



6/30/15 7/2/15

Strand - set of lesson plans w/ different focuses

artoftheessay.weebly.com

things in classes → homework

make sure they ask 'so what?' in essays to encourage critical thinking

Look into Fullbright

Internship SC-W321 w/revised essay (Kate Kimball PhD CW) 7/6/15

workshop #1

- students grading example as a class using rubric

- starts w/ group writing ex. → questions to prompt discussion? ↴

1. what are some of the characteristics of narrative writing that are present in this essay? How effective are these characteristics in the narrative?

2. What is Tan exploring?

3. What did you gain from reading? Be specific.

- connecting students to reading (technology as a language barrier)

- uses interview w/ author

- lesson 1 → literacy narrative

- hands out copy of rubric (Good idea!) Hab

- allows students to see how she grades when coupled w/ student example

- emphasizing dialogue creativity 2010 3rd P 2010 11.57

- ask about experience w/ workshopping 15.7

- use hw to prep (article about 2010 wksp process)

have a PPT for class to prompt memory of things to go over

have students grade their commenters



SAT

7/7/15 → Observing conference

→ how was it - improving

tomorrow 10:30 - ask student to summarize their paper before looking  
at it so you can see how they organized it

monday 10:30, dropped - read it silently to self? ~~read it aloud~~  
↑ would rather them read it aloud

10:30 start - discuss content

caused 10:30 - minimum/no grammar discussion until end of class

- writing ~~not writer~~ - two form of writing assessment

wants to - important because of personal essay

- had to make changes from first draft for points

↑ big not local ~~local~~ ~~big~~ ~~local~~

Kimball

## Shadowing 7/9/15 (PPT title: Critical Reading)

- bring stapler on turn-in days
- note: doesn't really small talk before, can see how s.t. can help students feel comfortable (+ first name basis)
- what to do w/ people missing class on day paper is due?
  - on day students turned in paper: Write abt e.#1. Spend some time thinking abt how you approached your ass'n. Take note of what seemed to work for you and what didn't. What grade do you think you earned and why?
    - (has students take ownership + provide teacher w/ insight simultaneously)
- + think about: cell phone policy (participation: 2 pts a day, -1 for each use)
  - have students share some of their freewrite responses (what worked well, what didn't, etc.)
- prepping students for what's to come (interdisciplinary)
  - is comp a foundation for all? (yes!)
  - ask them about their practices
- a few minutes to answer question, and then move on
- doesn't put up all ppt slides?
- rephrases questions if they 'don't get it'
- SQ3R - survey, question, read, recite, review
- group quiz to survey att'n
  - not understanding their own ppt?

10pmish

Lesson idea: have students write down all the words they can think of that are adjectives of "cool". Have them watch a video of cool stuff happening. Then have them describe the video and you cannot use the words they wrote. In Q&A class hashtag? informal discussions as a breakout. Go over a (emphasize civility clause) go over work too fast/distracted. Stop today. Habib today. And say we know at home today.

Shadow 7/13

Syndi bnis bonas vay shukt vay ab

- introduce portfolios → hand out rubric

- students have to make at least 6 changes

- 3 global, 3 local (ideas, mechanics)

- have them include a listing of changes made (so you can see what they've done)

- brief comments to guide, not instruct (ideas instead of grammar)

- guide students through process of revision (both global + local)

- both global (ideas) and mechanics (local)

(looking @ essays, biggest issue seems to be surmounting the "so what?")

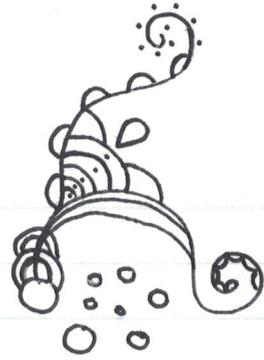
- essay #2: Feature Article

- starts off w/ freewrite (personal) to get students to connect w/ reading

(how do you think you are perceived by others?)

- small group discussion w/ guiding questions on board (both reading + exercises)

Johnny Helm



### Shadowing 7/15

- missed class on 7/14, minimal address
- Holly and I will run class on 7/20
- comparing a more foreign idea w/ a more localized example  
"Europe as a country"
- not necessarily talking about own opinion
- premade rubric for group presentation
- practice interviews

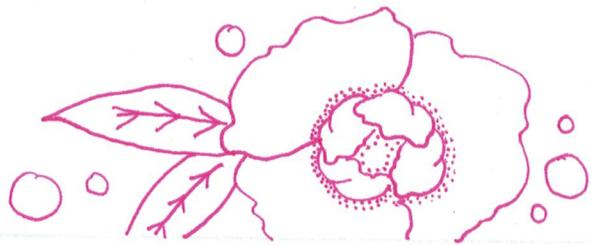




Technology was not functioning today, and so we reorganized class in order to best take advantage of the situation. Today we were supposed to do our lesson plan, but the computer didn't work for the first half of class, so we changed it so that the essay workshop went first, followed by our presentation.

Adaption and flexibility!





7/22

conferences - how's essay going 1st q. ~~2nd 3rd 4th~~

- 1 student couldn't go where they wanted for assignment

- what grade would you give your essay?

- NOTE: would have students turn in paper before conference

- reminding student of audience

- don't point out grammar issues → tell them to look over

takes a long time to read grammar issues

in-conference (time to read out-of-conference??)

- cover quote formatting → students may not know

- 2x students have said "C"

- conferences are very short?

7/27 Plot

851-

Sherman Alexie's "Breaking and Entering" → use plot chart to diagram story  
or - breaking down the different vocab words on chart

groupwork - everyone offers suggestions to the different parts

conflict - "what is the main conflict?"

"what themes does the story explore and how does the story manage to get more and more complicated?"

"why does Alexie start w/ a lengthy amount of exposition about film editing?"

★ ★ "in what way is this story "edited"?"  
is she too directive? → leads to good questions  
↳ guiding questions



character - "who is George?"

"what details does George tell us about himself?"

"what details are we shown about George as the story progresses?"

★ ★ "is George a hero or a villain?"

espresso "do you think the defense of his home is justified?"

- rephrases questions to get them to discuss

- interesting discussion → tread carefully in your facilitation

(esp. w/ your own opinions)

disc. about race → stand your ground

show vs tell (uses video to demonstrate)

writing ex: one page character sketch for the short story assignment

- are they only writing literary fiction?

- have students share about their characters

- not plots, just character sketches

rhetorical approach to CW - consider audience

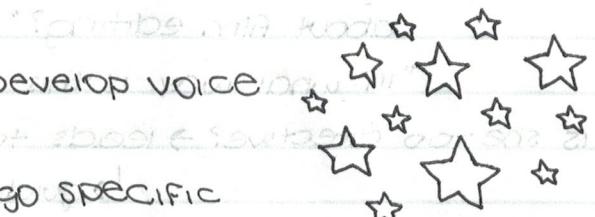
- use ethos, pathos, logos

give class average

7/28

10/19 (rs/v)

taught setting and dialogue today. It's difficult teaching this class because they are so apathetic and getting them to discuss is like pulling teeth. Holly and I had built discussion into our lesson, and because they wouldn't engage, we ended up ending class early. It concerns me how little interest they have, but it is 8AM. Hopefully my next class will be a little more involved. Please do me a favor and let me know.



7/29 - How To Write With Style and Develop Voice

begin → go over schedule

start w/ big questions, and then go specific

- "what is style?"

- almost over-ask questions

don't need complicated language (emphasize this)

use personal anecdotes

\* no class last day → only

turning in portfolios \*

how do you get them to talk? → allowing them to summarize grading student example - 5 groups for:

polished novel, creativity

(anecdote and how characterization

now, no notes ← good reading

(student dialogue about how to work

and notes note that is not detailed setting/grammar

notes & visual patterns, etc.

metaphors and tools create character

carrying forward from story

symbolism, themes, and character development

good writing words are

opposites and

7/30 - workshop Day

how do you address a student who sleeps through every draft?

how do you deal w/ a student that doesn't show up for presentation?

- same student hasn't turned anything in?

↳ going to fail anyways? who do you talk to about that? •○○○○○○○○○○○○

Students doing presentation on presentation → is this an effective way to teach a subject to students?

interviews w/ famous writers regarding their short story work

"we need a trail of stories to show us the way back to our true home."

homework - students have to react to readings in BB discussion board

workshop - list of issues to cover in the

pairings

how to be  
human