COURSE DATES, MODALITY, AND LOCATION

This course meets face-to-face on Tuesday and Thursday, from 9:30-10:45 a.m. in Founder’s Hall, room 207. There will be supplemental materials available on Canvas Learning Management System [https://tamuct.instructure.com/].

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Phyllis Wheeler
Email: pwheeler1@tamuct.edu
Phone: 254-535-3855

Office Hours: By appointment before or after class. You may also contact me on Canvas, or call/text me at the above phone number.

Mode of Instruction and Course Access: This course is face-to-face, with journal entries based on each textbook chapter to be posted on Blackboard.

Student-instructor Interaction: I try to return graded assignments within two class periods. I check e-mail several times a day, even on weekends. If you have questions, please e-mail me either on Canvas or the regular Texas A&M-Central Texas e-mail at pwheeler1@tamuct.edu

911 Cellular:
Emergency Warning System for Texas A&M University – Central Texas
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

In an effort to enhance personal safety on the Texas A&M University – Central Texas (TAMUCT) campus, the TAMUCT Police Department has introduced Warrior Shield by 911 Cellular. Warrior Shield [https://www.tamuct.edu/police/911cellular.html] can be downloaded and installed on your mobile device from Google Play or Apple Store.

Connect at 911Cellular [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and Description
In Advanced Studies in Secondary English, you’ll take a close look at the unique challenges that you’ll face as an English teacher in the public schools. Topics will include curriculum planning, student evaluation, lesson planning, and elements related to TEKS (Texas Essential Knowledge and Skills) requirements. In
addition, you’ll read and write about a wide variety of literature from the perspective of an analytical reader, as well as from the perspective of a future teacher.

**Course Objectives**

**Course Objectives:**
The student will

- Produce a written composition using the stages of writing as a process
- Demonstrate proper language and grammar usage in written assignments
- Peer review written compositions of others
- Deliver oral presentations on each unit of study
- Explore various genres of typical high school English curriculum
- Research the theory and literature necessary to create a unit of study
- Create metacognitive journal entries on classroom readings
- Document sources appropriately using the MLA format

**Unit Objectives:**

**Unit 1: Written composition**
The student will

- Complete a personal narrative taking the paper through the stages of the writing process.
- Demonstrate mastery of language and grammar usage in the written composition
- Complete dialectical journal entries for the readings assigned
- Peer review written compositions of others through a clocking exercise

**Unit 2: Short Story**
The student will

- Complete dialectical journal entries for the readings assigned
- Create short story unit appropriate for the grade level chosen
- Prepare and deliver an oral presentation to share with the class
- Document sources appropriately using the MLA format
- Demonstrate mastery of language and grammar usage in publishing the unit

**Unit 3: Shakespeare**
The student will

- Complete dialectical journal entries for the readings assigned
- Create a Shakespeare unit appropriate for the grade level chosen
- Prepare and deliver an oral presentation to share with others
- Document sources appropriately using the MLA format
- Demonstrate mastery of language and grammar usage in publishing the unit

**Unit 4: Poetry**
The student will

- Complete dialectical journal entries for the readings assigned
- Create a Poetry unit appropriate for the grade level chosen
- Prepare and deliver an oral presentation to share with others
- Document sources appropriately using the MLA format
- Demonstrate mastery of language and grammar usage in publishing the unit

**Unit 5: Three-week Lesson Plan**
The student will

- Complete dialectical journal entries for the readings assigned
- Create a three-week lesson plan appropriate for the grade level chosen
- Prepare and deliver an oral presentation to share with others
- Document sources appropriately using the MLA format
• Demonstrate mastery of language and grammar usage in publishing the unit

Required Textbooks and Supplies

3-ring binder with five dividers
Thumb drive or alternate way to save your work
Markers
Scissors
Glue or double-sided tape

COURSE REQUIREMENTS

Non-Gradable Requirements

Regular Attendance
Regular attendance is essential for students to be able to complete assignments with the rigor or insight expected. Students should, therefore, attend (in every sense of the word) every class. An absence does not excuse one from any aspect of the course.

Regular Reading
The assigned reading directly impacts one’s ability to master the material of this course or complete the assignments. Students should read (in every sense of the word) every page of every chapter assigned. Failure to read an assigned portion of the text does not excuse one from knowing the concepts introduced in that section.

Regular Participation
Faithful participation in class discussions and work directly affects one’s ability to master the material or complete assignments satisfactorily. Students should enter discussions and in-class work sessions fully committed to the critical thinking and careful scrutiny this class demands.

Gradable Requirements

Units of Study
There are five (5) units of study for this course. For each unit, you will complete a project that, hopefully, you will be able to use in your classroom. These units require research, reading, and planning and should be completed with the appropriate principles and purpose clearly in mind. Each unit will have informational handouts and classroom activities to guide you through them.

Interactive Notebook
You will keep a notebook of your handouts and foldables we complete in class. For this class, a 3-ring binder works best because there are handouts with each unit that become too cumbersome to glue in a composition book.

Journal Entries for Your Interactive Notebook
The textbook for this course requires extensive reading. To keep up with that reading, you will complete an online dialectical journal entry to be posted online and a hard copy to be placed in your interactive notebook for each reading assignment in the textbook. A dialectical journal is a page divided in two, lengthwise. On the left side, record the quotes (at least five for each chapter) that you have strong feelings about. Use quotation marks for the quotes, and record the page number(s) for each one. On the right side, record your reaction(s) to the quote on the left. Do you agree, disagree, have comments on, how will it affect your
teaching/classroom, etc. The form with an example is on Canvas. These entries are due by midnight the
day before the deadline. I will check these entries on the day of class they are due.

**Grading Criteria Rubrics and Conversion**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>The distribution of final grades is as follows:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written composition</td>
<td>12 points</td>
<td>90-100 = A</td>
</tr>
<tr>
<td>Shakespeare Unit</td>
<td>16 points</td>
<td>80-89 = B</td>
</tr>
<tr>
<td>Short Story Unit</td>
<td>16 points</td>
<td>70-79 = C</td>
</tr>
<tr>
<td>Poetry Unit</td>
<td>16 points</td>
<td>60-69 = D</td>
</tr>
<tr>
<td>Three-week lesson plan</td>
<td>20 points</td>
<td>Below 60=F</td>
</tr>
<tr>
<td>Interactive Notebook</td>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td>Journal Entries</td>
<td>5 points</td>
<td></td>
</tr>
<tr>
<td>Final Exam and Reflection</td>
<td>5 points</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** 100 points

You will receive a rubric for each unit. Each one will be posted/handed out at the beginning of each unit so you fully understand what is expected with each assignment. The rubric will give you specific details of the expectations of each project you will complete. Each project includes teaching lessons delivered to the class as well as a written reflection of that project.

**Posting of Grades**
The course calendar’s last page has a list of all the assignments and the points for each. There is a space for you to enter your grades as each assignment is returned to you. It is easy for you to be fully aware of your grades at all times.

I try to return graded assignments within two class periods. I check e-mail several times a day, even on weekends. If you have questions, please e-mail me either on Canvas or the regular Texas A&M-Central Texas e-mail.

**COMPLETE OUTLINE AND CALENDAR**

Complete Course Calendar is attached in a separate document.

**Important University Dates**

- January 2, 2019: Priority Deadline for Spring Admissions applications
- January 10, 2019: Convocation
- January 11, 2019: Deadline for Tuition and Fee Payments (16- & First 8-Week Classes)
- January 14, 2019: Add, Drop, and Late Registration Begins for 16- & First 8-Week. $25 fee assessed for late registrants.
- January 14, 2019: Classes Begin for Spring Semester
- January 16, 2019: Deadline for Add, Drop, and Late Registration for 16- & First 8-Week Classes
- January 21, 2019: Martin L. King Jr. Day (*University Closed*)
- January 22, 2019: Deadline to Drop First 8-Week Classes with no Record
- January 30, 2019: Deadline to Drop 16-Week Classes with No Record
- February 22, 2019: Student End of Course Survey Opens (First 8-Week Classes)
- March 1, 2019: Deadline for Graduation Application for Spring Ceremony Participation
- March 1, 2019: Deadline for Teacher Education and Professional Certification Applications (i.e. Principal, Reading Specialist, etc.)
March 8, 2019  Classes End for First 8-Week Session
March 8, 2019  Deadline for Spring Admissions Applications
March 10, 2019  Student End of Course Survey (First 8-Week Classes)
March 11, 2019  Spring Break—No Class (University Open)
March 11, 2019  Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3 p.m.)
March 13-14, 2019  Spring Break—No Classes (University Open)
March 15, 2019  Deadline for tuition and Fee Payments (Second 8-Week Classes)
March 15, 2019  Deadline for Clinical Teaching Applications
March 15, 2019  Spring Break—No Class (University Open)
March 18, 2019  Add, Drop, and Late Registration Begins for Second 8-week Classes. $25 fee assessed for late registrants
March 18 2019  Classes Begin for Second 8-Week Session
March 20, 2019  Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
March 25, 2019  Deadline to Drop Second 8-Week Classes with no Record
April 1, 2019  Deadline for GRE/GMAT Scores to Office of Graduate Studies
April 5, 2019  Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
April 12 2019  Deadline for Final Committee-Edited Theses with Committee Approval Signatures to Office of Graduate Studies for Spring Semester
April 26, 2019  Student End of Course Survey Opens (16- and Second 8-Week Classes)
April 26, 2019  Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
May 10, 2019  Deadline for Applications for $1,000 Tuition Rebate for Spring Graduation (5 p.m.)
May 10, 2019  Deadline for Degree Conferral Applications to the Registrar’s Office. $20 Late Application Fee.
May 10, 2019  Deadline to Withdraw from the University for 16-and Second 8-Week Classes
May 10, 2019  Spring Semester Ends
May 11, 2019  Commencement Ceremony Bell County Expo Center 7:00 p.m.
May 12, 2019  Student End of Course Survey Closes (16- and Second 8-Week Classes)
May 14, 2019  Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3 p.m.)
May 14, 2019  Deadline for thesis to Clear Thesis Office for Spring Semester

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements
This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support
Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.
For issues related to course content and requirements, contact your instructor.
Other Technology Support
For log-in problems, students should contact Help Desk Central. 24 hours a day, 7 days a week:
  Email: helpdesk@tamu.edu
  Phone: (254) 519-5466
Web Chat: [http://hdc.tamu.edu]
Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy
If you discover that you need to drop this class, you must complete a Drop Request Form [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity
Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the Student Conduct process, [https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel]. If you know of potential honor violations by other students, you may submit a report [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Plagiarism
Plagiarism is using the writings, thoughts, or inventions of someone else as your own. You need to cite those sources and give proper credit for their use. If I find one of my students is guilty of plagiarism, the student will receive an F in the course, and I will report the incident(s) to the head of the department and to the dean of arts and sciences.
**Academic Accommodations**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

**Important information for Pregnant and/or Parenting Students**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education’s Office of Civil Rights, the Dean of Student Affairs’ Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the Student Affairs web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution’s Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.

**Tutoring**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

**University Writing Center**

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing
practices. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WCOnline. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library
The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [http://tamuct.libguides.com/index].

OPTIONAL POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas
Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don’t agree with their behaviors and tell survivors we will support them. Your actions matter. Don’t be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX webpage [https://www.tamuct.edu/departments/compliance/titleix.php].
INSTRUCTOR POLICIES

Late Work/Make-up Work
Assignments are due at the assigned time. In the event that you will not be able to meet the due dates, please see me and discuss alternatives. Should we negotiate a new due date, I will deduct 10% from your grade for each day it is late, and you will not be able to revise that document.

Incompletes
Incompletes should be reserved for unexpected, life altering situations that develop after the drop deadline. Students should drop a course should something happen that prevents them from completing the course ahead of the drop deadline. Failure to do so will result in an F in the course.
This calendar is tentative. Changes may arise; I will keep you informed.

**UNIT 1: WRITTEN COMPOSITION**

**Course Objectives:**
- Produce a written composition using the stages of writing as a process
- Demonstrate proper language and grammar usage in written assignments
- Create metacognitive journal entries on classroom readings

**Unit Objectives:**
- Complete a personal narrative, taking the paper through the stages of the writing process
- Demonstrate mastery of language and grammar usage in the written composition
- Complete dialectical journal entries for the readings assigned
- Peer review written compositions of others through a clocking exercise

**WEEK 1**

**Tuesday, January 15**  
Course Overview: Syllabus and Calendar; Interactive Notebook Setup  
Interactive Notebook
- Use format for dialectical journal (handout and posted on Canvas):  
- At least five entries per chapter from each book  
- List chapter, page #s, and number entries 1,2,3, etc.  
- Handwritten or typed and included in the notebook

Begin journal entries  
Have someone take your picture teaching (w/permission from parents if students are in the picture) to put in the front or on the cover of your notebook  
Jigsaw Ch. 1 in Atwell

Assignment: Finish Atwell, Ch. 1 and complete online dialectical entries  
Be thinking about and choosing a Shakespeare play to work with.

**Thursday, January 17**  
**DUE:** Complete Atwell, Ch. 1 and complete dialectical entries online and in interactive notebook

**IN CLASS:** Workshop on Lesson Planning

**WEEK 2**

**Tuesday, January 22**  
**DUE:** Read Atwell, Ch. 2 and complete dialectical entries online and in interactive notebook  
Have a copy of the TEKS for your chosen grade level or all grade levels  
Composition workshop

**Thursday, January 24**  
**DUE:** Draft 1 of writing assignment  
Read Atwell, Ch. 3 and complete online and dialectical entries in interactive notebook

**IN CLASS:** Ratiocination (Bring colored markers.)  
If time, begin conferencing.  
Rubric handout
WEEK 3

Tuesday, January 29  DUE: Draft 2 of writing assignment
Read Atwell, Ch. 4a, pp. 100-137 (stop at picture) and complete online and dialectical entries in interactive notebook

IN CLASS: Grouping/Conferencing

Thursday, January 31  DUE: Final copy of writing assignment (Clocking—Bring flash drive and markers or white out and black pen)
One-day lesson plan on composition

IN CLASS: Clocking on Final Paper
• Discuss Portfolios

Assignment: Read “The Strangers That Came to Town” and “So Much Unfairness of Things”
**UNIT 2: SHORT STORY**

**Course Objectives:**
- Explore various genres of typical high school English curriculum
- Research the theory and literature necessary to create a unit of study
- Demonstrate proper language and grammar usage in written assignments
- Deliver oral presentations on each unit of study
- Create metacognitive journal entries on classroom readings
- Document sources appropriately using the MLA format

**Unit Objectives:**
- Complete dialectical journal entries for the readings assigned
- Create a short story unit appropriate for the grade level chosen
- Prepare and deliver an oral presentation to share with the class
- Document sources appropriately using the MLA format
- Demonstrate mastery of language and grammar usage in publishing the unit

**WEEK 4**

**Tuesday, February 5**
**DUE:** Read Atwell, Ch. 4b, pp. 137-164 and complete dialectical entries online and in interactive notebook
Read “The Strangers That Came to Town” and “So Much Unfairness of Things”

**IN CLASS:** Workshop on Short Story Unit
Discuss “The Strangers That Came to Town” and “So Much Unfairness of Things”

**Thursday, February 7**
**DUE:** Bring short story materials gathered so far to discuss
**IN CLASS:** Discuss short stories and work on project

**WEEK 5**

**Tuesday, February 12**
**DUE:** Atwell, Ch. 5, and complete dialectical entries online and in interactive notebook
Bring short story materials gathered so far to discuss.

**IN CLASS:** Discuss short stories and work on project

**Thursday, February 14**
**DUE:** Bring short story materials gathered so far to discuss.
**IN CLASS:** Discuss short stories and work on project

**WEEK 6**

**Tuesday, February 19**
**DUE:** Atwell, Ch. 6, and complete dialectical entries online and in interactive notebook
Bring short story materials gathered so far to discuss.

**IN CLASS:** Discuss short stories and work on project

**Thursday, February 21**
**DUE:** Short Story Unit with one-day lesson plan
**IN CLASS:** Student teaching lessons on Short Story Unit

Assignment: Have your Shakespeare play chosen and read by next class.
### UNIT 3: SHAKESPEARE

**Course Objectives:**
- Explore various genres of typical high school English curriculum
- Research the theory and literature necessary to create a unit of study
- Demonstrate proper language and grammar usage in written assignments
- Deliver oral presentations on each unit of study
- Create metacognitive journal entries on classroom readings
- Document sources appropriately using the MLA format

**Unit Objectives:**
- Complete dialectical journal entries for the readings assigned
- Create a Shakespeare unit appropriate for the grade level chosen
- Prepare and deliver an oral presentation to share with the class
- Document sources appropriately using the MLA format
- Demonstrate mastery of language and grammar usage in publishing the unit

#### WEEK 7
**Tuesday, February 26**
**DUE:** Atwell, Ch. 7, and complete dialectical entries online and in interactive notebook
Begin thinking of the unit you would like to plan for a three-week lesson plan.
**IN CLASS:** Workshop on Shakespeare Unit

**Thursday, February 28**
**DUE:** Bring Shakespeare materials accrued so far to discuss
**IN CLASS:** Workshop on Shakespeare Unit

#### WEEK 8
**Tuesday, March 5**
**DUE:** Atwell, Ch 8 and complete dialectical entries online and in interactive notebook
Bring Shakespeare materials accrued so far to discuss
**IN CLASS:** Discuss Shakespeare and work on project.

**Thursday, March 7**
**DUE:** Bring Shakespeare materials accrued so far to discuss
**IN CLASS:** Discuss Shakespeare and work on project.

#### MARCH 11-15
**SPRING BREAK**

#### WEEK 9
**Tuesday, March 19**
**DUE:** Bring Shakespeare materials accrued so far to discuss
**IN CLASS:** Discuss Shakespeare and work on project.

**Thursday, March 21**
**DUE:** Shakespeare Unit with one-day lesson plan
**IN CLASS:** Student teaching lesson(s) on Shakespeare Unit
UNIT 4: POETRY

Course Objectives:
• Explore various genres of typical high school English curriculum
• Research the theory and literature necessary to create a unit of study
• Demonstrate proper language and grammar usage in written assignments
• Deliver oral presentations on each unit of study
• Create metacognitive journal entries on classroom readings
• Document sources appropriately using the MLA format

Unit Objectives:
• Complete dialectical journal entries for the readings assigned
• Create a poetry unit appropriate for the grade level chosen
• Prepare and deliver an oral presentation to share with the class
• Document sources appropriately using the MLA format
• Demonstrate mastery of language and grammar usage in publishing the unit

WEEK 10
Tuesday, March 26  DUE:  Atwell, Ch. 9a, pp. 317-342 (top) and complete dialectical entries online and in interactive notebook
IN CLASS:  Workshop on Poetry Unit (Bring scissors and glue)

Thursday, March 28  DUE:  Atwell, Ch. 9b, pp. 342-373 and complete dialectical entries online and in interactive notebook
Bring poetry materials gathered so far to discuss.
Their favorite sayings to class from books, newspapers, magazines, poetry, etc.
IN CLASS:  Writing and sharing poetry

WEEK 11
Tuesday, April 2  DUE:  Atwell, Ch. 9c, pp. 373-395 and complete dialectical entries online and in interactive notebook
Bring poetry materials gathered so far to discuss.
IN CLASS:  Writing and sharing poetry

Thursday, April 4  DUE:  Atwell, Ch. 9d, pp. 395-414 and complete dialectical entries online and in interactive notebook
Bring poetry materials gathered so far to discuss.
IN CLASS:  Writing and sharing poetry

WEEK 12
Tuesday, April 9  DUE:  Poetry Unit due with one-day lesson plan
IN CLASS:  Student teaching lessons on poetry. Bring copies of poem for each student to read/work with.
UNIT 5: THREE-WEEK LESSON PLAN

Course Objectives:
• Explore various genres of typical high school English curriculum
• Research the theory and literature necessary to create a unit of study
• Demonstrate proper language and grammar usage in written assignments
• Deliver oral presentations on each unit of study
• Create metacognitive journal entries on classroom readings
• Document sources appropriately using the MLA format

Unit Objectives:
• Complete dialectical journal entries for the readings assigned
• Create a three-week lesson plan appropriate for the grade level chosen
• Prepare and deliver an oral presentation to share with the class
• Document sources appropriately using the MLA format
• Demonstrate mastery of language and grammar usage in publishing the unit

Thursday, April 11  DUE:  Your chosen unit for your 3-week lesson plan
IN CLASS: Workshop on 3-week lesson plans (refer to layered book)
DUE:  Discuss lesson plans and work on project

Tuesday, April 16  DUE:  Atwell, Ch. 10, and complete dialectical entries online and in interactive notebook
IN CLASS:  Lesson plan materials completed so far to discuss
DUE:  Discuss lesson plans and work on project

Thursday, April 18  DUE:  Lesson plan materials completed so far to discuss
IN CLASS:  Discuss lesson plans and work on project

WEEK 14

Tuesday, April 23  IN CLASS:  Atwell, Ch. 11, and complete dialectical entries online and in interactive notebook
DUE:  Discuss lesson plans and work on project

Thursday, April 25  DUE:  Lesson plan materials completed so far to discuss
IN CLASS:  Discuss lesson plans and work on project

WEEK 15

Tuesday, April 30  DUE:  Atwell, Ch. 12, and complete dialectical entries online and in interactive notebook
IN CLASS:  Lesson plan materials completed so far to discuss
DUE:  Discuss lesson plans and work on project

Thursday, May 2  DUE:  Three-week Lesson Plan due
IN CLASS:  In groups, students discuss one day included in their unit.
WEEK 16

Tuesday, May 7

DUE: Atwell, Ch. 13, and complete dialectical entries online and in interactive notebook

INTERACTIVE NOTEBOOKS

IN CLASS: Assign take-home final: Write a one-page composition on what you learned in this semester’s course. What your favorite and least favorite project/s were and why for both? In what way do you foresee using each project and what you’ve learned in this course in your own classroom? How have you grown in your knowledge of teaching as a result of this course? What have you learned about researching and planning lessons to teach?

Thursday, May 9

FINAL EXAM AND REFLECTION—Turn in Reflection of course—Post on Canvas as a journal entry
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Point Value</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>Written composition</td>
<td>January 31</td>
<td>12 points</td>
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<tr>
<td>Short Story Unit</td>
<td>February 21</td>
<td>16 points</td>
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<td>Shakespeare Unit</td>
<td>March 21</td>
<td>16 points</td>
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<tr>
<td>Poetry Unit</td>
<td>April 9</td>
<td>16 points</td>
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<tr>
<td>Three-week lesson plan</td>
<td>April 30</td>
<td>20 points</td>
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<tr>
<td>Interactive Notebook</td>
<td>May 7</td>
<td>10 points</td>
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<tr>
<td>Final Exam and Reflection</td>
<td>May 9</td>
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<td>Journal Entries</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100 points</strong></td>
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Due Dates for Reading Assignments from *In the Middle* by Nancie Atwell (Assignments should be included in your interactive notebook):

- Thursday, January 17: Chapter 1
- Tuesday, January 22: Chapter 2
- Thursday, January 24: Chapter 3
- Tuesday, January 29: Chapter 4a
- Tuesday, February 3: Chapter 4b
- Tuesday, February 5: Chapter 5
- Tuesday, February 19: Chapter 6
- Tuesday, February 26: Chapter 7
- Tuesday, March 5: Chapter 8
- Tuesday, March 26: Chapter 9a
- Thursday, March 28: Chapter 9b
- Tuesday, April 2: Chapter 9c
- Thursday, April 4: Chapter 9d
- Tuesday, April 16: Chapter 10
- Tuesday, April 23: Chapter 11
- Tuesday, April 30: Chapter 12
- Tuesday, May 7: Chapter 13