

Week Two

Unit One: Literacy Narrative

MEET WITH CHRIS FOR CONFERENCES IN HIS OFFICE: GIRV 1314

Lesson for Tuesday: 1/16/07

- Reading: Sample Literacy Narrative (located online at <http://www.writing.ucsb.edu/faculty/dean>).
- Class Activities: In-class work on literacy narrative. What is good writing exercise? Work with sample literacy narrative.

I Sample Literacy Narrative Prewriting (10 min)

- A. **Take ten minutes and respond to this prompt:** Of the two pieces, the one called “Sample Essay #1”—which was about the young man’s experience with several English teacher—and “Sample Essay #2”—which was about the student who loved playwriting, which was your favorite and why? Which essay was the best piece of writing, and why did you find it to be the best? Also, what grade might you give it and why?

II Group Work (15 min)

- A. Hand out a sample paper of the two.
- B. Directions: In your group, choose an essay and then circle what you think is the best moment in the paper and then underline what you think is the main point of the paper. Be ready to share your work with the group.

III Discussion (15 min)

- A. Have group share findings.
- B. **Questions:**
- a. What makes this writing good?
 - b. What was the best moment and why?
 - c. How might it be improved?
 - d. How tightly focused are the pieces?
 - e. **Key Question:** How could these pieces be more tightly focused? What could the writer have done?
- C. Shift into next paper work.

IV Other Sample Paper Work (30 min)

- A. We’re going to read and work with this piece, which came from my class last year.
- B. Read the first paragraph as a group, and then answer this question: on a scale of 1-10, how engaged were you in the opening of the piece I just handed you. Think about why people in your group were or were not engaged.
- C. Next, read the rest of the paper aloud in your group—use the outdoors if you want to, and answer these questions, in writing:
- a. What was, in your own words, the main point of the essay?
 - b. What was the most memorable image from the piece?
 - c. How would you describe the voice?
 - d. What did you make of the ending of the piece? What’s your opinion of it?
 - e. What did you make of the beginning of the piece? What’s your opinion of it?
- D. After this, we will come back together and talk about what we have read.

V Discussion of Piece: Full Group (10 min)

A. **Questions:**

- a. What were the memorable moments?
- b. What could we do to make this leap off the page from the beginning?
- c. **Key Question:** What could you do, with your piece, to write a great opening?

VI Opening to Your Piece? (15 min)

- A. Go over the overhead.
- B. Try one of the ways to open your piece. Write a short paragraph that might lure people in.
- C. Hear examples.

VI Go over Vocabulary—Ask them to Look at Dialogue from Kingston (5 min)

Thursday: 1/18/07

- Reading: “No Name Woman” by Maxine Hong Kingston. The text is located at <http://www.cis.vt.edu/modernworld/d/kingston.html>.
- Assignments: **First Draft of Literacy Narrative Due Today.**
- Class Activities: Peer review. Discussion of Kingston. Work with annotation.

Lesson for Thursday: 1/18/07

- Reading: “No Name Woman” by Maxine Hong Kingston. The text is located at <http://www.cis.vt.edu/modernworld/d/kingston.html>.
- Assignments: **First Draft of Literacy Narrative Due Today.**
- Class Activities: Peer review. Discussion of Kingston. Work with annotation

I Peer Review Prep Writing (5-7 min)

- A. Take ten minutes or so to respond to this prompt: What, in your experience, have been some of problems, and benefits, with doing peer review?
- B. Go over some responses.

II Blind person’s Walk (5 min)

- A. Go over how it’s done, get into groups of three—six of them.
- B. Have them lead and follow.
- C. Debriefing Questions:
 - a. What was it like to lead?
 - b. What made a good leader?
 - c. What was it like to follow?
 - d. What did you worry about as a follower.

III Peer Review: An Example (10 min)

- A. Show them how it works with sample paper—well and poorly.
- B. Get them to talk about what you did well and wrong.
- C. Encourage them to elaborate responses.
- D. Have them write down three questions—fill up board with possible questions.

IV Peer Review (30-40 min)

V Peer Review Debriefing (5 min)

- A. Take two minutes and answer the following question: **what is the most important thing that I learned about my paper today?**
- B. Take about three minutes and respond to this question: **what are three things that I want to do between now and the next draft I write?**
- C. Hand onto this, and then make sure to use it when we work on this.

VI Kingston Journal (5-7 min)

- A. Take five minutes and respond to this open-ended question: What do you think is the main point of Kingston’s story, and how does it relate to you or people you know?

VII Group Work (20 min)

- A. Step One: Get in groups and share your thoughts on this question: What do you think is the main point of Kingston's story, and how does it relate to you or people you know? Also, talk about anything else that you had questions about or were interested in by the reading. One person, who will be the recorder, will write down everything you discuss. Another person, the reporter, will read the results to the larger group—the other members of the group can help the reporter.
- B. Step Two: We will create a master list on the overhead of what you report and then, as a large group, run a discussion from the list.

VII Full Discussion (10 min)

A. **Questions:**

- a. Why is the woman called "no name woman?" What's that all about?
- b. What connections can you make to the piece? Personally?
- c. What were some things you noticed about the following:
 - i. Dialog?
 - ii. Description?
 - iii. Word choice?
- d. Main point of this story?
- e. How might Kingston's history have played into this? How is it universal?
- f. **Key Point:** What are some things that you might be able to use that Kingston did?

VIII Go over the work for next Tuesday.

Week Three

Unit One: Literacy Narrative

Tuesday: 1/23/07

- Reading: Sample Literacy Narrative **from course reader.**
- Class Activities: Class grading session. Introduction to second paper. Reading strategies discussion and practice. **SIGN UP FOR FIRST CONFERENCES WITH CHRIS.**

Thursday: 1/25/07

- Reading: Re-read and annotate either Macrorie, Hughes, X, or Kingston's piece. **Be prepared to talk about the piece you re-read.**
- Assignment: **Final Draft of Literacy Narrative.**
- Class Activities: Editing Work. Student led discussion of our readings to date. Pre-reading work on Freire.