Week One: The First Week of Classes and "Whither Thou Goest?"
10-3-07

Reading: *(All reading to be done prior to class)*

- Gerald's Nelms "Making Assignments Worth Grading". (Handed out in orientation).
- *Writer's Reference* by Diana Hacker: section C.

Activities: (*Subject to change)*

- "Getting to Know You" (Breaking the "ice" in the classroom).
- Goal setting—for you.
- What to do with a writing sample. (Responding to students and setting the tone).
- Goal setting—for students
- Discussion of Nelms and digging through Hacker for scaffolding.
- Brainstorming and thinking about your first assignment.

Assignment Due: **<u>First Draft of your first unit assignment</u>** to be handed out to students—along with some sort of rubric or other grading sheet.

Objective One: SWBAT articulate to another student ***why*** they are planning on charting a course that they are.
Objective Two: SWBAT create one assignment that uses Hacker's work in a productive way.
Objective Three: SWBAT respond to each other's assignments in a way that leads to better assignments.

I Ice Breaker (15 min)

A. Do the "Scavenger Hunt" talk about it.
B. **Key Question:** Why do another ice-breaker?

II How Have Your First Classes Gone (20 min)

A. Take five minutes and write down what things you have learned about teaching composition to date, and then list whatever questions you have about teaching composition at this moment.
B. After five minutes, you will get into groups of three and come up with **a question** that you want to ask the whole group and me.
C. **Key Moment:** Talk about working with questions and the move from **focused** small group work to more in-depth work.
D. **Hand out the "HOC" questions thing. Talk about that.**

III Hacker Work (30 min)

A. Do a ten minute bit with Hacker on invention—which is where you always want to start.
    a. Never assume that students will "spontaneously" invent.
B. Give out Post-its. Tell folks to mark something that will help with writing a first draft in Hacker.
C. Get into groups of three—work with different folks—and come up with an activity that draws on the **language or ideas** from Hacker. **BE PREPARED TO SHARE YOUR WORK WITH US.**
D. Present the work.

10 Minute Break

IV Nelms Work (10 min)

A. What are some key ideas, about assignment design, that you have take from the Nelm's piece on "making assignments worth grading"?

B. **Discussion Questions:**

a. Why does Nelms say that it is important to set goals for you students? Do you buy his logic?

b. What about the wording of assignments seems important to Nelms? What is important to you?

c. How central to you is student motivation? How do you plan to get students motivated to write?

d. Will you be using peer collaboration in your writing class? If so, then how?

e. Do you know what your students' goals for your course are? Do they match up with your goals?

f. Is your first assignment set up to be clear to your students and get them motivated?

V Peer Review (25 min)

A. Go Over Peer Review Sheet

B. Ask them to be ready, in the last minute of so, to talk about what they've learned about their assignment and how they will change it.

VI CAT (TIME ALLOWING)

A. What is one thing you learned today? What is one question that arose from our work in class today?

Week Two: Handling and Assigning Reading and Writing
10-10-07

Reading: *(All reading to be done prior to class)*

- Donna Qualley's "Using Reading in the Writing Classroom". (From 501B packet).

Activities: (*Subject to change)*

- Reflecting and problem-solving.
- Modeling reading strategies—classroom activities led by Chris.
- Modeling reading strategies—classroom activities led by YOU.
- Mini-lecture on reading theory and its applications to your classroom.
- Discussion of Qualley.
- Peer Review of your first formal writing assignment