Week Five: The Lab, The Lab
Or
What Would Tattoo Say to Working with Computers
11-1-06

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

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

I Grading (20 min)
A. Take out the piece.
B. Advice: Put up overhead.
C. Set up the timer.
D. Other ideas: Use a limited space for end comments, use an egg timer, others?

II Questions About Social Sciences Unit (20 min)
A. Take five minutes to post a question, to our Livejournal site, that you have about teaching your current unit. (Think pedagogically: how can I work with teaching social sciences methodology, how can I work with editing, or how can I get my students to revise their work—rather than just edit it.)
   Go to: http://deanc1.livejournal.com/
B. Respond to each other’s questions, and, after we are done, be ready to talk about the experience or conversing this way.

III Selfe Work (20 min)
A. Set up chat around this question: What, for you, was a key point that Selfe made—or did not make—about the use of computers in school? Go to: http://moodle.id.ucsb.edu/, login, then enter chat, as Chris demonstrates.
B. Put the brainstorming session into a Word document. Go over hotspots.
C. Discussion Questions:
   a. What are the advantages of online/computer work?
   b. What are the disadvantages of online/computer work?
   c. What are some reasons to use computers in a writing specific class?
   d. How could one use computers to teach research? What specific things could you do to help students learn about research?
   e. Key Question: How might you use computers once or twice in the remainder of the quarter in your class?

IV Presentations (50 min)
Reading: (All reading to be done prior to class)

- “Forty-Eight Eyeballs” by Carrie Heimer and “Teachable Moments” by Chrissy Cooper. Both titles are from *What to Expect When You’re Expecting to Teach*, and both readings are short and in the 501B packet.

Activities: (Subject to change)

- Reflecting and problem-solving.
- Discussion of Heimer and Cooper—creating of best and worst moments in class to date.
- Midway evaluation of 501B and its application to your class.
- Grading workshop, part two.
- Responding to grammar.
- Presentations by classmates of “back pocket” ideas.