Week One
Unit One: Underlying Assumption and Ideas

Tuesday: 4/3/07

- Reading: None.
- Assignments: In class, brainstorm for philosophy of education or teaching credential program application
- Class Activities: “Getting to Know You” exercise. In-class writing exercise. Introduction to journaling.

I What Brings You To 109ED (25 min)
A. Take five minutes and respond to the prompt below in a freewrite. (A freewrite means that you write without thinking about grammar, syntax, or other concerns that might block your writing for a set period of time).
B. The Prompt: What brings you to 109ED? What do you hope to learn about writing and teaching in this class?
C. Share for five minutes with others in class.
D. Create a list on the board of reasons why we’re here.
E. Talk about this as “do now” work.

II Syllabus Run Through (15-20 min)
A. Put up the overhead, then go over syllabus.
B. Take student questions.

III Group Work Exercise (20 min)
A. Get initial experiences with group work, when does it work, when not?
B. Put up the overhead: Why are you interested in teaching generally? What people, events, books, or ideas have made you consider teaching as a possible career?
C. Roles:
   a. Recorder: Write down what is said, so that it can be reported back. Have at least a paragraph written.
   b. Reporter: Be ready to share what the recorder writes down.
   c. Timekeeper: moniters time and moves group along so that they complete the task in the available time, keeps area clean, assumes role of any missing group member if there is no wildcard member.
   d. Task: Report back the most commonly held idea that has drawn your group to teaching.

IV 109ED Journaling: An Example (5 min)
A. Handout the journal assignment sheet and rubric.
B. Go over your example.

V Deal with Crashers (Remaining Time)

Thursday: 4/5/07

- Reading: “Mentors Who Evoked Us” by Parker J. Palmer and “My High School English Teacher” by Christopher Edgar and Ron Padgett. Both pieces are given out in class on Tuesday.
- Assignments: Journal on ONE of the above pieces before class.
- Class Activities: Discussion of mentors and mentoring. Goal setting work. First CAT.
Thursday: 4/5/07

- Reading: “Mentors Who Evoked Us” by Parker J. Palmer and “My High School English Teacher” by Christopher Edgar and Ron Padgett. **Both pieces are given out in class on Tuesday.**
- Assignments: **Journal on ONE of the above pieces before class.**
- Class Activities: Discussion of mentors and mentoring. Goal setting work. First CAT.

I Do Now: Describe a Mentor (10 min)
A. Take a moment to describe a mentor that you have had in your life. Write as vividly as possible about this mentor and why he or she was important to you. If you’re stuck, then try out this pattern that will help you make metaphors with comparative ease: My mentor was like a **concrete noun** of **abstract noun**. [My mentor was like a red blanket of wisdom.]
B. Get some folks to read aloud.

II Group Work (15-20 min)
A. **Review:**
   a. What’s been your experience with group work?
   b. Go over idea of a finite task and reporting.
B. Task: Look over what you wrote about our reading in your journal, and use the highlighter given to highlight, for you, the most important point you make about the reading.
C. Get into groups that I assign, then read around and **choose or create what your group considers the best connection you made to the text.**
D. I’ll ask someone to speak for the group.
E. Reflection:
   a. What did and didn’t work?
   b. Where would you, as a teacher, go with this?

III Full Class Work (10 min)
A. **Questions:**
   a. What connections do you see between your experiences and the reading we did—as a mentor or mentee?
   b. **Key question:** Do you need a mentor to become a good teacher?

IV Goal Setting Exercise (20 min)
A. Set for ten minutes—via writing.
B. Share and create a master list.

V CAT (10 min)
A. What is one thing that you learned about teaching and/or writing today? What is one thing that you have a question about in terms of writing and teaching?
B. Talk about the CAT and how it can be used?
   a. As: Roll call, assessment, and even informal writing assignment.
VI Introduce Educational Philosophy Statement (5 min)
   A. Hand out and go over rubric and assignment.
   B. Point out that there is a sample online today.

**Week Two**

**Unit One:** Underlying Assumption and Ideas

**Tuesday: 4/10/07**
- Assignments: **Start first draft of “Education Philosophy Statement” or school application essay—due 1/26/06. Journal on ONE of the above pieces before class.**

**Thursday: 4/12/07**
- Assignments: **Journal about the above piece before class.**
- Class Activities: Work from Maxwell. Political Science demonstration lesson using level one writing. Debriefing from lesson. Rhetorical analysis of Ottomeyer’s paper. FROM THE COURSE READER.