

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).
- "Everyday Activities" from *The St. Martin's Guide to Teaching Writing*.

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 second formal writing assignment.

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

I Reading Strategy Modeling/Everyday Activities (20 min)

A Give out overheads to groups.

B Explain reverse outlining: what is the paraphrase of this paragraph? What is the role of this paragraph in the whole piece? Write, at bottom, your response and be prepared to share it.

C **Debriefing:**

- a What do you see as the implications of the passage for how you run discussions?
- b How can you use the simple technique as a way to teach writing?
- c What are some other ways to teach writing, both what is in the St. Martin's guide and elsewhere?
- d **Key Question:** What are some ways of fostering critical reading and reading comprehension that you can model for us right now?

II Modeling of Teaching/Discussion (25 min)

A. Step One: Look through the St. Martin's guide and come up with some thing that you can show/model to the wider group—assuming the role of students and teachers.

B. Step Two: Present your idea in 2-3 minutes.

C. Step Three: Debrief with questions from your audience and you.

III Go Over Back Pocket Presentations (10 min)

A. Go over the sheet, the rubric, and sign up.

IV Peer Review of Second Unit Assignments (30-40 min)

- A. Pair Up.
- B. Pose Questions to Your Peer about Your Assignment, or your idea of your Assignment:
- C. Some questions to consider:
 - a. **What key writing skill(s) are being built by this assignment?**
 - b. **What confused you, in terms of language, in my assignment?**
 - c. **What, in your own words, are the things that I'm telling students that they must do? What, in your own words, are the things that I'm telling students that they can do?**
 - d. **What, in your own words, are my evaluation criteria?**
 - e. **What would you suggest that I clarify, cut, or alter in my assignment description?**
- D. **Time for General Questions about our second units.**

V QandA (Remaining Time)

- A. What are some successes that you've had this week, and what are some challenges you've had this week? Also, what questions about teaching Writing 2 are at the front of your mind?
- B. Write about this, then talk about questions that they have as a group.
- C. Go over the work for next week, and that they will be meeting, in the second hour, with their TA supervisors.

Week Three: Writing from Informal to Formal and Keeping Yourself Sane and Happy While Teaching
10-17-07

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

- Reading from *They Say, I Say* by Gerald Graff. **In 501B packet.**
- "Teaching Two Kinds of Thinking by Teaching Writing" by Peter Elbow. **In 501B packet.**

Activities: *(Subject to change)*

- Presentations.
- Reflecting and problem-solving.
- Activities work in context of the third week. (Or Chris' favorite "back-pocket" exercises.)
- First sharing of ideas for teaching—presentations by classmates of "back pocket" ideas.
- In-class activity on informal to formal writing—moving towards your second assignment.