**Week Seven**

**Unit Three: Practical Matters and The World You will Teach In**

**Lesson for Tuesday: 5/15/07 (Meet in the Jalama Computer Lab, Located in Phelps Hall 1517)**

- **Reading:** Go to [http://www.cde.ca.gov/be/st/ss/index.asp](http://www.cde.ca.gov/be/st/ss/index.asp) and read the content standards (I recommend HTML) that most closely tie with what you want to teach. If you plan to teach college, then look for a webpage that explains national and local standards for college teaching. **You will check out** what NCTE has to say about college teaching of writing and reading at: [http://www.ncte.org/about/over/positions/category/stand/107657.htm](http://www.ncte.org/about/over/positions/category/stand/107657.htm). Also, **everyone must read the executive summary of “No Child Left Behind” at** [http://www.ed.gov/nclb/overview/intro/execsumm.html](http://www.ed.gov/nclb/overview/intro/execsumm.html).

- **Assignments:** **Journal on the piece above before class. Start first draft of “Three Part Writing Assignment.”**

- **Class Activities:** Where do we stand on standards discussion? Break out groups based on what you read and sharing. **CAT:** what are the benefits and problems with set standards of academic performance? **Sign-up for presentation times.**

I  **NCLB Quiz:** Online (15 min)

   A. Take the ten question quiz at: [http://www.nea.org/neatoday/0305/cover.html](http://www.nea.org/neatoday/0305/cover.html)

   B. Discussion questions:

      a. What do you make of the percentage of money from feds?

      b. What do we make of the point about high stakes testing?

      c. What about this point: that vouchers are not part of the solution? Should they be?

II  **Our NCLB Questions (20 min)**

   A. Have them work on a question, in group.

   B. Report out.

   C. Take responses.

   D. **Interesting Cartoon:** [http://www.susanohanian.org/show_nclb_cartoons.html?id=449](http://www.susanohanian.org/show_nclb_cartoons.html?id=449)

   E. **Interesting Graph:** [http://www.susanohanian.org/show_nclb_cartoons.html?id=480](http://www.susanohanian.org/show_nclb_cartoons.html?id=480)

   F. **Key Question:** What groups would benefit most from the program? What groups would suffer most?

   G. **Key Question:** What should be done to bring more students up to speed? What role should standards have in this?

III  **Research and Writing on 3 Part Writing Assignment (25 min)**

   A. **Goals and Your Three Part Writing Assignment:**

      a. In groups of three, talk through your big goals for your 3 part writing assignment.

      b. Be ready to share a goal from your group.

   B. **Research:**

      a. With your goals in mind, go to [http://www.writing.ucsb.edu/faculty/dean/UploadWR109ED-W06/lpresource.htm](http://www.writing.ucsb.edu/faculty/dean/UploadWR109ED-W06/lpresource.htm) and check out sources. What are some ways that you can begin to actualize your goals?

   C. **Finally:** **Online QandA**

      a. What questions do you have about starting your 3 part writing assignment?
IV  Presentation: Example (10 min)
A.  Do a bit from the sample three part that you gave out.
B.  Have them give feedback.

V  Presentation: The Sheet and Rubric and Sign-up
A.  Send around the sign-up sheet.

Thursday:  5/17/07
- Reading:  “Counting on Kids and their Teachers” from Susan Ohanian’s One Size Fits Few:  The Folly of Educational Standards.  In our course reader.
- Assignments:  Journal on Ohanian piece.  Bring in lesson plan for peer and teacher review.  Start Research and work on “Three Part Writing Assignment.”  BRING IN COPY OF “EDUCATIONAL PHILOSOPHY FOR PEER REVIEW.”
- Class Activities:  Ohanian vs. Standard folks debate.  Go over sample “Three Part Writing Assignment in Class.”

I  Ohanian vs. Standards (25 min)
A.  Imagine a discussion between Susan Ohanian and George Bush.  Write out a short script of an exchange that they might have on this subject:  the successes of NCLB.
B.  Bonus points to those who perform, rather than read theirs.
C.  15 minutes of writing.
D.  10 minutes of sharing.
E.  Debriefing Question:
   a.  What is Ohanian’s approach to standards?  Do you find yourself sympathetic to her stance?  Taken aback?
   b.  What is Ohanian’s major complaint about standards, as you see it?
   c.  What moment in the text most compelled or frustrated you?
   d.  Key Question:  What do standards, and NCLB, mean to you as someone who will work in public education?

II  3 Part Work (30 min)
A.  Give them an outline from 3 part writing assignment, and a lesson plan.
B.  Question:
   a.  What does this person do well in planning out the lesson plan?  What can you steal?
   b.  What could this person do to make this more coherent?
   c.  What are the strengths of the lesson plan?  What might you change if you were teaching?
C.  Crap Writing Prompts vs. Good Ones—a Reminder.
   a.  Show them this:
   http://writing.umn.edu/tww/WID/biological_sciences/assignments/entfamilydinner.htm
   b.  Then show them this:  Sarah Willarity:  http://www-writing.berkeley.edu/wab/1-2-student.htm
D.  Give them the Sheet, and Remind them of the Requirements.
III Informal Writing Assignment: Make Your Horoscope Specific (10 min)
   A. Handout the thing.
   B. Ask them to do the work.
   C. Talk about this and other quick writings—bang for buck.

**Week Eight**

*Unit Three: Practical Matters and The World You will Teach In*

**Tuesday: 5/22/07**
- Reading: “Informal Writing Assignments” by Brad Hughes, Martin Nystrand, Paige Byam, and Tom Curtis, located at http://www.manhattan.edu/services/wac/pages/designing_assignments/informal_writing_assignments.html (print up and bring copy to class).
- Assignments: **Start first draft of “Three Part Writing Assignment.”** It is due on 3/7/05. **Journal on “Informal Writing Assignments.”**
- Class Activities: “Writing Fun” exercise. **Presentations.**

**Thursday: 5/24/07 (Meet in the Jalama Computer Lab, Located in Phelps Hall 1517)**
- Reading: Chapters 1 and 2 from Howard Gardner’s *Multiple Intelligences: The Theory in Practice.* In our course reader.
- Assignments: **Journal on Gardner.** Final draft of “Educational Philosophy Paper Due Today.”
- Class Activities: Discussion of Gardner. MI test for you. What MI might mean to your final project in this class.