LIST 5384: Advanced Pedagogy of Writing
Spring 2017

Instructor: Dr. Holly Hungerford-Kresser, Associate Professor

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Office Hours: Regularly available by appointment M,W,F (in person, via Skype, or on the phone)

Section Information: LIST 5384: Advanced Pedagogy of Writing, Sec 002

Time and Place of Class Meetings: Online

Course 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.

Student 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.

Required Textbooks and Other Course Materials:
Both:

AND

Choose one:
Secondary Option:

OR
Elementary Option:

Vote For:

OR
**TK20 Statement from the College of Education (There is NO TK20 Assignment in this course.):**

You will be using Tk20, a comprehensive data management system, and you must purchase it. The College of Education has adopted Tk20 to provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. The set of Tk20 tools that is required as a course text is called Tk20 HigherEd.

We understand that textbooks and materials can be expensive, and we strive to not create an unnecessary financial burden when we select textbooks for courses. **Tk20 is a purchase that you will use throughout your program, but you purchase it once.** The following listing provides key details about the use of Tk20 in your program of study.

- Tk20 will be the place where you submit key performance artifacts and build your academic performance portfolio.
- Tk20 also serves as the centralized location for submitting program forms and field placement documents.
- Tk20 will help ensure continuous quality of programs and preparation, which will result in a better experience for you and increase the value of the degrees and certifications you complete here.
- For designated key assessment assignments, you must submit your work in both Tk20 and in Blackboard to receive credit.
- It is best to purchase Tk20 during the initial weeks of your first course so that you have access to Tk20 for submitting work on time.
- You will not be penalized for any Tk20 technical problems that cannot be avoided, but you must have access to TK20 so that you can submit work once any technical delays are addressed.
- On-line tutorials and training materials have been organized to orient you to the Tk20 system, and information is provided to address questions you have and how to purchase Tk20: [https://www.uta.edu/coed/academics/tk20/index.php](https://www.uta.edu/coed/academics/tk20/index.php).

**Descriptions of major assignments and examinations:**

**Reader Response Postings (30 points for a semester’s worth of 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. You are not limited to these two posts by any means. Consider it a minimum threshold.
- 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. 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, because your classmates count on your initial posts to get their responses completed.
<table>
<thead>
<tr>
<th>Grading Rubric for Reader Response</th>
<th>Expert 30 points</th>
<th>Acceptable 29-15 points</th>
<th>Unacceptable 14-0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Posts</td>
<td>Several valid points from each group of assigned readings are thoroughly analyzed and/or discussed. When making connections, stories and examples clearly connect to readings; support</td>
<td>Valid points are discussed, but not as thoroughly or not as many points discussed. Valid connections are attempted, but support is not always obvious.</td>
<td>Few points are discussed and the discussion itself is insufficient. When attempting connections, there is little to no support; logic in connections is unclear and/or</td>
</tr>
<tr>
<td></td>
<td>is obvious.</td>
<td>inadequate.</td>
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<tr>
<td></td>
<td>There are at least 2 initial posts per session discussion.</td>
<td>There are less than the 2 minimum required initial posts in some sessions.</td>
<td></td>
</tr>
<tr>
<td>Responses to Others</td>
<td>Questions and comments facilitate discussion among members of the class; opportunity for clarification, explanation, and extension are clearly evident.</td>
<td>Few or no questions and comments are shared; if shared, they offer little to no opportunity for clarification, explanation and/or extension.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Responds to at least 3 peers per session discussion; every peer who posts to you is responded to.</td>
<td>Responses are occasional; inconsistently meets response criteria.</td>
<td></td>
</tr>
<tr>
<td>Overall Communication</td>
<td>Responses are clearly articulated, carefully thought out, and grammatically sound.</td>
<td>Most responses are clearly articulated, though at times not carefully thought out and/or grammatically sound.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Responses are rarely clearly articulated and/or not carefully thought out and grammatically sound.</td>
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</tbody>
</table>

**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, minimum.
- 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.

<table>
<thead>
<tr>
<th>Grading Rubric for Book Club Meetings</th>
<th>Expert 5 points</th>
<th>Acceptable 4-2 points</th>
<th>Unacceptable 1-0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Posts</td>
<td>Several valid points from book are thoroughly analyzed and/or discussed.</td>
<td>Valid points are discussed, but not as thoroughly or not as many points discussed.</td>
<td>Few points are discussed and the discussion itself is insufficient.</td>
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<tr>
<td></td>
<td>When making connections, stories and examples clearly connect to readings; support is obvious.</td>
<td>When making connections, stories and examples attempt valid connections, but support is not always obvious.</td>
<td>When attempting connections, there is little to no support; logic in connections is unclear and/or inadequate.</td>
</tr>
<tr>
<td></td>
<td>There is an initial post for every book club session; this post is 3-5 paragraphs long.</td>
<td>There is an initial post for every book club session; this post is 3-5 paragraphs long.</td>
<td>There is not an initial post for every book club session and/or the post is less than 3-5 paragraphs long.</td>
</tr>
<tr>
<td>Responses to Others</td>
<td>Questions and comments facilitate</td>
<td>Questions and comments are shared, but do</td>
<td>Few or no questions and comments are</td>
</tr>
<tr>
<td>Response</td>
<td>Discussion among members of the book club group; opportunity for clarification, explanation, and extension are clearly evident.</td>
<td>Not always offer opportunity for clarification, explanation, and/or extension.</td>
<td>Shared; if shared, they offer little to no opportunity for clarification, explanation and/or extension.</td>
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</tr>
<tr>
<td>Responds to at least 2 initial posts of book club members; responds to every peer who posts to you.</td>
<td>Responds to at least 2 initial posts of book club members; responds to every peer who posts to you.</td>
<td>Responses are inconsistent and do not meet response criteria outlined in syllabus.</td>
<td></td>
</tr>
</tbody>
</table>

**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. |

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**Assignment Descriptions**

**Initial Thoughts about Personal Writing Assignment to Discussions (5 points).**

Post initial thoughts to “discussions”. Post your initial thoughts on what writing topics you are considering for the Personal piece assignment. Prior to writing, please read the assignment description for the personal writing piece carefully. Also, please read the Session Content for Session 1. There are examples of topics you might think about. This can take the form of a list, but also include about two descriptive and detailed paragraphs (or more) of your thinking about why you are thinking of this topic or topics. This assignment will be scored holistically for completeness and timeliness (post on time). Please comment on at least one other peer’s post by the deadline. You must post and comment to others for full credit.

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**Personal Writing (40 points; 3 drafts/conferences @ 5 points each and 25 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.

Please read the Session Content on Blackboard to gain more insight into this assignment!

**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—40 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 (25 points)**
Details (5 points)
- All genres submitted, reworked, edited
- Meets format guidelines

Conclusion (20 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:

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Professional Writing (40 points; 3 drafts/conferences @ 5 points each and 25 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.

Please read the Session Content on Blackboard to gain more insight into this assignment!

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.
Grade Scale for Professional Piece—40 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 (25 points)
Details (10 points)
- All work submitted, reworked, edited (Few to no grammatical errors.)
- Meets format guidelines

Conclusion (15 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:
FINAL REFLECTION ON COURSE (FIVE POINTS; END OF COURSE)

This assignment requires you to write a 1-2 page essay (single-spaced, 12 font, Times New Roman) reflecting on the course as a whole and what you learned across the readings, discussion boards, videoconferences/webinars, and assignments. It will also allow you to establish some goals for your teaching practice based on what you took away from the course in terms of learning about the topic of writing pedagogy. In this essay, refer to your growth as both a writer and also as a teacher of writing.

Attendance: Online; Students are expected to log in regularly and be active participants in the course.

Grading Policy:

**Summary of Course Requirements:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reader Response</td>
<td>30 points</td>
</tr>
<tr>
<td>2. Book Club (#1)</td>
<td>15 points</td>
</tr>
<tr>
<td>3. Book Club (#2)</td>
<td>15 points</td>
</tr>
<tr>
<td>4. Personal Writing</td>
<td>40 points</td>
</tr>
<tr>
<td>5. Professional Writing</td>
<td>40 points</td>
</tr>
<tr>
<td>6. Initial introduction and 2-3+ comments</td>
<td>5 points</td>
</tr>
<tr>
<td>7. Post initial thoughts on writing topics</td>
<td>5 points</td>
</tr>
<tr>
<td>8. Final reflection on course</td>
<td>5 points</td>
</tr>
</tbody>
</table>

**Total Points:** **155 points**

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/).

Disability Accommodations: UT 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)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:
The Office for Students with Disabilities, (OSD)  www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS)  www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Academic Integrity: Students enrolled all UT Arlington courses 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 in their courses by 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. Additional information is available at https://www.uta.edu/conduct/.

Lab Safety Training:  [Required for laboratory courses in the Colleges of Engineering and Science where students may be working with chemicals, biological material, radiological material or lasers] Students registered for this course must complete all required lab safety training prior to entering the lab and undertaking any activities. Once completed, Lab Safety Training is valid for the remainder of the same academic year (i.e., Fall through Summer II) and must be completed anew in subsequent years. There are no exceptions to this University policy. Failure to complete the required training will preclude participation in any lab activities, including those for which a grade is assigned.

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.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/
**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs).

**Final Review Week:** for semester-long courses, 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 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.

**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, or view the information at [http://www.uta.edu/universitycollege/resources/index.php](http://www.uta.edu/universitycollege/resources/index.php).

**The English Writing Center (411LIBR):** The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at [http://uta.mywconline.com](http://uta.mywconline.com). Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://uta.edu/owl) for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. [http://library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza)

**(Tentative) Course Schedule for Spring 2017**

- Complete all assignments by the posting deadline noted. Deadlines are 11:59 PM Central Standard Time (midnight) or 8:00 AM 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, so pay careful attention to the calendar.
- 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. –Holly Hungerford-Kresser.”

<table>
<thead>
<tr>
<th>Session #</th>
<th>Readings</th>
<th>Writing</th>
<th>Due Dates</th>
<th>Late Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1: 1/17-1/22 1/23-1/29</td>
<td><strong>Writing Workshop:</strong> <em>The Essential Guide</em>, Chs 1-4  <em>What a Writer Needs</em>, pp. 1-41</td>
<td>Brainstorm possible topics for your personal and professional pieces. Start drafting and thinking on the page.</td>
<td><strong>Book Choices</strong> (Berne/Wood Ray and King/Lamott) Due: 1/18/17 at 8:00 AM.  <em>Get to Know You</em> <em>(general introduction)</em> and 2-3 comments to peers in <strong>Discussions</strong>: All parts DUE: 1/23/17 8:00 AM. Please respond to one another, and feel free to post a photo.  Initial Reader Response Posts Due: 1/25/17 11:59 PM  Post initial thoughts on writing topic to <strong>Discussions</strong>: Due: 1/25/17 11:59 PM.  Responses to Peers’ (and your own) Posts Due: 1/30/17 at 8:00 AM.</td>
<td></td>
</tr>
<tr>
<td>Session 2:</td>
<td><strong>Writing</strong>  <strong>Draft 1st Genre</strong></td>
<td></td>
<td>Initial Posts Due:</td>
<td>N/A</td>
</tr>
<tr>
<td>Date</td>
<td>Title</td>
<td>Due Date</td>
<td>Responses to Posts Due: 2/6/17, 8:00 AM</td>
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<tr>
<td>2/6-2/12</td>
<td>The Essential Guide; Chs 5-7 What a Writer Needs, pp. 45-90 AND</td>
<td>2/1/17, 11:59 PM.</td>
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<tr>
<td></td>
<td>NCTE Beliefs about the Teaching of Writing Document (2004)</td>
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<tr>
<td>2/13-2/19</td>
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<td>Responses to Posts Due: 2/20/17 8:00 AM.</td>
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<tr>
<td>2/20-2/26</td>
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<td></td>
<td>Personal Piece Draft, Genre 2 and Personal Assessment Due: 2/22/17 11:59 PM.</td>
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</tr>
<tr>
<td>Session 4:</td>
<td>Writing Workshop: The Essential Guide; Chs 11, 12, and Appendices</td>
<td>Draft 3rd genre.</td>
<td>Initial Posts Due: 3/1/17 11:59 PM.</td>
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<tr>
<td>2/27-3/5</td>
<td></td>
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<td>Responses to Posts Due: 3/6/17 8:00 AM.</td>
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<tr>
<td>3/6-3/12</td>
<td>What a Writer</td>
<td></td>
<td>Personal Piece Draft,</td>
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</tr>
</tbody>
</table>
### Spring Break 3/13-3/19

- **Needs**, pp. 139-164
- Genre 3 Due: 3/8/17 11:59 PM.
- **Responses to Drafts Due: 3/12/17, 11:59 PM.**
  (NOTE THIS IS SLIGHTLY DIFFERENT BECAUSE OF SPRING BREAK.)

### Session 5: 3/20-3/26

- Readings determined by your Book Club group.
- Readings needed for your professional piece.
- Draft initial thoughts on professional piece: topic, outline, and current sources.
- Book Club #1 (Berne or Wood Ray) Initial Posts Due: 3/22/17, 11:59 PM.
- Personal Pieces (Final Copy) DUE to Assignments section, along with Personal Assessments: 3/26/17, 11:59 PM.
- All Responses Book Club #1 Due: 3/27/17 at 8:00 AM
- Book Club #2 (Berne or Wood Ray) Initial Posts Due: 3/29/17, 11:59 PM.
- All Responses Book Club #2 Due: 4/3/17, 8:00 AM
- Professional Piece Draft (Topic, Outline, Current Sources) Due: 4/3/17 8:00 AM

### Session 6: 4/3-4/9

- Readings determined by current draft
- Work on current draft
- Book Club #3 (Berne or Wood Ray) Initial

### Late Final Copies Due: 3/27/17 at midnight
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>your Book Club group. Readings needed for your Professional Piece.</td>
<td>Professional Piece Draft Due: 4/10/17, 8:00 AM</td>
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<tr>
<td></td>
<td>Work on current draft of Professional Piece.</td>
<td>Responses to Drafts Due: 4/17/17 AM.</td>
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<tr>
<td></td>
<td>Book Club Meeting #5 Initial Posts Due: 4/19/17 11:59 PM.</td>
<td>Responses to Book Club Posts Due: 4/17/17 8:00 AM.</td>
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<tr>
<td></td>
<td>Book Club responses Due: 4/24/17 8:00 AM</td>
<td>Professional Piece Draft Due: 4/24/17 8:00 AM</td>
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<tr>
<td></td>
<td>Book Club Meeting #6 Initial Posts Due: 4/26/17 11:59 PM.</td>
<td>Book Club Meeting #6 Initial Posts Due: 4/26/17 11:59 PM.</td>
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<td>Responses to Drafts Due: 4/26/17, 11:59 PM.</td>
<td>Responses to Drafts Due: 4/26/17, 11:59 PM.</td>
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<tr>
<td></td>
<td>Book Club Responses Due: 5/1/17, 8:00 AM.</td>
<td>Book Club Responses Due: 5/1/17, 8:00 AM.</td>
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</tbody>
</table>
### Session 8: 5/1-5/5
- **Readings you need for your professional piece.**
- **Work on most current draft of Professional Piece.**
- **Final Professional Pieces Due:** 5/3/17, 11:59 PM. 
  - Final course reflection essay due 5/5/17, 8:00 AM. 
  - *Be sure to include your final pieces as well as your self-assessment (see Session Content)*
- **Late Deadline, 5/5/17, 8:00 AM.**

### Emergency Phone Numbers:
In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381

### IRA STANDARDS CROSS REFERENCED WITH COURSEWORK

<table>
<thead>
<tr>
<th>IRA Standard</th>
<th>Course Content</th>
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</thead>
<tbody>
<tr>
<td>IRA 1.1</td>
<td>Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.</td>
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<tr>
<td>IRA 1.2</td>
<td>Demonstrate knowledge of reading research and histories of reading.</td>
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<tr>
<td>IRA 1.3</td>
<td>Demonstrate knowledge of language development and reading acquisition and the variations related to culture and linguistic diversity.</td>
</tr>
<tr>
<td>IRA 1.4</td>
<td>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.</td>
</tr>
<tr>
<td>IRA 2.1</td>
<td>Use instructional grouping options (individual, small-group, whole-class, and computer based) as appropriate for accomplishing given purposes.</td>
</tr>
<tr>
<td>IRA 2.2</td>
<td>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.</td>
</tr>
<tr>
<td>IRA 2.3</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>IRA 3.2 Place students along a developmental continuum and identify students’ proficiencies and difficulties.</td>
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</tbody>
</table>
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.

IRA 4.4 Motivate learners to be life-long readers.

IRA 5.1 Display dispositions related to reading and the teaching of reading.

IRA 5.2 Continue to pursue the development of professional knowledge and dispositions.

IRA 5.3 Work with colleagues to observe, evaluate, and provide feedback on each other’s practice.

IRA 5.4 Participate in, initiate, implement, and evaluate professional development programs.

<table>
<thead>
<tr>
<th>IRA Reading Specialist Standards Crossreferenced with TExES Competencies for Reading Specialist</th>
</tr>
</thead>
<tbody>
<tr>
<td>TExES COMPETENCIES CROSS REFERENCED WITH COURSEWORK</td>
</tr>
<tr>
<td>TExES Competency 001 (Oral Language) 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.</td>
</tr>
<tr>
<td>TExES Competency 002 (Phonological and Phonemic Awareness) 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.</td>
</tr>
<tr>
<td>TExES Competency 003 (Concepts of Print and the Alphabetic Principle) 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.</td>
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<tr>
<td>TExES Competency</td>
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<tr>
<td>004 (Word Identification)</td>
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<td>005 (Fluency)</td>
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<td>006 (Comprehension)</td>
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<td>007 (Vocabulary Development)</td>
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<tr>
<td>008 (Written Language)</td>
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<tr>
<td>009 (Assessment)</td>
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<tr>
<td>010 (Instructional Methods and Resources)</td>
</tr>
<tr>
<td>011 (Instruction for English Language Learners)</td>
</tr>
<tr>
<td>012 (Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities)</td>
</tr>
<tr>
<td>013 (Theoretical Foundations and Research-Based Curriculum)</td>
</tr>
<tr>
<td>014 (Collaboration, Communication, and Professional Development)</td>
</tr>
</tbody>
</table>

This final section is not part of the syllabus template, but a message from the UT Arlington Library.
Faculty members should feel free to incorporate any of the following information into your course syllabus or other course materials. All library services can be found by going to the main page. For direct links, see below.

**Library Home Page** [library.uta.edu](http://library.uta.edu)

**Resources for Students**

**Academic Help**

Academic Plaza Consultation Services [library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza)

Ask Us [ask.uta.edu/](http://ask.uta.edu/)

Library Tutorials [library.uta.edu/how-to](http://library.uta.edu/how-to)

Subject and Course Research Guides [libguides.uta.edu](http://libguides.uta.edu)

Subject Librarians [library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians)

**Resources**

A to Z List of Library Databases [libguides.uta.edu/az.php](http://libguides.uta.edu/az.php)

Course Reserves [pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)

FabLab [fablab.uta.edu/](http://fablab.uta.edu/)

Special Collections [library.uta.edu/special-collections](http://library.uta.edu/special-collections)

Study Room Reservations [openroom.uta.edu/](http://openroom.uta.edu/)

**Teaching & Learning Services for Faculty**

Copyright Consultation [library-sc@listserv.uta.edu](http://library-sc@listserv.uta.edu)

Course Research Guide Development, Andy Herzog [amherzog@uta.edu](mailto:amherzog@uta.edu) or your subject librarian

Data Visualization Instruction, Peace Ossom-Williamson [peace@uta.edu](mailto:peace@uta.edu)

Digital Humanities Instruction, Rafia Mirza [rafia@uta.edu](mailto:rafia@uta.edu)

Graduate Student Research Skills Instruction, Andy Herzog [amherzog@uta.edu](mailto:amherzog@uta.edu) or your subject librarian

Project or Problem-Based Instruction, Gretchen Trkay [gtrkay@uta.edu](mailto:gtrkay@uta.edu)

Undergraduate Research Skills Instruction, Gretchen Trkay [gtrkay@uta.edu](mailto:gtrkay@uta.edu) or your subject librarian.