

Lesson plan Day 1 Summer 2010
English 1010
June 10th, 2010
Class time: 5:30-8:05PM

Materials:

Handout with critical info
Game cards for name game
<http://xtsblog.wordpress.com>
<http://xtsportfolio.weebly.com>
<http://xtsportfolio.yolasite.com> on OHP (laptop)
transparencies and markers for OHP (old fashioned)
text books
Quiz (Myth busters)

Performance Objectives: During today's class the students will accomplish the following:
Learn names of several students in the class, answer questions accurately regarding requirements of the class after utilizing a self-corrected quiz, accurately and fairly summarize a portion of an essay together in small groups and share that summary via OHT.

Warm up: Getting to know you game for role taking.

Hand out: Myth Busters quiz, check answers using OHP pdf of Myth Busters

Go to xtsblog Discussion of Syllabus:

#1 **Rhetorical Strategies**, including adapting to differences in purpose, audience and genre

#2 **Critical Thinking Processes**, including summary, analysis, synthesis, and argumentation

#3 **Composing Processes** such as invention, drafting, revision, editing, peer feedback, and self-assessment

#4 **Conventions of Writing**, especially the conventions of citing multiple texts and incorporating them into one's own writing

Structure of the course

Two major portfolios

1st: Five rough drafts

Three final drafts

Peer Reviews

Rhetorical Rationale (explanation of the choices you made over time)

Purpose: overview of several genres and purposes of writing.

2nd: Research Journals (15 articles)

Rough drafts of Argument Essay

Final Argument Essay

Peer Reviews

Rhetorical Rationale

Purpose: Research, journaling, analysis of arguments, writing persuasively, citation and mechanics of formatting.

Today's Learning Point

Reading is going to be a huge part of this writing class. Responding effectively to reading is one of the major expectations that most professors will have for you in college.

A Meteorology class has this assignment:

Students will be required to keep a journal on current events that occur throughout the semester. A minimum of five topics and a total of 25 articles should be found either from websites, magazines, newspapers, etc. that pertain to meteorology. At the end of each topic, students should type a summary about the articles and what they learned. Students will be graded on the variety of articles sources, the articles themselves, the write-up, and the organization of the journal. None of the articles should be older than January 2005.

A Personal Finance Course has this assignment:

Reading. Some of the readings may seem “difficult” because none of our text is annotated, pre-digested, or interpreted by editors. All readings are taken from their original authors. Students must delve deeply to get the essence. They may need to be reread once or twice to gain a full understanding of the concepts. Get in the habit of *marking your text*, highlighting key phrases, and taking notes in the margins. This will enable you to “argue” with the author, ask questions, and make connections with other readings, current news stories related to business, and business periodicals.

We are going to be learning how to identify different writing situations (also called genres), audiences, purposes, etc. Much of the basic understanding of the text comes from understanding these ideas... even before reading the first words.

PowerPoint— Genre, audience, purpose

Genre: Essays, articles in news/magazine, blogs, novels, short stories, research papers, contracts, etc.

Purposes: reflection, observation, informative, persuasion, etc.

Audience: Primary, Secondary, Tertiary...

Summarization and response:

page 20: Reading effectively requires reading actively: taking notes or annotating the text as you read, underlining things that confuse you, writing down questions, and actively seeking answers to your questions. One way of making certain you have understood the point of a reading is to summarize it.

See a sample of a very brief summary on page 20.

page 631 Be careful when you summarize. See how to avoid plagiarism when you do.

Page 21: Responding to the text is a way of getting involved for more than understanding, but also placing yourself in the position of evaluating the text for its value, its truth, its context, etc. Responding to the text may mean agreeing and disagreeing (where appropriate) or it may simply mean analyzing the organization and the function of each section of the text.

Practice reading and summarizing:

Separate into four groups

Assign each a reading

Read as much as you can in 10 minutes (timed) while taking notes, asking questions, annotating, etc.

Discuss questions and meanings with the group for 10 min (or less).

Collaborate to write a summary of the section you read.

Share your summary via OHT (markers and transparencies provided).

Homework: Read the rest of the essay and summarize. Answer the questions provided