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 5/28/07. Journal on “Informal Writing Assignments.”

• Class Activities: “Writing Fun” exercise. Presentations.

I  Faux Presentation (15 min)
  A. Present
  B. Debrief—via the sheet and questions.
  C. Send around sign up and go over rubric.

II Informal Writing Assignments Work (30 min)
  A. Get them to write for ten.
  B. Then have them share for ten.
  C. Then share for five.
  D. Talk a bit about sequencing of Writing Assignments.
      a. Start with discovery work: brainstorming, clustering, freewriting, one-off.
      b. Circle back to the first writing—work with it to create something at level two: a reading response, first draft of paper, some sort of narrative writing.
      c. Draft, revise, edit.
      d. Work towards level three.

III Writing Fun (15 min)
  A. Getting Specific with Horoscopes.
  B. Do the activity.
  C. What next? What would be the next step, using the logic we just talked about?
IV  MI Test (15 min)
   A. Cluster, collectively with the overhead, on MI.
   B. Do MI Inventory.
   C. Talk about results.
   D. Questions:
      a. What were you high in? Did this surprise you?
      b. What can we make of our spread?
      c. What do you think is the most valued intelligence in schools?
      d. Key Question: Why would this sort of information be valuable to educators? Why might it be misleading?

Thursday: 5/24/07
• 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: Presentations. Discussion of Gardner. MI test for you. What MI might mean to your final project in this class.
Thursday: 5/24/07
- 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: Presentations. Discussion of Gardner. MI test for you. What MI might mean to your final project in this class.

I Presentations (50 min)

II MI Discussion (25 min)
   A. Group Work.
   B. Discussion.
   C. Debriefing Question:
      a. What is the significance of MI generally for teaching?
      b. What might its significance for you and your field be?
      c. How much should we cater to MI? How much should we help students develop dominant intelligences—linguistic, oral, and visual—of schools?
      d. Key Question: What might be the implications of different intelligences for your design of your 3 part writing assignment?

III Goal Setting (Remaining Time)
   A. Do some goal setting for 3 part assignment.

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

Tuesday: 5/28/07
- Reading: “Dear New Teacher” by Jim Burke—in our course packet.
- Assignments: First draft of “Three Part Writing Assignment”—due.
- Class Activities: Goal setting work via Burke. Presentations. Debriefing from presentations.

Thursday: 5/31/07
- Reading: None.
- Assignments: Start Final draft of “Three Part Writing Assignment,” due on 6/7/07.
- Class Activities: Presentations. Debriefing from Presentations.