

Week Two

Unit One: *Underlying Assumption and Ideas*

Tuesday: 1/17/06

- Reading: “Introduction to Key Concepts” by Charles Bazerman, Joseph Little, Lisa Bethel, Teri Chavkin, Danielle Fouquette, and Janet Garufis from *Reference Guide to Writing Across the Curriculum*. Also, read “Writing as Process” by Rhonda J. Maxwell.
- 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.**
- Class Activities: Discussion of WAC and Writing Process. Reflective work on own writing process. Fun with big paper, markers, and other visual implements.

I “Intro to Key Concepts” (25 min)

- A. Take about ten minutes and respond to this prompt: What, from the reading, is a key idea about WAC or “the writing process” that you see as having an effect on how you might go about working, in some way, with students? What does a given key idea mean to you as a future educator, parent, or student?
- B. Next, get into groups of three and, in five minutes, come up with a key pedagogical point that you think Bazerman, et al or Maxwell makes about writing and its instruction. Write it down on the overhead provided, and be ready to talk about your response.
- C. Questions:
 - a. What is your understanding of the idea of “writing as process”?
 - b. What has been your experience with drafting?
 - c. What does Maxwell say about drafting?
 - d. Are peers important to your process?
 - e. What are the pedagogical implications of WID in terms of your future work in schools? How about in terms of your children’s educational experience?
 - f. **Key Question:** What sort of limits do you see on what a teacher, who is not first a teacher of reading and writing, can do with the teaching of reading and writing? Also, what might some of the benefits be to students of having someone in another discipline teach them about writing in that discipline?

II Your Writing Process (25 min)

- A. Draw, in some way, your writing process.
- B. Show them yours.
- C. Have them, on the big sheet, with markers, do theirs.
- D. Explain Gardner’s idea of visual literacies, as a way to appeal to a different modality.
- E. Have them draw, and then write a short paragraph, on the back that does the following: what are some ways that your writing process, as it is so constituted, helps or hinders your writing?

III Starting A Statement of Educational Philosophy or an Application Essay (20 min)

- A. Educational Philosophy: Describe, in detail, a key moment in your education. Something that helped you realize something about the way that education did, or didn’t, work. (7 min)
- B. Application Essay: Choose **one** of the topics below and come up with some text on it in the next seven or so minutes of freewriting:
 - a. Your motivation to become a teacher.
 - b. Personal qualities that you will bring to the teaching profession.
 - c. Experience working with elementary/secondary school age students.
 - d. Experience and interest in working with diverse student populations, personal achievements, or contributions. (from: <http://www.education.ucsb.edu/tep/mst-handbook2.html#guidewrite>).
- C. Next, make sure that you read through what you wrote, and underline text that you might want to use in your formal paper.

D. Share this underlined material, via a read aloud, with your peers. Hear what your text sounds like.

IV Prep for Next Readings (5 min)

- A. Take about three minutes and answer yes or no to the questions below, and be prepared to talk about your answers with the larger group in a couple of minutes.
- a. Informal writing helps me write formal pieces.
 - b. Teachers should grade informal and formal writing the same.
 - c. I like journal writing.
 - d. Most writing, in a school setting, should be formal assignments.
 - e. Teachers need to respond to all writing that students do.

Thursday: 4/12/07

- Reading: “Levels of Writing” by Rhonda J. Maxwell. Sample “Educational Philosophy” paper by Jacquelyn Ottomeyer.
- 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.**

Thursday: 4/12/07

- Reading: “Levels of Writing” by Rhonda J. Maxwell. Sample “Educational Philosophy” paper by Jacquelyn Ottomeyer.
- 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.**

I Goal Setting and Pics (10 min)

- A. Put up the overhead.
- B. Take pics.
- C. Create a master list of goals for the class, order them.
- D. This will be on display through the use of the class.

II Levels of Writing Work: Informal Writing and Lesson Demonstration (40 min)

- A. Do 20 minutes of the lesson, after handing out the lesson plan.
- B. Context: An actual lesson taught to juniors in a unit on *The Things They Carried*. New Haven, CT. Urban area, normal class. 50 min.
- C. Ask them to take five minutes to write down questions and comments about the lesson.
- D. Take questions and discuss.

III Levels of Writing and Jackie’s piece (25 min)

- A. Questions: What does Maxwell say about the “Levels of Writing”, and what are some practical bits of advice that you will take with you into thinking about teaching or education more broadly?
- B. Get into groups, and come up with some sort of answer to the question above. Also, as a group, come up with one “Level 1” writing assignment that you might do in a classroom.
- C. Share responses, go over your approaches to level one, two, and three. . .The recursive nature of designing writing assignments.

IV Jacqui’s Work (10 min)

- A. What did the author do well? What might the author improve upon?
- B. Share responses, and talk about how this sort of document works.

Pre-reading of Dewey, and Anticipation Questions: Remaining Time

Week Three

Unit One: Underlying Assumption and Ideas

Tuesday: 4/17/07 (Meet in the Jalama Computer Lab, Located in Phelps Hall 1517)

- Reading: “My Pedagogic Creed” by John Dewey and “What is ‘Learner Centered’?” by Barbara L. McCombs and Jo Sue Whisler. **FROM THE COURSE READER.**
- Assignments: **Journal on ONE of the above pieces before class.**
- Class Activities: What has our experience been in education: learner or teacher centered? Discussion of Dewey in light of McCombs and Whisler. One-Minute Paper. **Learn your learning and teaching styles.**

Thursday: 4/19/07

- Reading: “Conclusion” from Diane Ravitch’s *Left Back: A Century of Battles Over School Reform* and E.D. Hirsch’s “Why Traditional Education is More Progressive”. **FROM THE COURSE READER.**
- Assignments: **Journal about one of the above pieces before class. First Draft of “Education Philosophy” or credential program application due.**
- Class Activities: In-class peer review. Discussion of Traditional vs. “Progressive Education.”