

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 Elbow's "Types of Responses" theater.
- 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.

I Presentations (50 min)

- A. Present.
- B. Debrief.

II Peer Response Work (20-25 min)

- A. Writing: What's your experience with peer review—the good, the bad, and the ugly? What's been your experience with peer review in your teaching—including Writing 2?
- B. Share responses and problem solve as a group.
- C. Peer Review Theater: A Problem of Redirection.
- D. Go through and talk about this.
- E. **Ending Question:** What do you see as students roles in response? What's your role in responding to student papers?

III Sharing Assignments (20 min)

- A. Divide into those who have handed out assignments, and those who haven't.
- B. In honor of Elbow, going to play the "believing" and "doubting" game—in the personae of a "typical" student.
- C. Read through a peer's assignment, and try to imagine all of the questions/doubts that a student would have about the paper. Write those down on the sheet provided. Then, imagine all of the possibilities for how you, as a student, might shape the paper. Write those down. **USE "I STATEMENTS" FOR BOTH EXERCISES**
- D. Be prepared to talk through your comments to your peer.

IV QandA (10 min)

- A. Write down any questions in Jack—what are you wondering about in your teaching.
- B. Go over book orders, other issues.

Week Five: The Lab, The Lab
Or
What Would Tattoo Say to Working with Computers?
10-31-07

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

- Cynthia Selfe's "Technology and Literacy: A Story about the Perils of Not Paying Attention". (From *St. Martin's Guide to Teaching Writing*).

Activities: *(Subject to change)*

- Reflecting and problem-solving.
- Online discussion of Selfe.
- Chat experiment.
- Brainstorming uses for computers.
- Editing with computers.
- Presentations by classmates of "back pocket" ideas.

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