You must write every single day of your life…You must lurk in libraries and climb the stacks like ladders to sniff books like perfumes and wear books like hats upon your crazy heads….may you be in love every day for the next 20,000 days. And out of that love, remake a world. Ray Bradbury

***SAVE EVERYTHING you write in this class, including all drafts***
• Integrate technology as tool for writing. (NCTE / IRA 2; NCPTS III & IV; TESOL 3)

• Recognize interrelationships between reading & writing. (NCTE/IRA 1; NCPTS III)

• Develop instructional approaches to writing that foster engagement and build from students’ interests, home life and culture. (NCTE /IRA 2; NCPTS II, III & IV; TESOL 2a, 2b, 3)

• Integrate writing with the reading of multiple genres and categories of texts including, but not limited to, books, picture books, periodicals, technology-based information and non-print material (NCTE / IRA 4; NCPTS III & IV)

• Understand the unique needs of exceptional students, including culturally and linguistically diverse readers. (NCTE /IRA 4; NCPTS II, III & IV, TESOL)

• Design literacy interventions and writing programs that are effective in individual classrooms (NCTE /IRA 5; NCPTS II, III & IV; TESOL 1, 2, 3)

• Reflect on the why and how learning happens in the ELA classroom (NCTE/IRA; NCPTS V; TESOL 5)

• Understand that change is constant and investigate/consider new ideas that improve teaching and learning in the ELA classroom and adapt practice based on data (NCTE/IRA; NCPTS V, TESOL)

IRA = International Reading Association Professional Standards
NCTE= National Council of Teachers of English
NCPTS= NC Professional Teaching Standards
TESOL= Teaching English to Speakers of Other Languages

The course will also meet the following standards of state and national associations:
NCTE/IRA: www.ncte.org/standards/standards.shtml

What You Will Need:
1. A UNCG email account with access to Blackboard (Edmodo)
2. Texts (see below) and articles.
3. A Daybook (Mead composition notebook) and glue sticks—bring both every class.

Texts for All:

Middle Grades:

Elementary Grades:

Professionalism & Academic Integrity:
Teaching is a profession and as such establishes standards and expectations for its members. As in-service and pre-service teachers, we must hold ourselves to these standards. Such expectations include respect for self and others. Here are just a few of the ways we demonstrate respect:
• Be punctual to class (See below)
• Respect others even when you disagree with them
• Be a thoughtful and reflective practitioner. Please consult the Disposition Statement.
• Turn all cell phones and pagers off or to a silent mode before class begins. If you choose to be on your phone or

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Timeliness and Attendance:
This class is rooted in the idea that learning takes place in a community, so active attendance is required. I know life happens, therefore, you will be allowed two absences during this course, excused and/or unexcused. Your grade is affected by every absence, but after two absences your grade will be seriously affected, and at three absences, you will fail the course participation portion of the class (each two tardies will equal one absence). If you are absent a fourth time, you will fail the course. If absent/late, you are responsible for acquiring work, assignments, handouts, etc. from that day, but do so on your own time. In short, be in class, be prepared, and be on time. Finally, simply taking up space in the class is NOT enough—in order to receive full participation credit, you will need to participate in a meaningful way.

Papers Style Manual and Manuscript Requirements:
All written work (except in-class activities and on-line posts) should be typed and reviewed for quality of content and mechanical correctness. For any written work requiring citations, students are expected to use the APA Style Manual or the MLA Style Manual.

Need Some Help? As a writer and a teacher of writing, you will often need a fresh set of eyes on your work. You will be required to visit The Writing Center, located in 3211 MHRA. It is for any writer at any level in the process who wants some qualified, one-on-one input on any essay for any class. Call for an appointment, 334-3125, or just drop in. This will be part of your portfolio.

Evaluation & Grading:
This class is not about figuring out how to write an “A” assignment or the “A” way to read and discuss that reading; however, your success in the class is very important. This class is designed to allow you to demonstrate your success as a developing thinker, reader, writer and teacher. It is my hope that you will have opportunities to evaluate your own work and the work of others in the course. I will respond to assignments in what I believe is an appropriate manner, and I will ask you to respond to one another. I will provide detailed handouts for most assignments and grade according to the objectives and goals for both the content and the writing intensive requirements.

I view grading as an individual and noncompetitive assessment of your performance and growth through the semester. I do assign credit or a grade for each assignment so that you will be able to assess your progress through this course. I encourage you to make an appointment with me to discuss specific assignments, concerns, or questions about your grade in this course.

Grades will be earned as follows:

- 98-100 = A+
- 94-97 = A
- 90-93 = A-
- 87-89 = B+
- 83-86 = B
- 80-82 = B-
- 77-79 = C+
- 73-76 = C
- 70-72 = C-
- 67-69 = D+
- 63-66 = D
- 60-62 = D-
- 59 points or below = F

Office of Accessibility Resources & Services
If you have any sort of disability that could affect your performance in the class or for which you need accommodation, please contact me and/or the Office of Accessibility Resources & Services at 334-5440.

TEACHERS ACADEMY CONCEPTUAL FRAMEWORK MISSION STATEMENT:
The mission of professional education at The University of North Carolina at Greensboro is to ensure “Access to Opportunities through Teaching, Learning and Caring.” This requires excellence in all our programs through alignment to state and national standards; explicit connections between research, theory and practice; candidates’ acquisition of the knowledge, skills and dispositions of their disciplines; detailed evaluation of our candidates’ continual professional growth; collaboration among stakeholders; ongoing self-study; and an overriding commitment to fostering beliefs and actions that promote education for all. Toward these ends, our Unit and programs focus on six areas: leadership, professional knowledge, professional practice, educational environments, data-informed decision-making, and professional growth to support the learning of all children in the context of 21st century complexity and dynamic change.

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Dispositions
Professional education programs at UNCG emphasize dispositions that drive application of the knowledge base and we believe that we must model and monitor these dispositions as conscientiously as we provide opportunities for building the knowledge base. Teachers should show evidence of these dispositions in class:

- Reflective
- Ethical
- Inclusive
- engaged in and committed to professional practice
- dedicated to life-long learning
- self-efficacious
- receptive to feedback
- affirming of diversity
- professionally responsible
- collaborative

Inclement Weather:
If for any reason class is cancelled, I will post it to Blackboard no later than 8am.

Changes
Teachers must be planners so it’s important to structure a course ahead of time. As writer Annie Dillard says, “A plan is a net for catching the day.” But teachers also should respond to the needs and interests of her students so that any plan should be open to alterations. Should you feel that we need to spend more time on any aspect of this course, please let me know. Please don’t hesitate to email me or make an appointment to meet with me should you have any questions or concerns about our course. I look forward to our work together.

Major Assignments: *

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<thead>
<tr>
<th>Assignment</th>
<th>Final %</th>
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<tbody>
<tr>
<td>Edmodo Postings and Participation</td>
<td>30%</td>
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<tr>
<td>Writing Group participation and reflection (one at midterm and in portfolio)</td>
<td>30%</td>
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<tr>
<td>Portfolio (must have a minimum of one first draft for every piece we do—these are subject to change)</td>
<td>35%</td>
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<tr>
<td>• Rhetorical Analysis</td>
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<tr>
<td>• Unfamiliar Genre Project</td>
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<tr>
<td>• Professional Piece (two argument papers)</td>
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<td>• Personal Piece</td>
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<td>• Others</td>
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</tr>
<tr>
<td>Midterm conference and final exam</td>
<td>5%</td>
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</tbody>
</table>

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