

**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 Graf. **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.

I Presentations (Beginning and Continuing)

II Connections Between Graf and Elbow: Webbing (20 min)

- A. Put *They Say, I Say* on half the board.
- B. Put “Teaching Two Kinds of Thinking by Teaching Writing” on the other half.
- C. Ask folks to come up and write down important ideas, thoughts, or associations with one or the other.
- D. Draw out the connections and discuss them.
- E. **My Questions:**
  - a. Are the templates that Graf offers ways to get at first or second order thinking?
  - b. How might you use your own templates to help students get into your next writing assignment?
  - c. Bartholomae and Petrosky talk about appropriating or being appropriated by the “discourse of the academy”—what’ the role of Graf’s templates in that?
  - d. **Key Question:** Why would you, or wouldn’t you, use Graf’s templates?
  - e. **Key Question:** What activities can you use to further first order thinking and then link it to second order thinking?

III Informal to Formal Writing Exercise: Listing Provisional Theses to Creating a Provisional Thesis (10 min)

- A. **Do:** Imagine, for a minute, that you are writing your second paper. List a series of theses on the lines below. Don’t worry about quality initially. Just come up with some claims that you could make.
- B. **Talk About:** Next, narrow down to two theses, circle these and then rewrite them in a way that is more complex, smart, and complicated.
- C. **Talk About:** Finally, choose one, and write it down. This will guide you in your work in your paper.

#### IV QandA Session (20 min)

- A. Give them, again, the online human subjects stuff.
- B. **Question:** How are you going to handle ethical issues if you are having students do actual research in the field?
- C. QandA: Groups of 5
  - a. What questions do you have about your teaching practice this week? Answer what you can in groups for ten minutes, and then throw questions out to Alison and myself.
- D. My Questions for You:
  - a. Any students in distress? What are you doing to direct them to help?
  - b. Any classroom management issues? What have you tried and what seems to work?
  - c. Any informal writing activities that seem to work?
  - d. Any formal writing activities that seem to be engaging students?
  - e. What has been your most successful activity to date in class, and how might you recycle it?

#### V Interesting Social Science Activity: What Would You Do? A Researchers Dilemma

- A. A. The Case Study from Fordham University's Center for Ethics Education ( ):
- B. **OBSERVATIONAL RESEARCH:** A study proposes to examine informal group formation and dissolution of alienated marginalized inner-city adult males in a Bronx park that is a popular hang out for drug users and dealers. In the first phase of the study the investigator plans to "hang out" in the park for a period of 2 months, taking extensive written notes on the timing and manner in which "social" groups are formed each day and the stability and variability of group membership and composition over time. The second part of the investigation requires participant observation. Based upon knowledge gained from his preliminary observations the ethnographer will attempt to informally join some of the social gatherings to acquire additional information on verbal and non-verbal social cues that are used to establish group membership and hierarchy. At no time will the investigator record the names of individuals or any physically identifying information. The investigator plans to disclose his investigatory role to the individuals he observes upon completion of data collection.
- C. **Questions:**
  - a. Does the design protect the identity of those involved? How?
  - b. Should there be a period when folks don't know they're being researched? Why or why not?
  - c. What are the problems, as you see it, with this research design?
  - d. What sort of ethical issues could arise in **your students** doing social science research?

### **Week Four: Responding to Student Writing From First to Final Draft 10-24-07**

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

- Selection from *Sharing and Responding* by Peter Elbow and Pat Belanof.

**Activities:** (*Subject to change*)

- Reflecting and problem-solving.
- Peter Elbows "Types of Responses" theater.
- Discussion of Rule.
- Grading workshop.
- Pre-reading work for Selfe.
- Peer review of second assignment.
- Presentations by classmates of "back pocket" ideas.

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

