

**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*)

- 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:** **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)

**Week Six: Midway Adjustments and Debriefing**  
**11-8-06**

**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.