will be permanently closed after assignment deadlines or after the window for late posting. Once areas are closed, candidates will not be allowed to post in those areas.

*“As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Peggy L. Semington.”*

Session #	Readings	Writing	Due Dates	Late Dates
Session 1: 1/13-1/19 1/20-1/26	<i>Writing Workshop: The Essential Guide</i> , Chs 1-4  and NCTE Beliefs about the Teaching of Writing Document (2004) <a href="#">Click here</a> [read entire document].	Brainstorm possible topics for your personal and professional pieces. Start drafting and thinking on the page.	Initial Posts Due: 1/22 at midnight/ <b>Wednesday</b>  Responses to Posts Due: 1/27 at 8:00 am/ <b>Monday</b>  <i>Get to Know You (general introduction)</i> Due: <b>1/17 at midnight</b>  Book Choices Due: 1/20 at 8:00 am/ <b>Monday [post to BB and email Dr. S.]</b>	N/A  Late Responses Due: 1/28 at 8:00 am.  N/A  N/A

<p>Session 2: 1/27-2/02 2/03-2/09</p> <p><b>Start VC1: Videoconferencing (Schedule your appointment) Reflection Due by Sunday of the week of your conference.</b></p>	<p><i>Writing Workshop: The Essential Guide; Chs 5- 7</i></p> <p><i>Crafting Digital Writing, Chs 1-4</i></p> <p>Optional: Companion website for Crafting Digital Website. <b><u>Click here.</u></b></p>	<p>Draft first genre.</p>	<p>Initial Posts Due: 1/29 at midnight/<b><u>Wednesday</u></b></p> <p>Responses to Posts Due: 2/03 at 8:00 am/<b><u>Monday</u></b></p> <p>Personal Piece Draft, Genre 1 and Personal Assessment Due: 2/05 at midnight <b><u>/Wednesday (Post these and all future drafts to the Discussion board in your writing group.)</u></b></p> <p>Responses to Drafts Due: 2/10 at 8:00 am/Monday next week (<b><u>Post replies in writing group Discussion board.</u></b>)</p>	<p>N/A</p> <p>Late Responses Due: 2/04 at 8:00 am.</p> <p>N/A Turn in whatever you have, no matter how rough.</p> <p>Late Responses Due: 2/11 at 8:00 am.</p>
<p>Session 3: 2/10-2/16 2/17-2/23</p> <p><b>Start VC2: Videoconferencing (Schedule your appointment) Reflection Due by Sunday of the week of your conference.</b></p>	<p><i>Writing Workshop: The Essential Guide; Chs 8- 10</i></p> <p><i>Crafting Digital Writing, Chs 5-8 and appendices</i></p> <p>Optional: Companion website for Crafting Digital Website. <b><u>Click here.</u></b></p>	<p>Draft 2<sup>nd</sup> genre.</p>	<p>Initial Posts Due: 2/12 at midnight/<b><u>Wednesday</u></b></p> <p>Responses to Posts Due: 2/17 at 8:00 am/<b><u>Monday</u></b></p> <p>Personal Piece Draft, Genre 2 and Personal Assessment Due: 2/18 at 8:00 am/<b><u>Tuesday</u></b></p> <p>Responses to Drafts Due: 2/24 at 8:00 am/<b><u>Monday next week</u></b></p>	<p>N/A</p> <p>Late Responses Due: 2/18 at 8:00 am.</p> <p>N/A</p> <p>Late Responses Due: 2/25 at 8:00 am.</p>
<p>Session 4: 2/24-3/02 3/03-3/09</p> <p><b>Start VC3: Videoconferencing (Schedule your</b></p>	<p><i>Writing Workshop: The Essential Guide; Chs 11, 12, and Appendices</i></p>	<p>Draft 3<sup>rd</sup> genre.</p>	<p>Initial Posts Due: 2/26 at midnight/<b><u>Wednesday</u></b></p> <p>Responses to Posts Due: 3/03 at 8:00 am/<b><u>Monday</u></b></p>	<p>N/A</p> <p>N/A</p>

<p>appointment) Reflection Due by Sunday of the week of your conference.</p> <p><b>Spring Break 3/10-3/14</b></p>	<p><i>NCTE Position Statement on Multimodal Literacies (2005). <u>Click here.</u> [read entire document]</i></p>		<p>Personal Piece Draft, Genre 3 Due: 3/05 at midnight/<b>Wednesday</b></p> <p>**Responses to Drafts Due: 3/07 at 8:00 am/<b>Friday</b> of this week.</p> <p><i>**Post responses early due to Spring Break! ☺</i></p>	<p>Late Responses Due: 3/08 at 8:00 am.</p>
<p>Session 5: 3/17-3/23 3/24-3/30</p> <p><b>Start VC4: Videoconferencing (Schedule your appointment) Reflection Due by Sunday of the week of your conference.</b></p>	<p>Readings determined by your Book Club group.</p> <p>Readings needed for your professional piece.</p>	<p>Draft initial thoughts on professional piece: topic, outline, and current sources.</p>	<p>Book Club #1 (Berne or Wood Ray) Initial Posts Due: 3/19 at midnight/<b>Wednesday</b></p> <p>Personal Pieces (Final Copy) DUE to Assignments section, along with Personal Assessments: 3/21 by midnight./<b>Friday</b> <b>*Submit to TK20, also.</b></p> <p>All Responses Book Club #1 Due: 3/24 at 8:00 am/<b>Monday</b></p> <p>Professional Piece Draft (Topic, Outline, Current Sources) Due: 3/24 at 8:00 am/<b>Monday</b></p> <p>Book Club #2 (Berne or Wood Ray) Initial Posts Due: 3/26 at midnight/<b>Wednesday</b></p> <p>Responses to Drafts Due: 3/29 at 8:00 am/<b>Saturday</b></p> <p>All Responses Book Club #2 Due: 3/31 at 8:00 am/<b>Monday</b></p>	<p>Late Final Copies Due: 3/22 at midnight</p> <p>N/A</p> <p>N/A</p> <p>Late Responses Due: 3/30 at 8:00 am</p> <p>Late Responses Due: 4/01 at 8:00 am.</p>

<p>Session 6: 3/31-4/06 4/07-4/13</p> <p><b>Start VC5: Videoconferencing (Schedule your appointment) Reflection Due by Sunday of the week of your conference.</b></p>	<p>Readings determined by your Book Club group.</p> <p>Readings needed for your Professional Piece.</p>	<p>Work on current draft of Professional Piece.</p>	<p>Book Club #3 (Berne or Wood Ray) Initial Posts Due: 4/02 at midnight/<b><u>Wednesday</u></b></p> <p>Responses to Book Club Postings Due: 4/07 at 8:00 am/<b><u>Monday</u></b></p> <p>Professional Piece Draft Due: 4/07 at 8:00 am/<b><u>Monday</u></b></p> <p>Book Club Meeting #4 (King or Lamott) Initial Posts Due: 4/09 at midnight/<b><u>Wednesday</u></b></p> <p>Responses to Drafts Due: 4/14 at 8:00 am/<b><u>Monday next week</u></b></p> <p>Responses to Book Club Posts Due: 4/14 at 8:00 am/<b><u>Monday next week</u></b></p>	<p>N/A</p> <p>Late Responses Due: 4/08 at 8:00 am.</p> <p>N/A</p> <p>N/A</p> <p>Late Responses Due: 4/15 at 8:00 am</p> <p>Late Responses Due: 4/15 at 8:00 am.</p>
<p>Session 7: 4/14-4/20 4/21-4/27</p>	<p>Readings determined by your Book Club group.</p> <p>Readings needed for your Professional Piece.</p>	<p>Work on current draft of Professional Piece.</p>	<p>Book Club Meeting #5 (King or Lamott) Initial Posts Due: 4/16 at midnight/<b><u>Wednesday</u></b></p> <p>Book Club responses Due: 4/21 at 8:00 am/<b><u>Monday</u></b></p> <p>Professional Piece Draft Due: 4/21 at 8:00 am/<b><u>Monday</u></b></p> <p>Book Club Meeting #6 (King or Lamott) Initial Posts Due: 4/23 at midnight/<b><u>Wednesday</u></b></p> <p>Book Club Responses Due: 4/28 at 8:00 am/<b><u>Monday next week</u></b></p> <p>Responses to Drafts</p>	<p>N/A</p> <p>Late Responses Due: 4/22 at 8:00 am.</p> <p>N/A</p> <p>N/A</p> <p>Late Responses Due: 4/29 at 8:00 am.</p>

			Due: 4/28 at 8:00 am/ <b>Monday next week</b>	DO NOT BE LATE WITH RESPONSES. Classmates have a deadline to meet.
Session 8: 4/28-5/02	Readings you need for your professional piece.	Work on most current draft of Professional Piece.	Final Professional Pieces Due: 4/30 at midnight/ <b>Wednesday</b>	Late Deadline: 5/01 at 11:59 pm.

**IRA STANDARDS CROSS REFERENCED WITH COURSEWORK**

	<b>5 3 8 4</b>
IRA 1.1 Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.	<b>X</b>
IRA 1.2 Demonstrate knowledge of reading research and histories of reading.	
IRA 1.3 Demonstrate knowledge of language development and reading acquisition and the variations related to culture and linguistic diversity.	
IRA 1.4 Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.	<b>X</b>
IRA 2.1 Use instructional grouping options (individual, small-group, whole-class, and computer based) as appropriate for accomplishing given purposes.	<b>X</b>
IRA 2.2 Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.	<b>X</b>
IRA 2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.	
IRA 3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.	
IRA 3.2 Place students along a developmental continuum and identify students' proficiencies and difficulties.	
IRA 3.3 Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students including those at different developmental stages and those from diverse cultural and linguistic backgrounds.	
IRA 3.4 Communicate results of assessments to specific individuals, (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).	

IRA 4.1 Use students' interests, reading abilities and backgrounds as foundations for the reading and writing program.	
IRA 4.2 Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, cultures and linguistic backgrounds.	
IRA 4.3 Model reading and writing enthusiastically as valued life-long activities.	X
IRA 4.4 Motivate learners to be life-long readers.	
IRA 5.1 Display dispositions related to reading and the teaching of reading.	X
IRA 5.2 Continue to pursue the development of professional knowledge and dispositions.	X
IRA 5.3 Work with colleagues to observe, evaluate, and provide feedback on each other's practice.	X
IRA 5.4 Participate in, initiate, implement, and evaluate professional development programs.	

**IRA Reading Specialist Standards Crossreferenced with TExES Competencies for Reading Specialist**

**TExES COMPETENCIES CROSS REFERENCED WITH COURSEWORK**

	5 3 8 4
<b>TExES Competency 001 (Oral Language)</b> The reading specialist understands and applies knowledge of oral language development, relationships between oral language development and the development of reading skills, and instructional methods that promote students' oral language development at the levels of early childhood through grade 12.	
<b>TExES Competency 002 (Phonological and Phonemic Awareness)</b> The reading specialist understands and applies knowledge of phonological and phonemic awareness, relationships between phonological and phonemic awareness and the development of reading competence, and instructional methods that promote students' phonological and phonemic awareness at the levels of early childhood through grade 12.	X
<b>TExES Competency 003 (Concepts of Print and the Alphabetic Principle)</b> The reading specialist understands concepts of print and the alphabetic principle and applies knowledge of instructional methods that promote students' reading acquisition at the levels of early childhood through grade 12.	X
<b>TExES Competency 004 (Word Identification)</b> The reading specialist understands and applies knowledge of word identification skills and strategies and instructional methods that promote students' reading competence at the levels of early childhood through grade 12.	

<b>TEXES Competency 005 (Fluency)</b> The reading specialist understands and applies knowledge of reading fluency and instructional methods that promote students' reading competence at grades 1 through 12.	
<b>TEXES Competency 006 (Comprehension)</b> The reading specialist understands and applies knowledge of reading comprehension and instructional methods that promote students' reading comprehension at the levels of early childhood through grade 12.	
<b>TEXES Competency 007 (Vocabulary Development)</b> The reading specialist understands and applies knowledge of vocabulary development and instructional methods that promote students' oral and written vocabulary knowledge at the levels of early childhood through grade 12.	
<b>TEXES Competency 008 (Written Language)</b> The reading specialist understands and applies knowledge of written language and instructional methods to reinforce reading and writing at the levels of early childhood through grade 12.	<b>X</b>
<b>TEXES Competency 009 (Assessment)</b> The reading specialist understands and applies knowledge of assessment instruments and procedures used to monitor and evaluate student progress in reading and to guide instructional decision making at the levels of early childhood through grade 12.	
<b>TEXES Competency 010 (Instructional Methods and Resources)</b> The reading specialist understands and applies knowledge of methods and resources for providing effective literacy instruction that addresses the varied learning needs of all students at the levels of early childhood through grade 12.	<b>X</b>
<b>TEXES Competency 011 (Instruction for English Language Learners)</b> The reading specialist understands and applies knowledge of effective literacy instruction for English Language Learners at the levels of early childhood through grade 12.	
<b>TEXES Competency 012 (Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities)</b> The reading specialist understands and applies knowledge of effective literacy instruction for students with reading difficulties, dyslexia, and reading disabilities at the levels of early childhood through grade 12.	
<b>TEXES Competency 013 (Theoretical Foundations and Research-Based Curriculum)</b> The reading specialist understands and applies knowledge of the theoretical foundations of literacy and of research-based reading/literacy curriculum.	<b>X</b>
<b>TEXES Competency 014 (Collaboration, Communication, and Professional Development)</b> The reading specialist understands and applies procedures for collaborating and communicating with educational stakeholders and for designing, implementing, evaluating, and participating in professional development.	<b>X</b>

### Assignments

#### Reader Response/ "Postings" (20 points for semester participation)

For each session, think carefully about the readings and respond critically, using your new understandings of the craft of writing. It should be clear that you have done the reading. On occasion, I will provide discussion threads. You are not limited to my threads; please feel free to start your own discussions.



The beauty of writing research is that there is a little something for everyone. Pull what you can; let the texts offer you what you might need. At the same time, be critical consumers of what you read. Think about your students, your classrooms, and the teachers you work with. Do not assume a published document is perfection. However, when offering critiques, back them up! Let us know *why* you think as you do.

I will offer particular questions in the session content that I want you to address and think about. You can answer some of them, all of them, or answer globally about the topics, unless I specify otherwise.

**General Assessment Criteria:**

- Create at least 2 initial posts per session. These posts should be thematically different. There should be 1 post per text reading. If I have assigned reading from two different texts, make sure you post 1 initial response for each text.
- Make sure you acknowledge all responses to your initial posts.
- Make sure you respond to at least 3 classmates' initial posts per session. This will help conversations get started.
- Keep conversations going! Think of it as a classroom discussion, not a tedious assignment. Use these opportunities to strengthen your own understandings.

**Instructor's Note on the Class:** Building a classroom community is of utmost importance to me. I take your responses to readings seriously, as well as your responses to myself and other classmates. As such, the grading criteria for this assignment clearly demonstrate my thoughts on the subject. The rubric is designed to grade a half semester's worth of participation. This is more of a holistic score than the others. I track your participation, and allow room for improvement as the semester progresses. No one will receive 20 points if you have been late with any initial posts.

Grading Rubric for Reader Response	Expert  20 points	Acceptable  10-19 points	Unacceptable  0-9 points
Initial Posts	<p>Several valid points from each group of assigned readings are thoroughly analyzed and/or discussed.</p> <p>When making connections, stories and examples clearly connect to readings; support is obvious.</p> <p>There are at least 2 initial</p>	<p>Valid points are discussed, but not as thoroughly or not as many points discussed.</p> <p>Valid connections are attempted, but support is not always obvious.</p> <p>There are at least 2 initial</p>	<p>Few points are discussed and the discussion itself is insufficient.</p> <p>When attempting connections, there is little to no support; logic in connections is unclear and/or inadequate.</p> <p>There are less than the 2</p>

	posts per session discussion.	posts per session discussion.	minimum required initial posts in some sessions.
Responses to Others	<p>Questions and comments facilitate discussion among members of the class; opportunity for clarification, explanation, and extension are clearly evident.</p> <p>Responds to at least 3 peers per session discussion; every peer who posts to you is responded to.</p>	<p>Questions and comments are shared, but do not always offer opportunity for clarification, explanation, and/or extension.</p> <p>Responds to at least 3 peers per session discussion; usually responds to every peer who posts to you.</p>	<p>Few or no questions and comments are shared; if shared, they offer little to no opportunity for clarification, explanation and/or extension.</p> <p>Responses are occasional; inconsistently meets response criteria.</p>
Overall Communication	<p>Responses are clearly articulated, carefully thought out, and grammatically sound.</p>	<p>Most responses are clearly articulated, though at times not carefully thought out and/or grammatically sound.</p>	<p>Responses are rarely clearly articulated and/or not carefully thought out and grammatically sound.</p>

**Book Club Participation (6 meetings @ 5 points each)**

I have chosen two texts that deal with Writing Workshop more in depth. One text is probably more appropriate for elementary teachers (Wood Ray), and one for secondary (Berne). I have listed them according to these divisions in the syllabus, but feel free to choose the text you prefer.

I have also chosen two memoirs by “professional” writers. These texts discuss the craft of writing as it is practiced by those who practice it for a living. I hope you will enjoy reading Stephen King or Anne Lamott. I feel these texts are a nice addition to the course. I am hoping they will keep you encouraged as you work on your professional piece.

You will participate in 6 book club meetings throughout the second half of the semester (3 for each book choice). I have listed deadlines for initial posts and responses; these are the days I will grade your participation. PRIOR to this date, your group will decide how to divide up the text for the meetings. There are no restrictions on how the text is divided. Take a look at what else is due in the course and use your best judgment. These meetings take place over a period of time, like reader response postings do. I would recommend deciding early on how you will divide the text.

**Initial Posts**

- Your initial posts for each of the 6 meetings should be well-constructed, thoughtful responses to the text.
- 1 initial post is required per book club meeting.

- Respond to the section of the text you read for the meeting.
- Initial posts should be 3-5 paragraphs in length.
- Responses should provide talking points and/or questions for group members to consider.
- Please revisit the hints for reader response postings, as those will help you formulate responses for book club meetings.
- Paragraph #s, chapter #s, and page #s will help your classmates follow your discussion more carefully. Offer these in your postings when possible.

**Responses to Posts**

- You should respond to all responses to your initial posts.
- Keep the conversation going. Imagine a book club discussion at your local coffee shop; you may write conversationally.
- You will need to respond to at least 2 other book club members' initial postings for every meeting.

Grading Rubric for Book Club Meetings	Expert	Acceptable	Unacceptable
	5 points	3-4 points	1-2 points
Initial Posts	<p>Several valid points from book are thoroughly analyzed and/or discussed.</p> <p>When making connections, stories and examples clearly connect to readings; support is obvious.</p> <p>There is an initial post for every book club session; this post is 3-5 paragraphs long.</p>	<p>Valid points are discussed, but not as thoroughly or not as many points discussed.</p> <p>When making connections, stories and examples attempt valid connections, but support is not always obvious.</p> <p>There is an initial post for every book club session; this post is 3-5 paragraphs long.</p>	<p>Few points are discussed and the discussion itself is insufficient.</p> <p>When attempting connections, there is little to no support; logic in connections is unclear and/or inadequate.</p> <p>There is not an initial post for every book club session and/or the post is less than 3-5 paragraphs long.</p>
Responses to Others	<p>Questions and comments facilitate discussion among members of the book club group; opportunity for</p>	<p>Questions and comments are shared, but do not always offer opportunity for clarification, explanation, and/or extension.</p>	<p>Few or no questions and comments are shared; if shared, they offer little to no opportunity for clarification,</p>

	clarification, explanation, and extension are clearly evident.		explanation and/or extension.
	Responds to at least 2 initial posts of book club members; responds to every peer who posts to you.	Responds to at least 2 initial posts of book club members; responds to every peer who posts to you.	Responses are inconsistent and do not meet response criteria outlined in syllabus.
Overall Communication	Responses are clearly articulated, carefully thought out, and grammatically sound.	Most responses are clearly articulated, though at times not carefully thought out and/or grammatically sound.	Responses are rarely clearly articulated and/or not carefully thought out and grammatically sound.

## Assignment Descriptions

### **Personal Writing (25 points; 3 drafts/conferences @ 5 points each and 10 points for the final paper)**

Your personal writing will be a genre study. You will choose a topic and will create various genres related to your topic. While not a multigenre research paper as Romano (2000) discusses, some of the elements apply. Basically, you are going to practice various forms with the same topic in order to better understand how form changes to convey messages in personal writing.

#### **Topic Choice:**

You should choose a topic that is of personal interest/importance to you. This should be an issue you think relates to social justice. There will be more of a discussion about this in the session content.

You will write 3 pieces (about your chosen topic):

1. narrative
2. poetic piece
3. argumentative piece

These will also be discussed more in depth in the session content of the course.

Each of these pieces will have an individual due date. DRAFTS are due on that day so that you might receive timely feedback from your classmates. Take their comments, along with your evolving understanding of the craft of writing, and re-work your drafts. Drafts should be posted in the Discussion board assigned to your writing group.

You will be responsible for responding to 1 classmate's draft per writing session. If your draft is not turned in on time, it will be difficult for you to receive feedback. Keep that in mind when ordering your time.

The final paper will be due mid-semester and will include all 3 drafts (re-worked and revised) along with a conclusion. This conclusion will discuss the process of drafting, crafting, and revising. It will also deal with your thoughts on the various genres as they relate to your topic. Details will be posted in the session content.

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**Grade Scale for Personal Piece—25 points**

**Genres (15 points)**

***Genre 1 (5 points total)***

***Quality work in each of the three areas, according to the information provided in Session Content and syllabus.***

- Meets Required Criteria (2 points)
- Quality Personal Assessment (2 points)
- Thoughtful response/s to Classmates' Work (1 point)

***Genre 2 (5 points total)***

***Quality work in each of the three areas, according to the information provided in Session Content and syllabus.***

- Meets Required Criteria (2 points)
- Quality Personal Assessment (2 points)
- Thoughtful Response/s to Classmates' Work (1 point)

***Genre 3 (5 points total)***

***Quality work in each of the three areas, according to the information provided in Session Content and syllabus.***

- Meets Required Criteria (2 points)
- Quality Personal Assessment (2 points)
- Thoughtful response/s to Classmates' Work (1 point)

**Final Paper (10 points)**

***Details (3 points)***

- All genres submitted, reworked, edited
- Meets format guidelines

***Conclusion (7 points)***

- Clearly articulates topic/rational
- Clearly explains significance of the various genres to the process
- Editing and revising processes are clearly articulated
- Successfully discusses the benefits/drawbacks of genre work
- Offers substantial overall conclusions and possibilities for future endeavors, based on careful analysis of the process
- 2-3 pages, word-processed and double-spaced

**Total Points for Personal Piece\_\_\_\_\_**

**Professor Comments:**

.....

**Professional Writing (25 points; 3 drafts/conferences @ 5 points each and 10 points for the final paper)**

Your professional paper will also be on a topic of your choosing. I call it a "professional piece," because you will research a topic that interests you on a professional level. This topic needs to be related to the teaching of English Language Arts. You should have a research question you want to investigate that will improve your pedagogy.

**Research Question:**

Think of something related to you as a professional and, if possible, connected to the teaching of writing. This may be an issue you are having in your classroom, or specifically with a few students. It may be a departmental or district-wide issue or discussion. Basically, it needs to be something that will be of USE to you in your professional life. There will be more information about this in the session content.

You will “meet” with your writing group 3 times as you draft this piece. These meetings will assist you in the construction of your research paper. Some of you might even create “publishable” texts that can be submitted to some of your favorite practitioner related publications. These drafts will also be discussed more in depth in the session content of the course.

Each of these pieces will have an individual due date. DRAFTS are due on that day so that you might receive timely feedback from your classmates. Take their comments, along with your evolving understanding of the craft of writing, and re-work your drafts.

You will be responsible for responding to 1 classmate’s draft per writing session. If your draft is not turned in on time, it will be difficult for you to receive feedback. Keep that in mind when ordering your time.

The final paper will be due at the end of the semester. This will be a research paper, 7-10 pages, double-spaced and word-processed. APA format and at least 5 sources will be required. Details will be posted in the session content.

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**Grade Scale for Professional Piece—25 points**

**Drafts (15 points)**

***Draft #1 (5 points total)***

***Quality work in each of the three areas, according to the information provided in Session Content and syllabus.***

- Meets Required Criteria (2 points)
- Quality Personal Assessment (2 points)
- Thoughtful response/s to Classmates’ Work (1 point)

***Draft #2 (5 points total)***

***Quality work in each of the three areas, according to the information provided in Session Content and syllabus.***

- Meets Required Criteria (2 points)
- Quality Personal Assessment (2 points)
- Thoughtful Response/s to Classmates’ Work (1 point)

***Draft #3 (5 points total)***

***Quality work in each of the three areas, according to the information provided in Session Content and syllabus.***

- Meets Required Criteria (2 points)
- Quality Personal Assessment (2 points)
- Thoughtful response/s to Classmates’ Work (1 point)

**Final Paper (10 points)**

***Details (2 points)***

- All work submitted, reworked, edited (Few to no grammatical errors.)
- Meets format guidelines

***Conclusion (8 points)***

- Clearly articulates research question and rationale

- Body of the paper contains subheadings, a strong summary of the literature, as well as careful analysis of the information uncovered
- Offers substantial overall conclusions and possibilities for future endeavors, based on careful analysis of the information discovered

**Total Points for Professional Piece** \_\_\_\_\_

**Professor Comments:**

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Scheduling of Videoconference Sessions:

Email Dr. Semingson right away to set up a "standing appointment" for your five videoconference sessions.

**The 1-on-1 videoconferences help you to reflect on the course readings, your learning, and your assignments. Email me right away to set up a standing appointment. They will start during Session 2 (week 3) and will take place about every other week. The reflection is due on the Sunday of your conference. The purpose of video conferencing is to allow you to ask questions, seek guidance, share ideas, and otherwise dialogue. A schedule of the specific topics of the videoconference sessions will be sent out during the first week of the class! ☺**

**Pre-conference:**

Prior to each of your scheduled videoconference sessions, I will send a PowerPoint with an overview about the conference session. These will also be posted to Blackboard. Before your scheduled videoconference, please read through the PowerPoint to be prepared for the conference. During the conference I will expect you to participate with any questions and also to be ready to discuss aspects of the course readings. Have your textbooks handy during the videoconference session.

**You are responsible for attending the scheduled conference session. If you miss a videoconference, contact Dr. Semingson to reschedule. It is your responsibility to write if you need to reschedule a conference. I am flexible about rescheduling as I understand things come up! I can generally meet Monday-Wednesday and on some Saturdays/Sundays. I can meet Friday if something comes up, but I am generally unavailable Fridays.**

**Post-conference Reflection (5 reflections x 5 points each=25 points).**

The format for these written post-conference reflections is as follows:

After each video-conference session, post a 1-2 page (single-spaced; 12 font, standard margins) reflection here. Cut and paste these questions into your essay.

Your Name:

Videoconference Session and Date:

Mentor's Name:

Post a 1-2 page (**single-spaced**; 12 font, standard margins) reflection here. Your videoconference reflection must be at least a page (single-spaced)! Use the required format.

1. What did you learn during the videoconference (recap and summarize)?
2. What resources did you learn about that will be beneficial and how can you use them?

3. Describe your level of participation in the videoconference session and your level of understanding of the key topics discussed.
4. What feedback do you have on the videoconference experience itself (e.g., technology, etc. for future use?)

**Setting up your Standing Appointment with your mentor for videoconferencing:**

Email your professor right away to set up a standing appointment for your session.

Dr. Semingson: [peggys@uta.edu](mailto:peggys@uta.edu)

**Please contact Dr. Semingson as soon as possible in the beginning of Week 1 of the class or sooner to determine a “standing appointment” to set up your five 1-on-1 videoconference appointment times.** Please make a note of the weeks you will be doing videoconferencing. Directions for accessing videoconferencing are in the course syllabus and on blackboard. Email Dr. Semingson if you need assistance.

**Tutorial:**

**<http://www.uta.edu/blackboard/students/collaborate-web-conferencing.php>**

Java

JAVA. To use videoconferencing, **Make sure your Java is up-to-date** or you have current versions of audio/video programs on your computer.

Java: **<http://www.java.com/en/download/index.jsp>**