Teaching, Writing, Writing Teaching: Reflective Journal Responses from Teaching ENGL 1000

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Christine Hamman, having been admitted to the Carl and Winifred Lee Honors College in the Fall of 2007, successfully completed the Lee Honors College Thesis on April 20, 2012.

The title of the thesis is:

Teaching Writing, Writing Teaching: Reflective Journal Responses from Teaching ENGL 1000

Dr. Jonathan Bush, English

Mrs. Kristin Sovis, English
A series of reflective journals and responses written to reflect on and improve in the teaching of English. Each journal was written following each class meeting of a Fall 2011 ENGL 1000 course, reflecting on the lesson, activities, and teaching for the day. From these journals, responses were written for 9 of them and lesson plans for those days were revised and added for the purposes of comparison. Using research in best practices in teaching writing, educational training, and personal experience, responses were written to each journal to condense the strengths and weaknesses of my teaching, to chart progress as a teacher, and to develop strategies for improvement in the future. This thesis demonstrates the level of reflection necessary to good teaching and incorporates best practices in teaching writing. Lesson plans and other process materials are included for alteration and use by future ENGL 1000 instructors or other interested teachers.
I dedicate this thesis project to a few very important people in my life -

Firstly, to my defense committee, Dr. Jonathan Bush and Kristin Sovis, for doing so much to help me become a better teacher over the past year. Thank you for all the help and all the amazing opportunities.

To my mother and father, for all the moral support and wisdom they have given me over the years, for raising me to respect everyone, question everything, and give it my all no matter what the task.

To Cat Rivera, my closest friend, for all of her love, support, humor, compassion, pride, faith, bravery, and patience. She is my better half, my lovely wifey, and a beautiful soul.

To The Huggers, a wonderful group of people who welcomed me, cheered me on, and loved me even when I was nervous, awkward, and scared.

To Dan, Will, Lisa, Becky, and the other Portage Northern spring 2012 interns and mentors for giving me a great student teaching experience to accompany my ENGL 1000 experience.

To Josh, Lindsay, Ariel, Corey, Amanda, Mira, Christen, and everyone else in the 2011 ENGL 1000 group of instructors, many of whom helped develop the materials used in my teaching and always offered an understanding ear and helping hand in the worst and best of times.
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Introduction

I have been keeping a diary since I was in the seventh grade, first in print, and then later in digital form. I wasn’t required to keep one for a class, nor did my parents encourage the habit. I think, honestly, the reason I started, was because of my ADHD. Ever since I was little, I was talkative. I learned to think by verbalizing, learned to remember things by putting them into words. And yet, as I got older, of course, it became more and more obvious that not everyone wanted to hear what I had to say.

And so, I started journaling. I would copy down passages of things I had read, write about my insecurities, even pretend I was someone else for a few pages. When I started my online journal during my freshman year of high school, I started using it as a log of memories, a way to look back in future years at my thoughts, fears, hopes, aspirations, and goals. With these entries, I could chart my progress as a student and as a human being. Relationships came and went, my opinions on things and people changed, and I matured. My writing got better, my priorities changed. Huge events in my life were chronicled and became written signposts for me to look back on years later. But perhaps, most importantly, my view of the world expanded from a singular focus on myself to seeing the world in a broader view and attempting to comprehend things from the perspective of others.

Without my journal, I highly doubt I would be as metacognitive as I am today. I don’t think I would appreciate my own skills as a student, my own compassion as a human being, or my own drive and passion as an aspiring educator. Perhaps it made me somewhat of a better person, more reflective, more self-aware, but my intentions for my journal at the time were purely selfish, a way for me to log my own feelings and emotions for other people to read (although very few people actually did).

Imagine my surprise upon learning that this journaling thing I had done for my own selfish reasons was actually considered a best practice in education! I did not learn about the practice of reflective journaling until later on in my college career, but the concept of reflection and metacognition were drilled into me early on.

So, when I began teaching ENGL 1000, it seemed the most natural course to begin my own reflective journals. After all, this was a once-in-a-lifetime experience for me and I wanted to be able to say that it had done something for me, that I had done something for my students. I wanted to be able to take the moments of my teaching that encapsulated the very best of my educational training and my instincts and turn them into something I could refer to years from now.

However, I was aware that my journal entries would focus on the things that I felt were important, which might mean overlooking certain aspects that would later prove to be not as trivial as I thought. I did my best to keep lesson plans and their revisions at hand in order to jog my memory of these smaller issues. Even so, while I have had plenty of practice being more reflective and open-minded as an individual and human being, it is quite a different skill to be as reflective as a beginning teacher.

I cannot afford to ignore the shortcomings of my journal entries and my lesson plans alone, though. My journal entries reflect my thoughts and feelings on my teaching moments after it has happened, leaving me with far more questions than answers to sift through. My journal responses are an attempt to answer these questions, by citing best practices and scholarly resources with which I created a lesson plan or I consulted later to resolve some kind of conflict or struggle that I acknowledged during class.

These entries and lesson plans also gave me a chance to observe my own pedagogical content knowledge, or rather my own personal bias in my teaching. I have a fantastic schooling behind me, but ultimately, my teaching practices will be built off of my own experiences. I will typically teach the way I was taught, but ultimately, my teaching practices also need to be built off of my own experiences. My journal responses give me the ability to keep an eye out for these biases and to correct them as necessary. On a few occasions, I have had to step outside of my own teaching comfort zone to attempt an activity which greatly benefited my students that I, myself, would not have enjoyed in their place.

My journals are a small assortment from the nearly 30 that I wrote over the course of the semester. They chronicle both the “best” and “worst” of my teaching, which was deliberate on my part to remind myself that good teaching isn’t getting it perfect every time, but constantly improving and continuously revising lessons tailored to suit students’ needs as individuals and as a class.

In short, these responses analyze real-life scenarios in which I have a clear picture of the context and details surrounding actions and decisions made in the classroom, providing me with a very real and very insightful look at the practice of teaching and my own performance as a teacher candidate.
Journal Entry – Day 2

Still nervous
Talked with the students a bit, got to know them a little more
handed back their samples with comments and made notes about the sample on the back of their info sheets in my binder
Genre activity went a little slow, they were a bit confused as to a genre of writing
Felt I was leading way too much with the model with the water bottle. No doc cam or anything so had to pass it around. Felt like it went a little long, the students’ attention was obviously waning at the end.
Didn’t even think to close the door.
Gave them each their own genre and some seemed to take it better than others. My strongest and my somewhat weakest groups actually did some of the best work. There was some confusion though on audience and context. They seemed to be thinking more about the product itself and not the way the product was being conveyed or advertised.
Students displayed their genres on a poster, which I would rather have them do instead of filling out the sheet next time, because it seemed to take too long, but I like that they have their OWN genre sheet complete and not just a carbon copy of what I said in class about the water bottle.
Had to ask Dennis to put his phone away once. I wasn’t even really paying attention to whether or not they had their phones out.
I will have to start a hand-raising policy, so many of the students answer, but they are so quiet or they all speak at once that I cannot hear or understand them.
Sat at a desk WITH the students during presentations. Started them up doing power claps.
Plan on doing a refresher to clear up context and audience at the beginning of next class. They all seem very eager to succeed in my class and they all seem to want to learn, more or less. I am worried about a few who may stop coming, but overall, I am feeling rather lucky that they are all attending.

+++ 

My very first journal entry was...spotty. I was in such a rush the very first day that I actually forgot to write one, so this is the only record I have of my first week. I wish I had more, but even noticing the steady progression from journal to journal is encouraging. In the beginning, I was so unsure what to look for and what to take note of. My mind was reeling with anxiety and the unfamiliar situations. Comparing this journal to my final journal, I see such a radical difference in my focus and the level of detail in my reflection. My students were not the only ones learning from this class. I, too, was learning to become a better reflective practitioner.

Despite my uncertainty in my decisions and my routines, I see the full benefits of these actions as I look through this and my other journals. My other practices such as taking notes about student work and student behavior on the back of student info sheets has helped me to make decisions about lessons and student work to help my students succeed.

My use of real life objects was based specifically in best practices which dictate that student writing should be done for real purposes and real audiences (Zemelman et al., p. 83, 86-7). I suppose I could have improved upon this lesson by setting up more of a real-life scenario to go along with the activity. By using everyday items for my own lesson such as coffee cup lids, car advertisements, and want ads, I attempted to enable my students to see concept of genre played out in everyday life. It served as the bridge between the somewhat foreign concept of genre to the act of asking students to write in various genres for real purposes and real audiences.

I notice that I comment quite a bit on some classroom management as well. Eventually, I developed a habit of closing the door at or around 2, which gives the students a signal that class has begun and they are expected to get to work. It also makes it easier for me to mark those students who are tardy. I did this in an effort to begin some kind of classroom routine.

I am not a very stern disciplinarian when it comes to classroom management, so I wanted to do everything I could to reduce the risk of behavioral issues in my classroom. Using the door closing as a signal or beginning class with a short warm-up writing activity were some examples of my attempts to do this. Psychologist Fred Jones (2009) found that “misbehavior in most classrooms consists mainly of student passivity, general aimlessness, and massive time wasting” (as cited in Charles, 2010, p. 120). He also found that “in attempting to deal with the disruptive misbehaviors, teachers lost an average of almost 50 percent of the time otherwise available for teaching and learning” (p. 120). Since this course only met twice a week as opposed to the five times a week secondary teachers normally get with their students, I realized that time was more valuable than ever. I could not afford to lose a single minute to correcting frequent misbehavior. Therefore, Jones determined that this kind of time wasting could be prevented by avoiding misbehavior at all, which can be done through four simple methods, one of which is “establishing and practicing routines” (as cited in Charles, 2010, p. 122).

While my major is in English, my minor is in mathematics and the concepts and techniques I have learned in my mathematics methods courses have been just as useful in teaching this English course. Obviously, my teaching style is still forming here. I was not enforcing my cellphone policy very much, nor was I thinking about managing student responses or enforcing some kind of wait time. Specifically, I have found wait time and sequencing to be very helpful in promoting a classroom that holds meaningful discussions about writing. According to a study by Rowe (1986), Mansfield (1996), and Power (2001), when teachers provided at least 3 seconds of wait time before and after a student responds to a teacher-posed question, it “can result in student responses that are at a higher cognitive level” and that “students’ inferences were more often supported by evidence and logical arguments, students’ speculative thinking increased, and student-to-student exchanges about ideas were more frequent” (as cited in Breyfogle & Herbel-Eisenmann,
Sequencing in the context of a math class is the act of selecting particular students to present their responses to a problem and then ordering those presentations so that “teachers can maximize the chances that their mathematical goals for the discussion will be achieved” (Smith et al., p. 554). In order to achieve this, I did what Jones calls “working the crowd,” the act of moving about the room, interacting with students, observing them work, and making comments to students as necessary (as cited in Charles, 2010, p. 124). Not only was this yet another classroom management technique on my part, but it was also a way of monitoring the progress of each group so that I could deliberately sequence them in a way that would bring out the concepts of genre that I wanted them to notice.

Overall, my first week seemed more about developing my management style rather than how I approached the teaching of English, although I did make some deliberate decisions based on best practices and my education. This has paid off extraordinarily well by developing efficient routines in the classroom. They know what to expect from me, so I can focus more on how to help them best understand the material and improve their writing.
Revised

DAY 2 (September 8)

Instructional Objectives

- Students will have a deeper understanding of genre
- Students will understand the importance of audience, purpose, and style in terms of the effective use of a genre
- Students will be briefly introduced to the genre of the “flyer”
- Students will be prepared to think critically about genre, audience, and purpose with regards to a flyer

Materials

- Items with small sections of text for analyzing genres. Examples include, but are not limited to:
  - Styrofoam coffee cup with lid
  - Ketchup packet
  - DVD case
  - Magazine
  - Informational flyer
  - Water bottle
  - Soda can or Capri sun
  - T-shirt with logo
- Rhetorical Analysis Discussion Guides (2-sided)
- Notebooks and pen/pencil
- Poster paper
- Markers

Introduction and Modeling (20 minutes)

1. Instruct students to get out their notebooks, books, and folder. Remind students of the classroom expectations with friendly reminds such as “Make sure your phones are turned off and put away now” to reinforce the expectations for the class.

2. Have students open their notebooks to a blank page. Have them write “Past Experiences with Genre” at the top of the page.

3. Give students the following heuristic, asking them to copy their ideas down in their notebooks. Give students about 5 minutes to complete their brainstorm.
   a. You’re asked to write for lots of different reasons, classes, and projects in school. You’ve probably written essays, poems, short stories, and other pieces for English class, but you’ve also written formulas, equations, notes to friends, maybe even newspaper articles. What other kinds of writing have you done in high school? Maybe you’ve written in some of those we’ve mentioned. Make a list of the different kinds in your notebook.
   b. For secondary students, ask them about their current experience so far, or the kinds of genres they wrote in during middle school.
   c. If students are having difficulty understanding what “kinds of writing” means, give them a generic definition of genre without going into detail about what it is.
   d. A “kind or type of writing” is when you write something in a particular style or way. So, for instance, you don’t write a tweet the same way you write an essay. You don’t write a mathematical formula the same way you write a newspaper article. A formula doesn’t serve the same purpose as a newspaper article, so you use a different style of writing to do each one.
   e. Check for book, notebook, and folder while students write

3. Discuss responses and define genre
   a. So what sorts of kinds of writing have we all written in? How does [one student’s example] differ from [another student’s example]? Why do you think people write those two things in a different way?
   b. When students begin to discuss the differences in purpose or in meaning, or even in whom the writing is meant for, begin pulling out the key points necessary to define genre.
   c. Genre – A piece of writing with an audience and a purpose
d. “This is how we’re going to define genre for this course. Does everyone understand this definition? Is there anything else we could add?”

e. Rephrase, edit, or add to this definition based on each class’s ability, ideas, and understanding.

4. Using an item for genre analysis (in this case, the water bottle), model the day’s activity by filling out a Rhetorical Analysis Discussion Guide handout for it. Project it up on the overhead or draw it out on the whiteboard. Have a student volunteer to fill it in as the modeling progresses or fill it in yourself.

   a. “I’ll bet you’ve never had to write for the label of a water bottle. But it’s actually a genre too. It has its own set of rules that the writing on it follows and that’s what we’re going to be looking at today. So, let’s fill out this sheet together and then you’ll do the same thing with another genre that you may not have thought of.”

   b. Have a student read the header of each section aloud and another read the questions below it aloud.

5. Guide students into beginning the discussion using the questions on the Rhetorical Analysis Discussion Guide. Have students fill out the chart on one side of the sheet, and leave the other side blank for the moment.

Small Group Activity - Genre Analysis (25 minutes)

1. Break students up into groups of 3 or 4. Each group is given an item from the bag or assortment of genres for analysis, a piece of poster paper, and markers.

2. Small groups work together to fill out their Rhetorical Analysis Discussion Guide and analyze their unconventional genre. They will copy this chart onto their posters and copy their responses onto this poster.

   a. During this time, instructor should circulate, asking students focusing questions to keep groups on task and to clear up any confusion.

      i. Who is this genre written for? Who else might happen to read it?

      ii. Do you use formal language in this genre? Text speak? Slang?

      iii. What’s the point in someone writing this?

      iv. What is this writing trying to tell us about? Is it educating us? Informing us? Advertising to us?

      v. Is the writing descriptive? Is it poetic or basic in its description?

      vi. If you had to write in this genre yourself, what would you have to remember to do?

2. Students will present their genre “poster” and summarize their style guide as a group for the rest of the class.

   Students should discuss:

   a. The purpose of their genre (why someone would write it)

   b. The audience of their genre (who is reading it)

   c. The form of their genre (what does it look like)

   d. The context of their genre (where is it being read)

   e. The conventions of their genre (the “rules” of writing it)

   f. The Game Plan

   g. Any justification they need to make about their game plan based on the items already discussed

Adjustment

For students/groups that finish their genre analysis early, give them another and ask them to compare the two and how the genres differ

Project 1 Teaser (5-10 minutes)

1. Transition into talking about project 1

   a. “Obviously, there are different genres all around us, and every one of them has a different audience and purpose. We looked at a few odd ones today, but for our first project, we’ll be dealing with one that you might be somewhat familiar with and that’s the flyer.”

   b. If time, hand out project assignment sheet. If there is not time, inform students to come to class prepared to begin analyzing genre seriously and individually.

2. Give homework

   a. “Now, if you’re going to be here on Friday, I want you to go to Bronco Bash and collect a few flyers and bring them in. We’re going to be using these flyers for our project, so make sure you have some when you come to class on Tuesday. Those of you going home or not able to attend Bronco Bash, try and get some flyers from around campus on your way back home or to the dorms tonight or sometime before Tuesday. Pick some that
really catch your eye, some you really like and some you really don’t. I’ll more than likely be at Bronco Bash, so I hope to see some of you there!”

3. Before dismissing, remind students that the next class is the last one they have to get credit for having their book, notebook, and folder.

Homework:

• Bring flyers
• Get book, notebook, and folder if you haven’t yet
DAY 2 (September 8)

Instructional Objectives

- Students will have a deeper understanding of genre
- Students will understand the importance of audience, purpose, and style in terms of the effective use of a genre
- Students will be briefly introduced to the genre of the “flyer”
- Students will be prepared to think critically about genre, audience, and purpose with regards to a flyer

Materials

- Bag of items
  - Styrofoam coffee cup with lid
  - Ketchup packet
  - DVD case
  - Magazine
  - Tabloid?
  - Chapstick
  - Essay?
  - Poem?
  - Informational flyer
  - Chips bag
  - Yarn wrapper
  - Soda can or Capri sun
  - T-shirt with logo
  - And more
- Rhetorical Analysis Discussion Guides

Introduction and Modeling (15 minutes)

1. Give students the heuristic by asking them to list all of the various “genres” they wrote in high school (also ask what kind of writing they had to do in high school and ask for a few examples to gauge comprehension)
   a. Check for book, notebook, and folder while students write
   b. Remind students that the next class meeting is the last day to get credit for having the book, notebook and folder
   c. Discuss responses and define genre
   d. Point out that each of the genres had a specific purpose and effect and a different set of “rules”

2. Using an item from the bag, model the activity by filling out a Rhetorical Analysis Discussion Guide handout for it
   a. “I’ll bet you’ve never had to write for the label of a water bottle. But it’s actually a genre too. It has its own set of rules that the writing on it follows and that’s what we’re going to be looking at today. So, let’s fill out this sheet together and then you’ll do the same thing with another genre that you may not have thought of.”

3. Write the header for a section on the board and call on a student to read the questions underneath it aloud. Then give a few seconds for students to think and then ask them to answer. Repeat for each section.

Genre Activity (25 minutes)

1. Break students up into groups of 3 or 4. Each group is given one or two items from the bag of unconventional genres
2. Small groups work together to fill out their Rhetorical Analysis Discussion Guide and analyze their unconventional genre
3. Using their handout, students will work to write a “style guide” for their genre
4. Students will present their genre and summarize their style guide as a group for the rest of the class
5. Adjustment: For students who finish their genre early, give them another and ask them to compare the two and how the genres differ

Project 1 Teaser (5-10 minutes)

1. Transition into talking about project 1
   a. “Obviously, there are different genres all around us, and every one of them has a different audience and purpose. We looked at a few odd ones today, but for our first project, we’ll be dealing with one that you might be somewhat familiar with and that’s the flyer.”

2. Give homework
   a. “Now, if you’re going to be here on Friday, I want you to go to Bronco Bash and collect a few flyers and bring them in. We’re going to be using these flyers for our project, so make sure you have some when you come to class on Tuesday. Those of you going home or not able to attend Bronco Bash, try and get some flyers from around campus on your way back home or to the dorms tonight or sometime before Tuesday. Pick some that really catch your eye, some you really like and some you really don’t. I’ll more than likely be at Bronco Bash, so I hope to see some of
you there!"

Homework:
- Bring flyers
- Get book, notebook, and folder if you haven’t yet
# Rhetorical Analysis Discussion Guide

**Genre:** __________________________________________________

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the author trying to do? What message is the author sending?</td>
<td>What is the rhetorical situation of this piece? When and why will the audience read it? How will the audience get access to the piece?</td>
</tr>
<tr>
<td>What rhetorical tools does the author use to achieve this purpose?</td>
<td></td>
</tr>
<tr>
<td>Does the author achieve his/her purpose?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Audience</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will read this? Who is the author intending read this?</td>
<td>What form does this piece take? What is striking in terms of layout and design?</td>
</tr>
<tr>
<td>Based on this piece, what does the author think about his/her audience? How does the author appeal to the audience?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conventions</th>
<th>The Game Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on this piece, what are the conventions (traits) of this genre? (In other words, what makes this genre unique from all others?)</td>
<td>How would you create a piece of this genre? What traits of this piece will you mimic? What will you do differently?</td>
</tr>
</tbody>
</table>

As you create your own piece, be sure to keep in mind all elements of the rhetorical situation. Good luck! 😊
Journal Entry – Day 5

Class was sort of lackluster. I don’t feel I prepared enough. Started students off by going through email etiquette. I’m still finding it hard to get them focused on the right things. They are very capable of pointing out the bad, but not at giving specific ideas of how to fix things. I wish I had done the second part of the activity differently where they rewrote Ashley’s email. I still feel like I didn’t address things correctly. Fighting with the projector and computer was not fun. I am less and less willing to use technology in my classroom, but this makes it difficult for me to do activities. I’m beginning to get disheartened about my quality of teaching. I am frustrated that I seem unable to think up ways to structure these projects for students. I am even more concerned about Thursday and coming up with mini-lessons in the various areas of attention they need for their emails.

Don and Sarah were on their phones today. I’m thinking if it happens again I’ll make a class-wide announcement to show I’m serious? I realized today that I am not being clear enough in giving homework. Many of the students didn’t print out their emails and so I had to cancel peer review and the students worked on creating the rubric instead. I keep trying to cover by sending out emails but I need to use the board more. I just don’t think about it. I give them exit tickets, but sometimes I’m not up at the board while they write. I am still failing at time management, although I am getting better at thinking ahead and improvising when things get difficult.

The students were confused about rubric creation, but this is to be expected. I keep having to tell myself that they’ll be confused at first because they’ve never done it before. Hopefully as the semester goes on, they will get more practice with it.

The students seemed confused about how I grade drafts. Many were afraid that their first draft would be bad and would get a low score. I let them know that drafts were credit/no credit. Jerry seems to be slacking. He took the easy route out with the bronco bash flyer and he is not coming to me when he is confused. Instead of sending me his email, he sent me an image of his flyer and told me that a classmate told him that the email is just an online version of the flyer. I cannot think of any classmate who may have told him this so I can only assume that he is just confused. I’m not sure how to handle him but I am moving him into Dominic’s spot on consultations so I can talk with him before the project is over. I am thinking of giving him a planner to use.

I need to do more with having them pre-write or think about concepts before I ask them to work with them.

Allegre and Michelle both told me that this class was one of the clearest ones they have. It made me feel somewhat better."

†††

I can see how the lack of visible progress from students left me uncertain in my decision-making for the first few weeks. Looking back, I feel a little more confident in the plans I had. At that early point in the course, it would have been impossible for my students to make radical changes or massive improvements. As I move on in teaching, I think I will feel more comfortable during these early points where it is still difficult to gauge progress in really significant terms.

The lesson plan from this day ended up being cut short, which was a good lesson for me about the importance of planning ahead. I had scheduled rubric creation at the end of the period in order to have a backup in case class ran short. When I discovered that students would not be able to do peer review, I had something to fall back on.

Unfortunately, I didn’t schedule nearly enough time for the email review. "mini-lesson." The mini-lesson was meant to go along with peer review, meant to give students practice in reviewing each other’s work, but the email was a completely different genre for them. The mini-lesson itself seems to have been enough of a challenge. I overestimated the progress of my students. I seemed to be learning what was too fast of a pace and what was too slow.

My sentiments about the use of technology did not really improve over the course of the class. While I am familiar and skilled in using most technology, I was not always able to effectively use what was available to me. Often, the computer became a hassle and the projector was not clear enough to show students the details I wanted them to see.

I now notice that it was a mistake for me to reschedule peer review due to poor turn-in rate without consequences for those students who did not complete the work. I blamed myself for it, and perhaps I wasn’t entirely clear on my expectations, but I think this gave students an impression that lasted for the rest of the course, one that implied that they could simply not turn work in. While I held the quality of student work to high expectations, completion was unintentionally downgraded in importance. While I made it very clear that I expected their best writing, I feel as if this first leniency was my downfall in preventing future issues with work being turned in on time. However, these problems also came up again during my student teaching, this time through no fault of mine and more due to the forgetfulness of your average high school freshman. This was a learning opportunity for me to prepare for the reality of a typical secondary classroom.

While there were definitely some classroom management issues in my lesson plan for the day, I can see in my journal and in the lesson plan itself where my actions were rooted in best practices.

Most of my concerns dealt with creating a supportive classroom setting, using constructive and efficient evaluation, creating a sense of student ownership and responsibility, and allotting class time for real and meaningful writing.

When going through our first email example as a class and critiquing it, I regularly reminded students to not only say what should be changed, but what should stay the same. Since I was preparing students for peer review, I wanted them to understand that they should be giving their peers helpful feedback instead of solely negative comments. In the beginning, students were very quick on pointing out mistakes, as I expected, but were somewhat hesitant in commenting on what was done correctly or even how to fix
mistakes they found. In my original lesson plan, I mention telling students about the “compliment sandwich.” Instead, I would later develop a set of three rules during our peer review workshop for project 2 (see page 16). This was my attempt to foster a safe environment in the class, a setting in which students felt comfortable sharing and learning from one another while also holding all students to high expectations in terms of their behavior and participation in the class. Vincent Kovar (2010) states that, when using peer editing in the classroom, the teacher should “provide plenty of room for positive comments and train your students in what positive, helpful (yet honest) feedback looks like” (para. 9). I did this frequently with students, always reviewing what we meant by helpful, positive feedback and even doing a fishbowl model of a peer-review session during the first project.

Early on, I struggled with efficient evaluations of student work, how to avoid overloading students with information, and how to reduce anxiety about grading and correctness in students’ work. I was very deliberate with my efforts in the beginning to avoid addressing grammar or mechanics unless necessary to the lesson. I knew that if students started off being overly concerned with mechanics and formatting, it would be nearly impossible transitioning them to content.

I also felt obligated to ensure that I evaluated work in a way that would be helpful to students as they moved on in the course and in their education. This is the main reason why I decided to have students create the rubrics for each project (except the multi-genre project). I wanted them to try something new, to feel that they were capable of writing for a genre they had never written in before and that they had the intelligence to create the criteria on which they would be graded. As I said in my journal, I had to reassure myself that, while students seemed shaky at first, they would eventually grow comfortable with the practice, which they did. I structured rubric creation so that each small group of students focused on in only one piece of the rubric. If I were to redo this exercise in a secondary classroom, I might use this as a jigsaw opportunity.

I also worked diligently to get students’ minds off the thought of grades. I made it clear within those first few weeks that drafts were always credit/no credit and that the only pieces that were given actual “grades” were final drafts. Not only did this make evaluation easier for me, it also gave me the opportunity to make meaningful comments on students’ drafts. Rather than grading a rough draft according to a rubric, I was able to remark on where they could still improve and what was working. In fact, for the first project, I made sure to focus on only one area of need in each student’s email. For example, if you look at my responses to Katharine’s rough draft email (see page A-24), I recommend that she focus on her organization. However, there are obviously other mistakes or rough spots in her email. In contrast, my response to David’s email focused on style and language (see page A-25). David had a recurring tendency to forget his audience and conventions when working with more formal genres, and thus, I suggested that he focus on improving in this area. His email also lacked organization, but I felt that, in the context of a formal letter, his language would be scrutinized by his audience before his organization would be.

My intention was to make students comfortable trying new things and making mistakes by giving them ample opportunity to catch and correct or revise any weak points in their writing and to make meaningful improvements in one area instead of only small, short-lasting changes in many different areas. Dennis O’Connor (2009) explains that “If you try to edit for capitalization, punctuation, spelling, and grammar at the same time, you overwhelm your weaker editors, causing them to shut down” (para. 11).

Finally, in my journal, I voiced a concern about not relating the days’ material back to important concepts enough. I know that I struggled with this often until nearly the end of the course. In the future, I will be making use of warm-ups and pre-writing activities. My experience with warm-ups as a student has not been very positive, much of it being DOLs that were often done without explanation of punctuation use or pointless busywork that was meant to keep students occupied while attendance was taken. However, I notice now that on the days where students were asked to do a pre-writing, warm-up, or exit ticket activity, class seemed to run more smoothly and students seemed to be more engaged and have a better understanding of the concepts and topics being discussed.

Tollefson (1988) suggests that students be asked to write about what they know about a topic before it is discussed, as well as writing to respond to questions asked during class, and to periodically pause for short free-writes (as cited in Davis, 1993). Fred Jones also recommends this kind of work for managing the classroom. Specifically, he recommends the use of what he calls “bell work,” activities that students begin as soon as class begins and require no active instruction. Students should know what to expect when they begin class and bell work should be engaging and focuses attention on important lessons to be used for the day (as cited in Charles, 2010, p. 125).

In this lesson plan, I do provide students an opportunity to write. Although these opportunities ended up having little to do with the lesson plan since many activities were moved around. In my revised lesson, students instead list the qualities they feel makes an effective, excellent formal email or letter rather than about questions or concerns they have for their work, which would become, instead, a writing activity prior to peer review. Not only would this new writing activity prep students for rubric creation, but it also prepares them for the lesson on audience and rewriting Ashley’s email by having them brainstorm about qualities of a good email. (Tchudi & Tchudi, 1999, p. 180-1)
Revised

DAY 5 (September 20)

Instructional Objectives:

• Students will understand how to peer review
• Students will have a deeper understanding of audience in regards to their email
• Students will develop some Higher Order and Lower Order Concerns for an effective email
• Students will be able to articulate what a final flyer and email should look like

Materials:

• Email Etiquette Scenario Worksheets
• Email Peer Response Sheets
• Laptops
• Three Rules for Peer Review (and everything else)
• Rubric Criteria outlines
• Half-sheets for exit ticket

Warm Up Short Write Activity and Announcements (3 minutes/2:03)

1. As students walk in, point out the heuristic on the board and instruct them to begin it as soon as they sit down.
2. Have the following question up on the board with instructions for students to write responses in their notebooks before the bell.
   a. Based on the readings you've done and your prior experience, what are the rules for writing a formal email? What's the most important thing, in your opinion, to remember to do? What's the worst thing, in your opinion, you could mess up/forget to do? How could you go about making sure you don’t make that awful mistake again?
   b. How does your audience influence how you write an email? If you changed audiences, what would you also have to change in your email?
3. Inform students that as you begin this next project, rough drafts are credit/no credit and will be given feedback on only one issue such as organization, tone, spelling, etc.

Audience Lesson (10-15 minutes/2:15)

1. Ask students to share their responses to the pre-writing activity. Focus on how the audience can determine the genre and how the purpose differs but still follows a similar style.
2. Present an example “crappy” email from Email Etiquette Scenarios and hand out Email Peer Response Sheets.
3. Present the peer response sheet. Go through the peer response sheet with the students for Michael’s email and ask students if there are any other HOC or LOC they would like to add based on their reading of the text
   a. Go through each section by having students read each section aloud before completing them. After students read aloud, briefly explain any other details to remember and then ask students how to fill it out for Michael.
   b. Remind students not to focus entirely on pointing out Michael’s mistakes, but to also acknowledge what he does well and what he can do to make his email better.
1. Rewrite Michael’s email as a class. Keep directing students to focus in on the HOC and LOC on the Email Peer Response Sheets.
   a. Who is Michael writing to? Why wouldn’t you want to address your audience that way?
   b. What kind of impression do we get when Michael talks like that? Does he have a lot of respect for his audience?
   c. If you were talking to an authority figure or asking for a favor, how would you do it? If you were asking your best friend to do something for you, how would you do it? How do those two scenarios make you change your approach?
   d. Since the written word has to make up for the lack of signals like tone of voice and facial expression, how can we use text to give similar impressions? What sort of impression is Michael giving? Is it the right one?

Small Group Activity - Rewriting Ashley’s Email (10 minutes/2:25)
1. Have students get into small groups of about 3. Each group gets a laptop to create their email. Each group should designate one of three roles for each group member. For secondary underclassmen or middle school students, assign these roles to students.
   a. Recorder - this person will write the email on the laptop
   b. Reader/Note taker - this person will read the email aloud and any other text used, such as the peer response sheet and takes notes based on group discussion
   c. Leader - this person will ensure group consensus and that the group reaches a somewhat unanimous decision before taking action. The leader DOES NOT run the group, they are merely responsible for initiating discussion and keeping the peace.
   d. OPTIONAL: Timekeeper - this person helps keep track of time by checking the clock every so often and informing the leader of how much time is left and keeps discussion moving.

2. Have each group rewrite Ashley’s email together on a laptop. Have them send this email to instructor. Each group can display their email using the projector and explain their changes to the class. Students should discuss:
   a. How their changes give the email a formal tone
   b. How their changes better address the audience
   c. What sort of impression their changes give the email as opposed to the original

Introduction to the Three Rules of Peer Review (5 minutes/2:30)

1. Begin by informing students about the process of peer review
   a. “In this course, you’re going to be reading a lot of your peers’ work and giving them feedback. That’s a big responsibility, but I think you’re all capable of handling it. However, to make sure we’re all on the same page and all doing our best to help each other out, I have a few simple rules for peer review and just about everything else in this class.”
   b. Present the three rules and explanations to students. Write them out on the board or on a piece of poster paper to help remind students frequently.
   c. Remind students of the fishbowl peer review completed in the previous class and how these three rules applied there as well. If no modeling has been done, do it as these rules are explained.

2. Ask students if they want to contribute any other “rules” for the classroom. Put these in a separate place, visible to students along with the Three Rules.

Peer Review (15-20 minutes/2:50)

1. Assign peer review groups to students, usually groups of 3 or 4, or pairs if possible. Those students without completed drafts either work on completing their draft or must do their best by explaining verbally and must do written review for their peer to get any credit for their late work.
2. Students will complete peer response forms for their group members

Rubric Creation (10-15 minutes/3:05)

1. Have students suggest other things that a final email or flyer should have.
2. Model the creation of this criteria by doing it with process
3. Each peer response group will be responsible for coming up with the criteria for each level of a certain trait a final flyer or email should have.
   a. There are 6 groups so 3 HOC from the flyer and 3 from the email?
      i. Email
         1. Organization
         2. Audience
         3. Purpose
      ii. Flyer
         1. Organization
         2. Audience
         3. Purpose
4. Collect each group's criteria to put together into a rubric

Adjustment
For more advanced students, complete the Rubric Creation activity in jigsaw format. Have students come together in their criteria groups to create a scale for their criteria, and then have them split up into groups where each member is an expert in one criteria area and have them put together a single complete rubric.

Exit Ticket and Dismissal (5 minutes):

1. Pass out half sheets to students and have them respond to the following to prepare them for consultations and to wrap-up the lesson:
   a. Write down two ways you can make sure your email sounds formal. This might be the kind of introduction you use to the way you set your email up. Be specific and describe how you would do it.
   b. Write down two concerns you have about your work so far. Be specific and as clear as possible.
2. Have students pass these in as they leave the class.

Homework:

- Revise emails based on peer reviews (again send one copy to me and print out another to bring to class)
- Bring revised flyers to next class

Instructor Homework:

Put together a rubric for students to use for Project 1 to bring into class on day 6
DAY 5 (September 20)

Instructional Objectives:
- Students will understand how to peer review
- Students will have a deeper understanding of audience in regards to their email
- Students will develop some Higher Order and Lower Order Concerns for an effective email
- Students will be able to articulate what a final flyer and email should look like

Materials:
- Email Etiquette Scenario Worksheets
- Email Peer Response Sheets
- Laptops
- Rubric Criteria outlines

Audience Mini-Lesson (10-15 minutes/2:15)
1. Ask students to share what they learned from the text reading about properly formatting emails and how to respond to audience in that genre.
2. Present an example “crappy” email from Email Etiquette Scenarios and hand out Email Peer Response Sheets.
3. Present the peer response sheet. Go through the peer response sheet with the students for Michael’s email and ask students if there are any other HOC or LOC they would like to add based on their reading of the text.
4. Rewrite Michael’s email as a class. Keep directing students to focus in on the HOC and LOC on the Email Peer Response Sheets.

Small Group Email Work (10 minutes/2:25)
1. Have students get into small groups
2. Have each group rewrite Ashley’s email together on a laptop. Have them send this email to instructor. Each group can display their email using the projector and explain their changes to the class.

Peer Response Tips (5 minutes/2:30)
1. Ask students what some of the rules are for peer response groups and giving your peers advice
2. Encourage students to use something like the “compliment sandwich” technique in their peer response groups

Peer Review (15-20 minutes/2:50)
1. Students move into peer review groups (same groups?)
2. Students will complete peer response forms for their group members

Rubric Creation (10-15 minutes/3:05)
1. Have students suggest other things that a final email or flyer should have.
2. Model the creation of these criteria by doing it with process?
3. Each peer response group will be responsible for coming up with the criteria for each level of a certain trait a final flyer or email should have.
   a. There are 6 groups so 3 HOC from the flyer and 3 from the email?
      i. Email
      ii. Organization
      iii. Audience
      iv. Purpose
   b. Flyer
      i. Organization
      ii. Audience
      iii. Purpose
4. Collect each groups criteria to put together into a rubric

Homework:
- Revise emails based on peer reviews (again send one copy to me and print out another to bring to class)
- Bring revised flyers to next class

Instructor Homework:
- Put together a rubric for students to use for Project 1 to bring into class on day 6
Ms. Hamman’s Three Rules for Peer Review (And Almost Everything Else)

These rules are to apply to any peer reviewing activity, in class or out. When you turn in your peer review work, you will be evaluated on how well you follow these three expectations.

1) Be Positive!
   - **Let your partner know what’s working.** Point out their strong points and give positive feedback to parts that deserve it. We all like to hear good things about our writing, so say good things about the writing of your peers in return.
     * **Tip:** Try the “compliment sandwich” when giving feedback. Tell your partner one thing that’s working, one thing that needs fixed, and then another thing that’s working.
   - **Tell your partner what they can do to improve.** It’s not very helpful just to tell someone what they’re doing wrong. You and your peers also want to know how they can get better. We all have different strengths and weaknesses. Chances are you’re good at something that your partner might struggle with. Give them suggestions or explain things to them so that they can catch and correct their own errors or improve their writing (or even teach someone else!) in the future.
   - **Be part of a team.** 88% of people lose their jobs because they cannot work in a group. Working and collaborating with others is an important skill in school and in life. You must be willing to communicate and collaborate during peer review and group activities. When you actively participate in group work, you are helping yourself and your peers benefit from this class.

2) You Can Always Say “No.”
   - **Make revisions meaningful and thoughtful.** If you or your peer gives you advice to revise or correct your work, make sure you understand why you’re doing it. If you are giving advice, make sure you understand why you are giving it. If you are unclear whether or not something is correct, ask a peer, myself, or consult grammar handouts and activities or a grammar handbook. If you do not understand advice given to you by myself or peers, let myself or your peers know. Ignoring advice because you did not understand it is a missed opportunity to improve your writing.
   - **Give acceptable reasons for rejecting advice.** If your partner decides to reject advice, press them for an explanation. If you decided to reject advice, be sure you have an acceptable reason for doing so. You shouldn’t argue with your peers about advice, but you should discuss what changes you will or won’t make thoroughly. Consult assignment sheets, grammar handouts, or handbooks for support as to why you are rejecting or accepting advice from myself or peers.
   - **Be Polite.** Of course, when rejecting, giving, or receiving advice, you should always be respectful and courteous. Don’t take comments personal and don’t make them personal.
     * **If you have a conflict with another student, please let me know as soon as possible so we can resolve the issue.** Any slurs or derogatory comments about race, ethnicity, gender, sexual orientation, religion, etc. or any kind of threats or deliberately hurtful remarks will not be tolerated.

3) Be LOUD and PROUD
   - **Be PROUD of your Personal Voice.** We are all writers here and we all have our own stories to tell. You and the person sitting next to you have very different experiences and views on life and the world. These things shape each person’s unique personal voice in their writing and we should respect those voices and be confident in our own. Be proud of what you write, even if it isn’t perfect. It is yours and that makes it valuable in my classroom. No matter what you write, make sure it is an honest expression of your thoughts and opinions.
   - **Say it LOUD!** It can be scary to share your writing with others, but we know so much more as a group than we do as individuals. The only way to open ourselves up to this collective knowledge is by sharing our work with peers. Everyone in this class should be seeking to improve their skills in writing and reading and everyone in this class should actively work to learn from and teach others. Socrates once said “I cannot teach anybody anything; I can only make them think.” The only way to catch errors or get feedback is to share the writing you want reviewed.
E-MAIL ETIQUETTE SCENARIOS

E-mail is quickly becoming the standard means of communication for most professional environments. Writing an appropriate and effective e-mail is an essential skill in today's technology-driven world. In some cases, e-mail is the only form of contact a student or an applicant may have with potential employers, customers, or professors. With that being said, it is critical to always consider audience and purpose when writing a professional e-mail.

Michael is looking for a new part-time job. He sees an ad in the newspaper for Big Louie's, an Italian restaurant that is hiring cooks, servers, and bus boys. He decides to apply through email.

From: partydude69@yahoo.com
To: manager@biglouies.com
Subject: Sup!!!!

Hey!
I need a job really bad. I'm sooo broke. I want to start as soon as possible so get back to me really quickly because this is important. I really don't wanna work weekends but I will if I have to so let me know. Also how much am I gonna get paid for this im pretty talented so thanks!

Get at me!!!!!!!!!!!!
MIKEY D

Ashley, a student in English 2000, missed the bus and was unable to attend her first day of class. She writes her instructor an email because she wants to know about anything that she may have missed, and to apologize for not attending class.

From: ashley.e.smith@wmich.edu
To: megan.e.carson@wmich.edu
Subject: <none>

HEY IM IN UR ENGLISH 2000 CLASS I MISSED UR CLASS 2DAY SRY I TRIED IS THERE HWK IF SO CAN I HAVE IT. THX.

ASHLEY SMITH 😊
YOU CAN DO BETTER!

Choose either Michael or Ashley’s e-mail to re-write. Use the details of the scenario to create an effective and professional e-mail in regards to the audience and purpose for which you are writing.

From:

To:

Subject:
Email Peer Review – Project # 1

Higher Order Concerns
Organization (Is the email free of awkward sentences or phrasing? Are the changes and their explanations clearly written and logically structured?)

Audience (How does the language affect the message? What tone is perceived through the writing? Does this help or hurt? Does the email keep the proper audience in mind? Is the subject line and greeting line appropriate?)

Purpose (Is the purpose of sending this email clearly conveyed? Does the email express the information without losing focus?)

Lower Order Concerns
Mechanics (What reoccurring spelling and grammar mistakes do you notice?)

<table>
<thead>
<tr>
<th>What Works?</th>
<th>What needs work?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
Project 1 Rubric Creation

The grading system for projects in this class uses rubrics to evaluate your level of participation and experience in terms of your process, your final product, and your reflection. Upon handing in your folder for project 1, you will be asked to grade yourself using the same rubric I will be using to evaluate your work. Today, I want to know what you think is important in making an effective flyer and a professional/formal email. Below is an example of how you will be graded on for your process work. We will go through this together and write some criteria for the rest of the scores.

Then, you will work with a small group and write your own for one Higher Order Concern of either the flyer or the email. You will describe what an excelling, succeeding, progressing, and developing student does or what their final product looks like for each of these Higher Order Concerns. These descriptions will be put together to create the rubric that will be used to evaluate your final product.

Please, keep expectations high. Make your criteria thoughtful and appropriate. Any group that doesn’t make meaningful contributions to the rubric will be given a 0 for participation in this activity. You are not only writing for yourself with this activity, you are also writing for your classmates.

<table>
<thead>
<tr>
<th>Process</th>
<th>Excelling (4)</th>
<th>Succeeding (3)</th>
<th>Progressing (2)</th>
<th>Developing (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Higher Order Concern (HOC) or Lower Order Concern (LOC) you are writing criteria for goes here</strong></td>
<td>Student completed all in-class and out-of-class readings and analysis activities. Student kept up with the work and came prepared for each stage of the writing process. <strong>What does excelling look like in terms of process? What does it mean to score a 4 in terms of process?</strong></td>
<td>Student completed most or all in-class and out-of-class readings and analysis activities. Student kept up with most of the work and any missed work was made up in class in order to be prepared for each stage of the writing process. <strong>Notice the parallels between the criteria. Make sure that the same traits and activities are addressed and the level of quality explained clearly. What does a score of 3 look like in terms of process?</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Product: **Email**  **Flyer** (circle the product your criteria applies to)

<table>
<thead>
<tr>
<th>Our criteria is:</th>
<th>Excelling (4)</th>
<th>Succeeding (3)</th>
<th>Progressing (2)</th>
<th>Developing (1)</th>
</tr>
</thead>
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<tr>
<td><strong>What it looks like:</strong></td>
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</table>
Journal Entry – Day 6

Today was a mix of good and bad. I was definitely a little bit underprepared in terms of organization. And once again, I took too much time in the intro. I think I start off too slow. However, I think it was a good decision. We reviewed expectations for group work: Be specific (give ideas, be positive, say what’s working), be loud and PROUD, and “you can always say ‘no.’” Students did a pre-writing at the beginning of class about what they feel they’ve done to actively participate in class, which I believe really set up an atmosphere of thinking consciously about their own participation.

We began with our organization mini lesson. I had students read the handout in sections. Passing out highlighters was sort of clumsy and could be improved. Students took to highlighting and making notes very well, particularly after I mentioned, during the conclusion section, that if they are missing statements, they can take note of them then or add them. Many students took the chance, adding to their email drafts as they looked through it. I realized this was a fantastic decision, as it gave themselves a record of their thoughts and their peers a record of what the author intended to change based on the day’s activities.

After we finished, I split students up into five groups and let them choose which station to start with. There was an audience, tone, salutation, and subject line station as well as a purely peer review station in which they just responded to each other’s drafts using their peer review sheet. If I had to change things, I would warn students ahead of time that we would be doing a workshop so they would be more prepared to work and move. I had students just pass their papers, but I sort of wanted them to keep the sheets, so I passed out new ones each time, which definitely slowed things down. Some groups finished before others, but the tone group asked if they could go above and beyond and read their emails aloud to each other and make note on words or phrases that might be unprofessional. Groups after that followed the same lead.

As it went on, it became clear that many of the groups were already doing “peer response” of sorts in the stations. If I had to get rid of any station, it would have been peer review. Instead, I would make the stations longer, and provide more opportunity to read aloud and share and actually review each other’s work. The salutation and subject line stations were not very geared towards peer review.

Students say that they found the stations very helpful and more than one group learned what a “subject line” was. They claimed they found it more helpful than peer review. When doing the flyer, I feel as if I “told” them too much and didn’t “guide” them enough. So when I threw them into peer response with a handout, they just mimicked what I’d done before, not actually thinking about it and doing it for each other. Today, they were provided with some guidance and then asked to think about that, with it on paper, for them to keep and refer to.

Jerry showed up late, but said that he didn’t want to miss class because he had to run and get his laptop. Sarah lent him her laptop to copy his email. He was doing most of the organization activity during the stations, but that seemed to help him. He insisted he knew all of this stuff already, citing his avid correspondence with a professor. I tried to encourage him by saying that this was his opportunity to go above and beyond with his writing. He said “I know this stuff, but I don’t always apply it.” I need to let him know that this is his chance to make it into habit. His writing is definitely not 1050 standard. But he seems to think he knows how to do it all.

Don and Nate did not show up. I was somewhat torn because the fact that Nate was not there meant we could go until 3:30 instead of 3:20, which meant that I didn’t have to rush the groups as much as I thought through the last stations.

My consultation with Amelia and Sierra was together. I think I like that format, since most times they just sit in the room while the consultation is happening anyway. I asked Jerry to meet with me on Thursday, in Dominic’s old spot. He has missed a lot of the work so far, so I feel the earlier I talk with him, the better.

I also gave them an option for their due date. Turn it in on Sept 27th and get feedback on the 29th and then turn it back in on the 4th for a final grade, or turn it in on the 29th and get a final grade on the 4th. They seemed to really appreciate this option. Hopefully, I will be able to respond as fast as I anticipate!

We start project 2 after about 25 minutes of drafting time on Tuesday. Perhaps I can make up more stations for them to go through or give them a writing activity to do and I can respond to folders while they work.

+++}

This was my first peer review workshop of the class, and as I read over my journal, I see that the preparations and work I put in on this first day was what made workshop an effective and regularly occurring activity in my class. Based on low homework turn-in rate, I was slightly concerned about student participation. Therefore, I assigned students to do a writing activity at the beginning of class to evaluate their own participation in the class and to explain specifically what they’ve been doing to contribute and participate. Another reason I made this change was due to the fact that in my previous journal, I noted this desire to incorporate more warm-up writing activities to make the expectations and concepts obvious for students. By noting down this in my journal, I was able to return later and make an informed decision in my lesson planning.

I also pointed out to students that, according to my syllabus (see page A-2), participation doesn’t just mean getting your own work done, but helping classmates with their writing as well. Not only did this get students evaluating their own actions and progress, it set them up to be more aware of their participation, particularly when it came to activities involving peer review. Tchudi and Tchudi (1999) state that, when working with peer-response groups, instructors should “model helpful response” and “encourage students to be helpful editors” (p. 182). I wanted students to examine their own actions not just in terms of how well they followed my rules, but
whether or not those actions contributed to the class as a whole. In order for my workshop model to work, students had to be conscious of themselves as part of a supportive, cooperative group. Without that, peer-review would have been useless.

While I did not do another fishbowl or modeling of peer review, I put together a list of three rules for peer review (see page 16). These rules came up during every workshop and, while students had difficulty remembering them all for our second workshop day, students had them memorized and even brought them up during other occasions in class (such as reading aloud) without being prompted. I wish I had done more to reinforce these kinds of expectations. While they were listed on the syllabus, I rarely reviewed them in class, and though I dislike things like “quizzes over the syllabus,” I feel it would have been a helpful activity to reaffirm what kinds of behavior I was looking for. Fred Jones (2007) even recommends that general rules, the broad guidelines, standards, and expectations “should be posted and reviewed periodically” and that specific rules relating to procedures and routines “must be taught and rehearsed until they are learned like any academic skill” (as cited in Charles, 2010, p. 124). If I had the opportunity to teach this class over, I would make a poster of rules on the first day and bring it in every class afterwards and post it on the wall. The fact that the room was not solely mine was an issue, but it could have been done with some effort. In a high school classroom, I will most definitely take the first day to create a poster of rules that I will keep on the wall for the entire year. Not only would they have my rules on it, but I would definitely include student-made rules as well. Therefore, in my revised lesson for Day 5, I make sure to introduce students to these expectations early on.

I began this workshop (and every workshop day for the rest of the course) with one station done as an entire class just to ensure that students knew how to go about reviewing their work and the work of others. This workshop related to organization of the students' emails and laid the foundation for any other changes the students might make to their work. While nearly all of the workshops done for the class promoted a sense of student ownership and responsibility, I felt that the first activity of this workshop also encouraged students to keep track of their progress, thoughts, and to self-evaluate their strengths and weaknesses in their own writing. While my decision to have students take note of what they wanted to add had merely been made on the spur of the moment, I realize that it also gave them an opportunity to practice the skill of keeping track of their thoughts while reading. This also helped students keep track of what they wanted to change when they swapped papers with their peers, which may have helped in catching errors in each other's work. The peer review for the flyer activity was not structured enough. I think this is what caused my feeling of “telling” instead of “showing.” There wasn’t enough guidance besides the fishbowl activity and a handout, which led to them mimicking me rather than giving meaningful peer review.

I initially created workshops based on the areas I felt students needed work on based on their rough drafts, but as the class went on and my ability to read rough drafts before workshop day decreased, I began creating stations based on each higher order concern and some middle or lower order concern dealing with that specific project.
Revised

DAY 6 (September 22)

Instructional Objectives:

- Students will exchange comments and explain improvements and why they were made in edited drafts
- Students will feel confidence in their final draft through feedback and peer review
- Students will be able to identify their own areas of need and the needs of others through peer review and reflection

Materials:

- Draft email of a student with all identifying marks removed or instructor-written model with common errors
- Email and Flyer Peer Review Sheets
- Workshop station handouts
- Subject Line Cards
- Salutations Cards
- Folders for handouts
- Project 1 Wrap-Up Sheets
- Project 1 Self-Evaluation Rubrics (created partially by students)

Warm Up Short Write Activity and Announcements (5 minutes/2:05)

1. Have this heuristic up on the board for students to begin working on before the beginning of class
   a. Complete the following statements clearly and specifically
      i. The thing I am most confident about my project is...because...(I have always been good with organizing my thoughts, I felt like I learned a lot about tone from our workshop, etc.)
      ii. The thing I am most unsure about my project is...because I don’t understand...

Model Workshop - Organization (5-10 minutes/2:15)

1. Pick an email that was sent, with the name and other identifying marks removed, preferably one that has errors that nearly everyone made. Project on an overhead or have copies for students. Have students get out their notebooks and turn to a new page and title it “Formal Email Fixes”
2. Read through the email once and then go through each error, asking students to explain what the common error is before discussing how to fix it. Instruct students to keep track of each common error on one side of the paper and the solution to the error on the other side of the paper.
3. Have students offer solutions individually by calling on them or drawing names.

Peer Review Workshop (60 minutes/3:15)

1. Pass out peer review sheets to students and have them get into their peer review groups (same or new). Remind students of peer review expectations and offer examples of expected behavior during the class.
   a. “I want to hear people reading their emails aloud, I want to hear positive comments, and I want to hear explanations about why you decided not to take advice!”
2. Explain to students how the workshop process works. Have the stations written up on the board for students to see
   a. “Each group will stay in their seats and only the folder with the workshop handouts in it will move. You each have a particular station and each station has a different task for peer review to complete. The instructions for these tasks can be found on the handouts in the folder. One student from the group will read the instructions aloud for everyone before you begin. A different person should read each time. You will have 10-15 minutes for each station and I will let you know when you have about 2 minutes left. Keep your handout from each station, but don’t take more than one from the folder.”
      i. Stations for this project can include, but are not limited to
         1. Salutations
         2. Subject Lines
         3. Form
         4. Tone
3. Students should hold on to any writing completed for peer review workshop stations

End of Class Announcements (10 minutes/2:40)
1. Inform students that they may turn in their projects one class period early for extra feedback from instructor and a one class period extension, or they may turn in their project when it is due and have it returned upon the next class period.

2. Hand out project 1 wrap-up sheets and remind students of the conventions they may need reminding of and of what they should have in their folder.

3. Hand out the project rubric and inform students that they will be asked to grade themselves using the rubric. Model how to do this with students in class.

Project 1 Reflection and Dismissal (10 minutes/2:50)

1. Write “Project 1 Reflection” up on the board and the following heuristic below it, giving students about 10 minutes to write:
   i. What changes do you still have to make to your project before it is ready to be handed in? How will you go about making those changes?

2. About 5-6 minutes into writing, come around and check off students that are working on the reflection as having it completed.

3. Have students share some responses with the class, sharing solutions and offering advice that worked for them. Offer extra credit opportunity for recording how someone’s advice helped them on the back of their reflection.

4. When students are finished, they may be dismissed.

Homework:

• Continue working on project 1 materials. Due either September 27th or September 29th
DAY 6 (September 22)

Instructional Objectives:
- Students will exchange comments and explain improvements and why they were made in edited drafts
- Students will feel confidence in their final draft through feedback and peer review
- Students will be able to identify their own areas of need and the needs of others through peer review and reflection

Materials:
- “2nd draft” example
- Email and Flyer Peer Review Sheets
- Project 1 Wrap-Up Sheets
- Project 1 Self-Evaluation Rubrics (created partially by students)

Pre-class
1. Have a short writing activity on the board of “how I’m feeling so far about my project; what I’m most confident with and what I am most unsure about”

Introduction (5 minutes/2:05)
1. Have students write their reflection for the first five minutes of class.

Email Refresher (5-10 minutes/2:15)
1. Pick an email that was sent, with the name and other identifying marks removed, preferably one that has errors that nearly everyone made or even make one up.
2. Have students work through how to fix this email and clear up this common confusion
3. Hand out Project 1 Wrap-Up Sheets and discuss due dates and any confusion that may have presented itself during the project

Peer Review Session and/or drafting time (10-15 minutes/2:30)
1. Make peer review sheets available
2. Have students return to peer review sessions.
3. Each person shares the changes they made to their emails and flyers and why.
4. Group members can comment on what still needs to be changed and what is going well.
5. Make yourself available as well for help with certain grammar or convention errors through mini-lessons

End of Class Announcements (10 minutes/2:40)
1. Let students know that they can hand in project 1 at the next class meeting so they have a head start on project 2 (Or inform them of the due date change to October 4th)
2. Hand out project 1 wrap-up sheets and remind students of the conventions they may need reminding of and of what they should have in their folder, and also remind them that they will be asked to grade themselves using their rubric.

Project 1 Reflection 2 (10 minutes/2:50)
1. Have students write for about 10 minutes on what still needs to be revised of their work before they hand in the final version.

Homework:
- Continue working on project 1 materials. Due either September 27th or September 29th
Organizing Your Email

In a formal email, especially to someone you are not personally acquainted with, it is always important to make sure you keep your email short and to-the-point. The best way to do this is to make sure that your email is clearly organized and logically structured.

Introduction
The best place to start is at the beginning. In a formal email, it is best to introduce yourself right away and let your audience know why you are emailing them. Therefore, the beginning of your email should contain a few basic things: your personal introduction, a statement of the purpose of your email, and a brief (only one to two sentences but NO MORE) overview of what your email will be about.

So I want you to reread your email, silently or aloud, and using a pen or highlighter (I’ve provided a few at your table if you need one) underline the sentences you feel should go in the beginning of your email. Not all of these statements may be at the beginning of your draft and that’s okay. Just underline what you feel needs to be moved to the beginning.

The Good Stuff
In a formal email, the middle of the letter is usually where all of your convincing, informing, and explaining will go (i.e. “the good stuff”). When sending an email to make an argument or convince your audience of something, you will usually give the audience a few main points to consider and follow each point up with your arguments or explanations. There are some variations on this format, such as including the consequences or results of your arguments, making counterarguments, and others. Feel free to try different things out, as long as it makes logical sense to you and to your audience (or to those peer reviewing your email).

Remember, no matter how you structure your argument, keep it brief! If you think your argument is getting long-winded, shorten it up. This might mean you have to reorganize your structure. Don’t despair! You’ve already got all the words down, now it’s just a matter of moving a few things around!

Now go back to your draft and get out a different color pen or highlighter. Read through your email and try and pick out the main points you want your audience to come away from your email with. Ideally, you should have about 2 or 3 main points. You can underline each of these 2-3 points in one color, or you can use a different color for each.

If you have more or less than 2-3 main points, you will want to revisit your flyer and find something else to change (if you have only 1 main point in your email), or simply condense your points together (if you have more than 3 main points in your email). For example, if you changed the color and the images, you can condense that into one main point of “appearance” and address them together rather than as separate points in your email. Start to take notice of where in your email you argue for each point. If you want, you can put brackets around the information in different colors corresponding to each of the main points you wish to make, just to make it easier to organize.

Below, list your main points in the order that you will argue them (you can change the order later if you wish):
1. 
2. 
3. 

Fin (The Conclusion)
In a worst case scenario, the opening and ending parts of your email may be all that gets read by your audience. In the event that you happen to send an email to someone in a hurry, you want to make sure you leave your audience with a powerful, informative, and persuasive closing. A poorly written ending can make your entire argument seem weak or unprofessional. The closing of a professional email usually includes a summary of your argument and a statement of what you believe the outcome will be if your argument is accepted. It may also include a statement of the action you expect your audience to take, but not always. However, it will almost always include some form of contact information and a statement of thanks and understanding.

One last time, take a different color pen or highlighter and reread your email. As you do this, underline the sentences you believe would fit best in your conclusion. Again, it is okay if they are at the beginning or in the middle of your email. For now, underline the statements and sentences you feel would be most effective in the conclusion of your email.

Take a Breath
In the world of the internet, tone can be problematic. Without a voice to the words, it can sometimes be hard to tell where to pause and where to keep going. Sometimes it helps to know where the writer is pausing to “take a breath” between statements and arguments. In professional emails, this is most often done with the use of paragraph breaks.

Want to know what a paragraph break is? Well I just used one. It’s putting an extra line of space between your paragraphs. It breaks up your text to show a clear separation of each piece of information. The most common use of paragraph breaks in a professional email is to separate your introduction, conclusion, and each main point of your argument into their own paragraphs and to put paragraph breaks between them. It is also sometimes used between the salutation of your email (Dear Mr. So-and-so...) and your sign-off (Sincerely, Ms. Hamman).

When writing an email, to create a paragraph break, just hit enter when you finish a paragraph, and then hit enter again and begin your next paragraph. You should have an empty line above your new paragraph.

Example of an email written using paragraph breaks:

Dear Dr. Novak,

This is my introduction it is where my introductory information goes such as the purpose of my email and other information about myself.
This is my first main point. I will make my first point of my argument here and provide other information such as evidence and consequences.

This is my second main point. I will make my second point of my argument here and provide other information such as evidence and consequences.

This is my third point. It contains much of the same sort of information as my first and second main points.

This is my conclusion, this is where I will wrap up my argument and thank my audience for their time and consideration.

Sincerely, Dean Smith

In your email draft, you may want to make some sort of notation to insert a paragraph break. This could be a capital letter "P", or a solid line, or anything that you will easily recognize when you are revising your email.
Salutations!

* Ni hao! Hola! Hallo! Konichiwa! *

In the English language, there are hundreds of ways to greet people. From “hey, there” to a wave of the hand to a simple nod of the head. And each one communicates a different level of respect and professionalism. Greetings are important, especially when you are greeting someone for the first time. First impressions are everything and a disrespectful salutation can sour a relationship for years!

So, make sure you make the right first impression in your writing, especially if your text is meant to convey a message to a specific person or to generate a conversation. If you want your audience to listen to you, you have to make sure you start out on the right foot with them.

Your group has an envelope of notecards at your table. Half of these cards are written in black (salutations) and the other half are written in green (situations). Match the salutation cards up to their appropriate situation cards. Some salutations may go with more than one situation.

* Hello, and goodbye! *

Remember, in a formal email, you will usually start with a salutation. This will usually begin with “Dear…” and then the person’s full name. Remember to include professional titles such as Dr. or Professor.

And don’t forget a proper sign-off as well! End your email with a “Sincerely” and then your full name. Below this, include contact information such as telephone, address, or alternate email.

* Ciao! Sayonara! Auf wiedersehen! *

Making the Subject Say It All

The subject line of an email is the first thing your audience will see. No matter how persuasive and well-written your argument or how interesting your email may be, if your subject line doesn’t interest your audience, your writing might be destined for the trashcan.

Writing an Effective Subject Line

Much like the introduction of your email, you want your audience to get a sense of why you are emailing them and what your email will talk about. Therefore, your subject line should be a very short, very brief overview of what your email will contain. It should not be too vague, but it should not be overly specific. 10 words is usually the limit for how long a subject should be, with only a few exceptions.

Read the scenario below:

* Dean Smith is emailing his professor, Dr. Novak, about a confusion he has with the syllabus on the grading policy. He wants to know how to go about calculating his current grade after adding in his latest exam score. He has his email all written out and is now trying to compose a subject line. *

Your group has an envelope of notecards. Open the envelope and read the word on each notecard. As a group, rearrange the cards into various arrangements to make possible subject lines for Dean’s email. See how many you can come up with and try and pick the best subject line out of them. Your group may have a few arrangements that you feel would be “best.” That’s because a subject line isn’t an exact science. Your subject line should be informative, but also leave the audience wondering what your email might be about. Get them interested without having to tell them the whole story.

**Tip:** It is sometimes useful to come up with your subject line at the very end, after you have finished writing your email.
“Watch your tone! Who do you think you’re talking to?”

Audience is everything. Whenever you write a text, you always write with an audience in mind, whether it is yourself, someone else, or a group of people. Audience is what guides you in what you write, what examples and details you include, what words you choose, and even the tone you write in.

Your group has an envelope containing a few short letters with the salutations and sign-offs removed. Each one is written to a different audience in a different tone. As a group, identify the audience and tone of the letters based on the word choice and the phrasing.

For this project, you should have a specific audience in mind: the creators of your flyer. You may not know a single person’s name or you may know exactly who the creator is. However, in most professional emails, you will want to avoid addressing the organization as a whole and instead address it to a single person in charge of creating the flyer you are revising. If you don’t know who this person is, you are free to make up a name.

Take a moment right now and identify the audience of your email:

The audience of my email is: __________________________________

Keeping this audience in mind, you want to make sure that everything you write is addressed to them. Don’t comment on information that your audience is already aware of. For example, if you are emailing the manager of a local restaurant, there is no need to talk about where the restaurant is located in the email.

Take a moment right now and identify the information your audience already knows:

Beware of your tone. Don’t get casual or chatty. Even some phrases like “eyesore” or “lame” or “waste of paper” may come off as unprofessional. These kinds of descriptive words can be powerful, but use them wisely. As you reread your email, circle these words that you think might strike a chord with your audience, in a bad way or a good way and think about whether or not they are appropriate for your final draft.

What more can I say?

When writing a formal email, it is usually best to keep things short and to-the-point. However, sometimes you may want to drop in a statement or two that demonstrates you going above and beyond for your audience. It might be a statement that shows that you’ve done your research or that you are dedicated to your cause. This might include mentioning an issue or oversight you’ve noticed or something you feel might be a concern to others. It might also include predicting what the results of your actions might be and what sort of benefits would occur if your changes were implemented.

What are you talking about?

Without letting them see your flyer, read the text aloud for your partner. As you read, have them make note of any statements or phrases that confuse them. Then, go over the flyer together and discuss if there is any information missing that you might want to point out in your email (for example, “as I revised your flyer, I realized that it was unclear as to whether or not the event was strictly 21 and up or if anyone 18 or older could attend”)

However, whatever it is you mention, it should always directly relate to the topic at hand. Therefore, if you are making explaining about how you changed the color scheme of your flyer, it would not be appropriate to mention that you were unsure of whether or not their address applied to their meetings or their upcoming events. Instead, you would save that statement for later on when discussing organization.
Project 1 Wrap-up Notes and Reminders

With the end of Project 1 coming up fast (Tuesday, September 27th OR Thursday, September 29th), I want to make sure that there’s no confusion about what I expect in terms of presentation and formatting.

- Remember, the audience for your email is the organization that created your flyer, but I will be the audience of your project folder. Therefore, I’d like you to organize the folder and present it neatly, with all of your process materials in the left pocket and your final products in the right pocket.

- When putting your folder together, remember to include ALL drafts of your email and flyer. Therefore, if you revised your email based on my feedback and then revised it a second time based on the feedback from peer reviews, you should have both drafts included in your folder so that I can grade you appropriately for your revision.

- To print out email drafts from GoWMU email, use the little printer icon in the blue bar above the viewing pane (where all the emails in your inbox are listed). This is the same bar where the option to create a new email and to delete emails is located. The print icon is between the “move to” and “reply” icons. If you cannot find this option or are having difficult, please email me or come to my office hours and I will show you.

- You may print out a copy of your email final draft (using the same method described above) and place it in your folder, but it should be sent to me as an email by 2:00 PM Thursday, September 29th OR by 2:00 PM Tuesday, October 4th if you turned in your folder on the 27th. If you do not want to print out a copy of your email, you may use a placeholder instead in your folder (a sheet of paper that says “email draft” or something to let me know what it is standing in for).

- As for the flyer, I am expecting to see your new design on paper. Make sure that your flyer is neat (no torn edges or crinkled paper, although folding to make it fit into your folder is okay). Feel free to go beyond this and explore other options, as long as your final flyer is neat and is in some form that will fit into your folder. Remember, the primary goal of this assignment is create a flyer that communicates important information quickly and effectively, and making the flyer too visually busy can undermine this purpose, given your audience.

Project 1 Checklist

On Thursday, be ready to turn in the following in your project folder:

In the Left Pocket:

- Original Flyer
- Flyer Analysis Sheet
- Revised Flyer(s)
- Project Reflection 1
- Flyer Peer Review
- Email Rough Draft(s)
- Email Peer Review
- Project Reflection 2
- Organizing Your Email Handout
- Any other Mini-lessons you completed during workshop day

In the Right Pocket:

- Flyer Final Draft
- Email Final Draft (or placeholder)
- Reflection
- Completed Self-Evaluation Rubric
- Checklist
### Habits of Successful Writers

<table>
<thead>
<tr>
<th></th>
<th>Excelling (4)</th>
<th>Succeeding (3)</th>
<th>Progressing (2)</th>
<th>Developing (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Process</strong></td>
<td>Student completed all in-class and out-of-class readings and analysis activities. Student kept up with the work and came prepared for each stage of the writing process.</td>
<td>Student completed most or all in-class and out-of-class readings and analysis activities. Student kept up with most of the work and any missed work was made-up in class in order to be prepared for each stage of the writing process.</td>
<td>Student completed some in-class and out-of-class readings and analysis activities, but missed work that prevented them from being prepared for each stage of the writing process.</td>
<td>Student frequently missed in-class and out-of-class readings and analysis activities or did not complete them. Was frequently unprepared for each stage of the writing process.</td>
</tr>
<tr>
<td><strong>Revision</strong></td>
<td>Student participated actively in peer review to improve their drafts and the drafts of their peers and has at least 2 drafts of their project demonstrating that changes were made in the flyer and email based on areas of need revealed during peer review or consultations.</td>
<td>Student completed revision to both email and flyer but has only 1 draft for either email or flyer. Student participated actively in peer review to improve their drafts and the drafts of others most of the time. Revisions made address most areas of need.</td>
<td>Student completed revisions to either the email or email but not both. Student has 1 or no drafts for flyer or email. Student did not actively participate in peer review to improve their drafts and the drafts of peers. Revisions made to drafts do not address most or any areas of need.</td>
<td>No drafts present. Student rarely or never participated in peer review. No revisions made to work.</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>Student completed reflection clearly, with details and a focus on revising areas of need.</td>
<td>Student Reflection was completed clearly but without details and addressing some areas of need.</td>
<td>Student reflection was incomplete and addressed no areas of need.</td>
<td>No Reflection Completed.</td>
</tr>
</tbody>
</table>

**COMMENTS:**

### Writing Product: Higher Order Concerns

<table>
<thead>
<tr>
<th></th>
<th>Excelling (4)</th>
<th>Succeeding (3)</th>
<th>Progressing (2)</th>
<th>Developing (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Flyer</strong></td>
<td>Flyer reaches the correct audience through correct word choice and images. The tone is appropriate and shows awareness of the audience.</td>
<td>Flyer indicates an understanding of the audience with some minor inconsistencies in tone, word choice, or appearance.</td>
<td>Flyer does not indicate awareness of the audience it is trying to reach. Word choice, images, and tone do not clearly address the audience.</td>
<td>Missing Flyer.</td>
</tr>
<tr>
<td><strong>Audience</strong></td>
<td>The reason for and message of the flyer is clear and understandable. The flyer is not cluttered with unnecessary information.</td>
<td>The reason for and message of the flyer is clear with only some unnecessary information that doesn’t interfere with comprehension.</td>
<td>The reason for and message of the flyer is unclear or contradictory with an excess of unnecessary information.</td>
<td>No clear focus is seen in the flyer.</td>
</tr>
<tr>
<td><strong>Purpose/Focus</strong></td>
<td>Flyer communicates its message clearly, is structured logically, and is neatly constructed.</td>
<td>Flyer communicates its message somewhat clearly with only some minor mistakes in logical structure and construction.</td>
<td>Flyer communicates its message vaguely or in a confusing way due to an illogical structure or messy appearance.</td>
<td>Flyer is disorganized, confusing, and or unreadable.</td>
</tr>
</tbody>
</table>

**COMMENTS:**

<table>
<thead>
<tr>
<th></th>
<th>Excelling (4)</th>
<th>Succeeding (3)</th>
<th>Progressing (2)</th>
<th>Developing (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Email</strong></td>
<td>Email looks professional and formal. Awareness of the audience is shown by using the proper greeting, appropriate grammar, and formal language.</td>
<td>Email looks professional and formal, with only some minor mistakes. Awareness of the audience is demonstrated through a proper greeting, appropriate grammar, and frequent use of formal language with only some casual language.</td>
<td>Formal email structure is attempted with frequent errors including casual language, inappropriate greeting, or inappropriate grammar. It is unclear who the email is written for.</td>
<td>Email does not address a formal audience or is directed towards the wrong audience.</td>
</tr>
<tr>
<td><strong>Audience</strong></td>
<td>Email explains reasoning and changes made clearly and succinctly. Email does not drift off topic and stays on.</td>
<td>Email explains reasoning and changes made clearly with only a few long-winded statements that do not cause the reader to lose.</td>
<td>Email explains reasoning and changes but gets tangled up often in unnecessary statements and information.</td>
<td>Email does not explain reasoning or changes and often provides unnecessary</td>
</tr>
<tr>
<td><strong>Purpose/Focus</strong></td>
<td>Email explains reasoning and changes made clearly and succinctly. Email does not drift off topic and stays on.</td>
<td>Email explains reasoning and changes made clearly with only a few long-winded statements that do not cause the reader to lose.</td>
<td>Email explains reasoning and changes but gets tangled up often in unnecessary statements and information.</td>
<td>Email does not explain reasoning or changes and often provides unnecessary</td>
</tr>
<tr>
<td>Task, Email is convincing and informative.</td>
<td>Track of the focus. Email makes an attempt at being convincing and informative.</td>
<td>The focus is unclear. The email makes minor attempts at convincing and informing.</td>
<td>Information. Focus is unclear. No attempt to convince or inform is made.</td>
<td></td>
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</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Email stays on topic and organizes information clearly. The flow of the argument is logical and the phrasing is smooth and appropriate.</td>
<td>Email stays on topic most of the time and organizes information clearly. The flow of the argument is logical, with only minor moments of awkward phrasing or organization.</td>
<td>Email drifts off topic and organizes information semi-clearly. The flow of the argument is choppy and disjointed and awkward phrasing frequently impedes understanding.</td>
<td>No email. Not understandable. No clear argument. Does not pertain to the subject. No organization.</td>
</tr>
<tr>
<td><strong>COMMENTS:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Writing Product: Lower Order Concerns**

<table>
<thead>
<tr>
<th><strong>Sentences</strong></th>
<th>Excelling (4)</th>
<th>Succeeding (3)</th>
<th>Progressing (2)</th>
<th>Developing (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 or fewer structure errors.</td>
<td>10 or less structure errors.</td>
<td>11-15 structure errors.</td>
<td>16 or more structure errors.</td>
<td></td>
</tr>
<tr>
<td><strong>Words</strong></td>
<td>Excellent word choice of both email and flyer in line with audience and tone.</td>
<td>Good word choice of both email and flyer in line with audience and tone. Only a few words that are inconsistent with audience and tone.</td>
<td>Word choice not in line with audience and tone.</td>
<td>Significant misuse of words.</td>
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<tr>
<td>5 or fewer structure errors. Email and/or flyer demonstrate understanding of punctuation used.</td>
<td>10 or less structure errors. Email and/or flyer demonstrate a basic understanding of punctuation used.</td>
<td>11-15 structure errors. Email and/or flyer demonstrate an incomplete, but developing understanding of punctuation used.</td>
<td>16 or more structure errors. Email and/or flyer demonstrate an absence of understanding of punctuation used.</td>
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<td><strong>Punctuation</strong></td>
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<td><strong>COMMENTS:</strong></td>
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**Overall Response**

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<th>Excelling</th>
<th>40-48 points</th>
<th>Succeeding</th>
<th>30-39 points</th>
<th>Progressing</th>
<th>25-29 points</th>
<th>Developing</th>
<th>24 or less</th>
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Journal Entry – Day 8

Today seemed to be the turnaround in my teaching style. After hearing about Ariel’s plan for her students, I decided to throw caution to the wind and go with her activity and completely revamp what I have of my lesson plans so far. It pushed our schedule back, but honestly, I’m not all that worried. Today, we were supposed to have students get into small groups and discuss their possible research plans and have a mini-lesson on writing research proposals and coming up with research plans. Instead, I began the class by having the students write about a time they felt ridiculed or singled out by a teacher or peers and how it made them feel and what they would rather the person have done. Some people shared, but after I shared my story of having ADHD people seemed more willing to open up. I’m not sure if this was because of me directly, or just because the students had more time to think. Then I put them into groups for the activity, which had moderate success.

As per usual, people did not read the instructions carefully. The instructions clearly said that groups had to do a skit, and yet they were surprised when I asked them what they’d be doing for the class. The video game team of Katharine, Alex, Amelia, and Sierra worked the best. Bailey, Simon, and David were very reluctant and shy. Dennis, Nate, Sally, and Allegra slacked off. Dennis and Nate shouldn’t be in a group together and Sally and Allegra both need to get in groups where there is less pressure to “get it right.” Today I got the impression that Sally was just very concerned with keeping up the image of being right rather than improving. She suggested that we do a “more advanced” activity instead of the one we did. I let her know that I did have something else planned that involved homework and she seemed to change her mind at that.

I didn’t really have any problems today. It went relatively well. Aside from students not understanding the activity and some of their reluctance, I think it was a success.

This sort of changes my view on my teaching though. I think I’ve just been getting so dependent on my lesson plans that I’ve been thinking way too hard. I know now that I’m making too much work for myself. I want to do more engaging activities like these instead of just handouts and group discussions. I think if I continue to do more, students will be more active and the sense of community will only get better. David made a very good point about how doing this as a group really broke down some barriers and made us think a little more about how we judge people.

What was amazing that I hadn’t even done on purpose was that each group had at least one person who was knowledgeable in the four areas. We even had the daughter of a pageant mom!

Basically, there are some things I’d like to add to my lessons from now on. I’d like to make sure I add terminology that will be used to my lessons and write them on the board for students to copy down and keep track of. That will ensure that we all have some sort of common language and there will be fewer misunderstandings about what things are. I’d also like to limit myself to HOW MANY activities I have happening in one class. Somehow it’s gone from three or four to five or six or seven in one class. How the hell are students supposed to keep up? I’ve just been overworking myself. I need to pull back. One really meaningful activity is always going to be worth more than a million pointless handouts.

Also, I’ve made accommodations for both Nate and DON. Nate finally came back, but didn’t say why he missed. He’s meeting with me tomorrow at 11:30 to go over what we can do to get him caught up. I will probably have him do a contract grading thing. I will have to read up and refresh myself on it.

I’m letting DON do the workshops at home. He says he lives with his mother so I’m putting him on the honor system and having his mother sign a note saying she helped him with the workshops.

I think today gave me hope that I don’t have to keep feeling so stressed.

Grading folders will be interesting. Got about half of them today. Jerry dropped the course so I am now down to 16 students.

I cannot think of an instance in my teaching that was more personal than modeling my response to the short write activity for this class. I had been wary about approaching so personal a topic and, so initially I resolved to not ask students to share their responses. However, I felt that the purpose of the activity would have been entirely lost had someone not shared and as I noted, much of the class seemed hesitant. So I decided to share my response, a genuine, personal description of my experiences having ADHD. I can still recall how I felt telling them, the odd mix of shame and embarrassment that still lingers today when I think back to when I didn’t know what was wrong with me and why I couldn’t seem to act the way the rest of my classmates did. But, once it was out of my mouth and I saw my students start to timidly raise their hands to share, I felt like a weight had been lifted from my mind. By sharing something so personal, I’d managed to break down one of many walls between myself and my students that day.

By opening the floor for other students to share and to, perhaps, let out some of their own anxieties, I hoped it would help them let some of their own weight off of their shoulders. I was also interested in learning about the previous experiences they’d had with teachers so that I could be sure to approach students the right way in the future. I did not want to be the same kind of teacher who made me feel ashamed for a disorder I couldn’t understand, let alone control.

I had originally planned to begin the second project with a more formal introduction to the topic of culture, but after lamenting over the lack of interactive activities in my class, I changed my plans. As I re-read this journal, I see that this activity went much further in developing a classroom community, which would go a long ways in creating a comfortable atmosphere to discuss the concepts of culture. I am very well aware that my lessons lacked in meaningful collaborative activities at times, so I am very happy that I made time to include this activity into my plans. The writing not only related to our project, but also tapped into students’ personal thoughts and feelings while also being allowed to share their work with the rest of the class. Zemelman, Daniels, & Hyde
(2005) state that “when students hear one another’s work in a positive setting, they’re eager to try new topics and learn new strategies” (p. 90). Zemelman et al. (2005) goes on to remark that “Teachers build [strong] interactive learning context through lessons about listening and respecting other people’s ideas...” (p. 91). Much of the work we had done in class so far was accompanied by reminders from me to take our examination of subcultures seriously and to respect others. Without my emphasis on respect, particularly regarding the tricky subject of cultural norms, I do not think this activity would have succeeded in its purpose. Ultimately, however, it was the fact that this activity was grounded in best practices that made it so effective, since “writing [of this nature] acquires greater value because it serves to promote learning and friendship and itself strengthens the classroom community” (Zemelman et al., 2005, p. 91).

While the success of each small group varied, I feel the one thing that really brought the entire activity together was the fact that, by a stroke of luck, we actually had at least one person who identified with each group that the activity dealt with. We had gamers, Twilight fans, body builders, and even the child of a pageant mom. Therefore, we were better able to use the activity to build up classroom community, but also as a way to get to the heart of the next project, which is mainly how to avoid or recognize stereotypes. By having an “inside perspective” of each group, we could review what was exaggerated, what was realistic, and what was just a stereotype.

I feel that this activity set the tone for all future group activities, namely that I expected them to work together to create something meaningful, not just a table, not just a list. While some of our activities required them to make tables or lists, it was almost always accompanied by an illustration, an example, or a demonstration.

This activity also helped me realize the need for common language in an English classroom. When discussing culture and various aspects of culture, it became necessary for the class to use terminology regularly and for students to understand one another when it was used. While the importance of vocabulary is obvious in the context of English, I felt that terminology might get a bit tricky when it came to a subject such as culture, which seems to straddle the lines between social studies and English. Having taken a course called Peoples of the World at WMU my freshman year, I had developed somewhat of a basic understanding of the concept of culture and how broad it can be. I knew that a few of my students were also enrolled in that course and so I felt the need to ensure that everyone was on the same page in terms of what terminology to use and what vocabulary terms meant. Also, some students were developing issues with misunderstanding assignments because they were misunderstanding vocabulary used in class.

In the context of mathematics, shared, quasi-mathematical language is often employed by students to discuss mathematical concepts they are just learning. According to Pirie (1998), “it generally arises when no mathematical language is readily available, when the language is too sophisticated for the learner, or when a metaphorical image is taken too literally” (p. 21). While Pirie’s quasi-mathematical language usually involves creating a word that doesn’t necessarily accurately describe the mathematical concept, the shared aspect of this kind of language is what I wanted for my class. Culture, sub-culture, traditions, events, behaviors, and customs were all terms that could be easily confused as they have some similar and overlapping definitions. Therefore, I wanted to create a set of terms shared by our class so that we could converse without having to redefine or explain terminology during every class. Pirie remarks that “quasi-mathematical language leads to no difficulties in understanding and can, in fact, often enhance understanding by forming a language-linked image that is of personal relevance to the learner” (p. 22).

While some of the definitions I created with my students were somewhat simplistic (our definition of “culture,” for example), I feel it still helped to serve as a sort of placeholder for the concepts that students were learning through the project itself.
Revised

DAY 8 (September 29)

Instructional Objectives:

• Students will explore the characteristics of a micro-culture
• Students will learn how to expose and recognize stereotypes and perspectives based on factual information vs. opinion
• Students will know how to obtain further information on their chosen culture

Materials:

• Project 2 Assignment Sheets
• Project 1 Folders with feedback
• Micro-Culture Group Handouts
• Poster paper
• Markers
• Tape
• Half sheets of lined paper for exit tickets

Terminology:

• **Culture** – A group that shares values, beliefs, traditions, or has something in common and follows the same social rules. A culture has norms, roles, rules, rituals, traditions, language, and places. Cultures can be permanent or temporary, formal or informal. (Definition created during previous lesson; may vary depending on the class)

• **Micro-Culture** – A subculture within a larger “macro-culture.” A group of people that interact regularly and have things in common which bind them together. (Definition created during previous lesson; may vary depending on the class)

• **Traditions** – A long-standing practice or belief that has been passed on from generation to generation

• **Events** – A special occurrence or instance that is observed by a culture in some shared manner

• **Behaviors** – Actions or responses that have shared significance or meaning among a culture. Behaviors are typically expected of members in order to gain, retain, or redeem membership in a culture.

• **Customs** – A traditional or widely accepted way of behaving or doing something that is specific to a particular society, place, or time. Customs may be specific to a particular culture, micro-culture, or event. Customs can be considered a hybrid of traditions and behaviors, but customs have more power and are seen more as the “rules” of behavior for a particular culture and can vary within the culture itself.

Due: List of campus cultures; Project 1 Folders for those who don’t want an extension

Warm Up Short Write Activity

1. Have the following heuristic on the board for students to write about before the class begins
   a. Write about a time you felt singled out or made fun of by a teacher or your peers. How did it make you feel? Do you think they were trying to help you? What would you have wanted them to do instead?

2. Instruct students who wish to turn in their folders today to have them out on their desks as they write. While students are writing, pass back folders with feedback and collect the rest of the folders. After collecting, instructor should model behavior by writing a response of their own during this time.

3. After about 5-7 minutes of writing, ask for students to share their responses. If students seem hesitant, instructor can share their experience to model and encourage engagement. Remind students that this is a supportive atmosphere and anything that is said in the room stays in the room at that point.

Reminder of Expectations for Class and Groups

1. Remind students of classroom behavior expectations by referencing the syllabus and any student- or instructor-set expectations defined in previous lessons.
   a. No slurs, discrimination, or intimidation based on ethnicity, appearance, sexuality, gender, background, religion, political beliefs, etc.
   b. “We’re going to be dealing with topics and issues that may be sensitive to some students. You may not know what sort of background the person sitting next to you has had and they’re not obligated to give you their life
story if they don’t want to, so just be aware of what kind of impact your words might have on others around you. If anyone feels uncomfortable or has an issue with another student, please come to me and I will handle it as best as I can. If you feel you can handle the issue on your own in a mature way, please do so in a way that does not disrupt the class or cause issues, such as before or after class.”

2. Inform students (if these expectations have not already been set in prior lessons) about what is expected from group work and from individual group members.
   a. “We’ve already had some experience with group work and each of you has had a particular role to play in your groups. Now that we’ve had some experience, my expectation is that the work you’ll be producing will also improve. When you are in a group, remember that your job isn’t just to get an A, but to help each other out. You’ll be doing more than just writing things down and saying your piece. You have to interact, work together, and build off of each other. You’ll have to support each other, perform, create, and interpret. This is more than just coming together and all putting your individual pieces onto a sheet of paper. You have to synthesize, adapt, and create. So my idea and Katharine’s idea might come together to create something new, rather than the two of us just presenting our individual ideas separately in front of the class.”
   b. Assign students to small groups and the roles they will have
      i. Recorder – This person will be responsible for keeping track of group notes
      ii. Leader – This person will be responsible for mediating group discussion, handling conflicts, ensuring group cooperation, and calling for group decisions. This person is NOT controlling the group or deciding for the group, but rather leading discussion and working for consensus among members. If there is a disagreement from another member, they do not have the authority to overrule them.
      iii. Timekeeper – This person will be responsible for keeping track of time during the activity, prompting the leader to move the discussion along when required, and keeping the group on task
      iv. Materials Keeper/Illustrator – This person will be responsible for gathering materials for the group and creating any props or products needed for the activity.
   c. Remind students that while they have a role to fulfill, they are also obligated to help one another out. For instance, if the recorder is not taking any notes while the group rehearses their skit, they can help the illustrator create a backdrop or help the leader take a vote.

Micro-culture Skit Activity (10-15 minutes/2:25)

1. Inform groups of the activity they will be participating in with their groups.
   a. “This activity will examine some of the micro-cultures that we see in our own macro-culture of the United States. These are groups you are probably very familiar with as we see them often in the media, in stories, and in our everyday lives on campus. You’ve all had experience with at least one of these groups, so you’re going to tap into your combined knowledge as a group to paint a picture of what this culture is like using a particular genre. Some of you will do a skit, others of you will create want ads, and others will create a comic. You’re going to use your knowledge of genre and your experience with culture to show us what an average member of these micro-cultures does and acts like.”
2. Assign students to their groups and have them move to a section of the room. Instruct the materials keeper to gather supplies such as markers, tape, poster paper, and any other instructor-provided or student-provided materials.
3. Hand out micro-culture sheets to each group, have the recorder write each group member’s name on the top of the sheet, and then ask for attention before continuing.
4. Go through the list of items on the sheet and ask students to recall the definitions for each item, such as customs, traditions, and behaviors. If these definitions haven’t already been created as a class, do so now. Write these definitions clearly on the board and instruct students to copy them down into their notebooks.
5. Instruct students to focus on getting down information about the culture before creating their “presentation.” As students work, circulate the room, asking focusing questions.
   a. What sort of activities does someone from this group typically engage in? What is their behavior like? If you sat down with them in the dining hall/cafeteria, what’s something they’d most likely be talking about?
   b. How does their behavior differ from someone who isn’t in that group? What do you think is the “opposite” of this micro-culture?
   c. What’s some terminology or slang that is specific to this culture? Remember that in a micro-culture, these things have value to them, but not necessarily to outsiders
d. Who is in charge in this micro-culture? Remember that it might not be a specific person, but could just be a role that someone plays. For instance, the director is usually in charge on a movie set, but the director is a different person for every movie that’s out there.

6. Each group will perform for the rest of the class, demonstrating their skit, want ad or poster, and comic strip. Alterations can be made based on the strengths of students, such as acting out a want ad commercial, or a movie trailer. Remind groups of the LOUD and PROUD motto!

7. Follow-up performances with questions about what parts of the performance were based on stereotypes, whether these stereotypes were hurtful, and how much of them are based in fact. Be sure to differentiate between fact and opinion based perspective.
   a. Does anyone in here belong to any of these micro-cultures? Do you think this was an accurate portrayal? Do you feel that some of these things are hurtful or exaggerated?
   b. How much of your skit or performance was based on direct personal experience? Was it a good experience or a bad experience? Do you think this influenced how you portrayed this micro-culture?
   c. Did you learn anything about the people in this class? Do you feel like this activity helped you consider the experiences of your classmates in a different way?
   d. How do you think we can avoid making stereotypical judgments of people based on what micro-cultures they belong to? Do you think a micro-culture can only be described by an insider or do outsiders have a say in describing them?

Closing

1. Hand out the project 2 assignment sheets and inform students that the project will be introduced at the next class period.

2. Hand out half-sheets of paper and give students 5 minutes to complete an exit ticket on the follow prompt. When students finish, they can be dismissed
   a. How has looking at these common micro-cultures changed your perspective on stereotypes and biases? Do you feel as if you have more understanding or respect for certain groups? Do you feel more capable to differentiate between fact and stereotypes?

Homework:

* Assign readings on research plans, interviews, and research notes
  * Page 197-203
  * Page 238-240
  * Page 226-234

Instructor Homework:

* Grade folders that have been turned in
DAY 8 (September 29)

Instructional Objectives:
• Students will have chosen a culture to research
• Students will understand the format of a proposal
• Students will know how to obtain further information on their chosen culture

Materials:
• Project 2 Assignment Sheets
• Project 2 Checklists
• Project 2 Rubric
• Model proposal
• Key questions for small groups

Project 1 Wrap-up and Reflection (10-15 minutes/2:15)
1. Students will take 10-15 minutes to write their reflection for the project, finish their self-evaluation rubric, and turn in their project folder.

Project 2 Introduction (10-15 minutes/2:30)
1. Hand out assignment sheet, rubric, and checklist to students. Go over the assignment sheet with students, point out that this project will differ from the last one in that it will contain a research portion
2. Remind students that while slightly more formal than project 1, the research they are going to be doing is not going to be highly formal.

Small Groups Narrowing Ideas (15 minutes/2:45)
1. Assign students to their new small groups. Give about 5-7 minutes for students to move to their groups and to get comfortable.
   a. P2 Small Groups
2. Pass out a list of key questions to each group and have them keep them in mind as they share their cultures to decide whether or not they have enough to go on moving forward
3. Have students share their potential cultures and research sites with one another and give feedback

Whole-Class Generating Topics (5-10 minutes/2:55)
1. Have groups share some of their best cultures and their possible research plans/sites
2. Have the class give some short feedback

Proposal and Research Plan Intro Modeling (10 minutes/3:05)
1. Give students a model proposal, one that can be used again for day 9.
2. Explain the format you want their proposal to be in
3. Explain the format of their project and ask students to begin considering which format they wish to use or if they wish to do a more “non-traditional format” which should be included in their proposal.

Homework:
• Write a proposal draft
• Assign readings on interviews and research notes (INTEGRATE THE TEXT)
**Pageant Mom Micro-Culture:**

*Break down this micro culture into-

Norms:

Rules:

Roles:

Rituals:

Traditions:

Language:

Places:

Create a “wanted” poster displaying the aspects of this micro-culture. You will need to include all group members and also effectively portray the “requirements” of this micro-culture by addressing the above mentioned aspects.
Video Gamer Micro-Culture:

Break down this micro culture into-

Norms:

Rules:

Roles:

Rituals:

Traditions:

Language:

Places:

Create a comic strip displaying the aspects of this micro-culture. You will need to include all group members and also effectively portray the "requirements" of this micro-culture by addressing the above mentioned aspects. (Be as creative as possible with this!)
Body Building Micro-Culture:

*Break down this micro culture into-

Norms:

Rules:

Roles:

Rituals:

Traditions:

Language:

Places:

Create a two-minute skit in the style of “the Crocodile Hunter” viewing this micro-culture. You will need to include all group members and also complete a script to hand in at the end of your skit addressing the above mentioned aspects of micro-culture.
What is a Culture?
In class we defined a culture as being “a group that shares values, beliefs, traditions, or has something in common and follows the same social rules.”

Cultures are defined by having norms, roles, rules, rituals, traditions, language and places. All of these can be either formal or informal. A smaller sub-set of these cultures are called micro-cultures. Examples of micro-cultures:

- Facebook
- Coffee Shop Clicks
- Fraternity/Sorority
- RSO/sports team
- Varsity Athletes
- Your group of friends

For this project, we will be focusing mainly on micro-cultures, as these are usually complex enough to study within our timeframe of only a few weeks.

Why explore campus cultures?
At WMU, there are thousands of different people from all over the world. When these people converge they bring all of their unique interests, backgrounds, experiences, skills, cultures, and ideas and use them to form new cultures in their classes, organizations, communities, and in their living and recreational spaces.

WMU has official cultures; majors, athletic events, and others where the sense of belonging comes from knowing the rituals. Sometimes, these official events spawn unofficial cultures that are supported by them. (Go to your first Bronco hockey game and see the “Lawson Lunatics” for a good example.)

Your Assignment:
For this writing assignment, you will choose a campus culture that you belong to, have interest in, or have access to, and do field research on it. A large part of this will be observations, but it may also include interviews, photographs, or more formal research.

Feel free to experiment with some different things in this project. Pictures and interviews are highly encouraged and will really give your writing an authoritative voice. Your final text should inform your audience about the unique attributes of the campus culture you choose to write about. Your final product will be a printed and polished magazine style article about a campus culture.

Your final product may be one of a few different options: a survival guide or a field research report similar to what you might read in a publication such as National Geographic, or another option (approved by me first!)

The Product
Your final product will be an analysis of your research and investigations into a campus culture. This may take a few different forms. It may be a survival guide. It may be a field research report written in a semi-ironic tone.

If you wish to write or present your project in some other format, you must write up a proposal and schedule a conference for me to approve it first.

Your final product will differ in length, depending on the format you choose, but at minimum, it should be at least one and a half pages, single spaced, but can also include pictures, graphics, and other formatting to make it look more professional. We will discuss your options for this in class.

No matter what your format, you will have the option to submit your final product to be put together with the rest of the class to create our very own WMU Geographic book.

The Process
The process for this project will be similar to our last project, but with a few new additions: the proposal and the research notes.

The proposal is a way for you to summarize your ideas and make a plan for yourself as you begin your research and will also serve as a way for me to be aware of what you are working on. You’ll begin by writing a proposal draft and later edit it as you decide on your research plan and the format for your writing.

This project will require you to do research outside of class on your campus culture. As I mentioned above, this will mostly involve observations, but you are free to schedule interviews, take pictures, make recordings, or any other method you would like to try. However, you must make sure that if you intend to use something in your final product other than a survival guide or field research report, that you include it in your proposal for me to approve.

You may also use more scholarly resources such as texts from the library and other more formal research resources. We will discuss what qualifies as an appropriate source in class.

The Reflection
As with our last project, you will write a reflective piece at the end of this project, reflecting on what you have learned, what you still need to work on moving forward, and what you have improved upon since our last project. This will be discussed further in class.

**Grading:** Your final grade will be based on your final product as well as your writing process materials. You will turn in all project materials in your folder with the process materials on one side and the final product on the other. As before, you will be responsible for writing some part of the rubric in class.

**Tips:** This activity may require you to make inferences about various groups by making assumptions or stereotypes. **My expectations for this class are that you will behave as mature and professional adults. Any racist, prejudiced, or otherwise offensive remarks, actions, or statements will be taken seriously.** While I encourage humor, I ask you to be aware of your actions and the possible consequences of your statements. If any student has an issue with anything they hear or encounter during this project, I ask that you come to me so that we can handle the problem appropriately.

**Timeline**
October 4th - Turn in Project 1 Folders or have them returned; turn in your Project 2 proposal draft; begin field research
October 6th - Get feedback on proposal drafts; begin drafting your survival guide or field research report
October 11th - Rubric creation day
October 13th - Workshop day; drafts of survival guide or field research report due
October 18th - Introduction to Project 3
October 20th - Project 2 Folders due at the beginning of class
Project 2 – due dates

Name: ______________________

Proposal draft: **Tuesday, October 4th**

Rough draft: **Tuesday, October 11th**

Revised draft: **Tuesday, October 18th**

Final project folder: **Thursday, October 20th**

This folder will contain all of your Project 2 process materials, as well as the final draft of your how-to guide or field research report.

Project 2 Checklist
(all of which should be included in your final project folder)

**The Process:** (Left pocket of your folder)

- Topic Brainstorming
- Proposal Draft
- Revised Proposal
- Research/Observation Notes
- Interviews (if applicable)
- Rough Draft
- Peer Review/Workshop Response Sheet

**The Product:** (Right pocket of your folder)

- Final Draft
- Self-Evaluation Rubric
- Final Reflection

**This checklist is subject to change before the final project due date. Of course, I will let you know of any changes as the class progresses. I just wanted you to have an outline of what you should be saving for your final folder.**
Journal Entry – Day 12

Today was workshop day. We had a few latecomers and only two missing people. Had four groups instead of three, which turned out to be alright and split the groups up into 3-4. I had the desks set up and let them pick their place. I put people into groups if they showed up late, just to try and even out the mix. The only two I regret putting together are Roger and Nate. David and Roger were the only two really unprepared. I think I may have to mark DON down too because he didn’t seem to have a draft of any sort.

Had students write about what they knew about what we’ll be discussing in Project 3 for the first five minutes. Then we moved straight into Workshop. They had their drafts out and ready to go already so it was just a little hesitant at first.

DON kept taking his phone out. I may start asking him to put it at the front of the class while he’s here, or giving him a little desk clock to keep time since he claims that is what he uses it for. The stations were audience, purpose, research, and interview questions. They really seemed into it. They read aloud, they discussed, and they really used their peer interview sheets. There was rarely a quiet moment. I rotated about the room, making sure each group understood the instructions the first and second times there was a rotation. They REALLY fell into the rhythm quickly. Afterwards, Michelle commented on how they already knew the drill so it was easy to just get into it.

Nipped David’s misunderstanding about the project in the bud when I overheard Sarah trying to prod him to get him to realize he wasn’t talking about culture, but more about the game of Yu-Gi-Oh. I gently said that Sarah had a good point and this seemed to be a good thing. I gave him some advice at the bottom of his proposal, tried to spark his thoughts by giving him some start-up ideas. I think this was a great opportunity to make sure he’s on the right track.

Every group seemed really eager to help one another and some of them started sharing the read-aloud work without being prompted. Dennis, DON, and Simon, a group I thought would struggle to stay on task, ended up working amazingly well as a trio. They were very rarely off topic and were discussing some good ideas. I kept them from getting stagnant by pushing them to think about their format and how that might influence their writing. Michelle and Amelia really took to it.

David was still somewhat uninvolved. Roger and Nate were the stragglers though, as usual. I need to pair Roger with someone more assertive, like Simon, or Michelle, or Amelia. Sally works well with other somewhat confident people, but isn’t really a leader. She was, however, very resourceful. Nearly all of my students feel very involved and excited, mostly because they feel it relates more to them. I am hoping to keep this energy going.

I will need to do a stretch halfway through the stations next time. After the third switch, the energy began to dwindle. So I had them do a quick stretch and get back to work. It seemed to do the trick.

As I said, we took the whole time. I did check-ins frequently to see how much time people needed and I think I was able to gauge the atmosphere pretty well.

They were a little slow on the expectations, but once I wrote them up on the board and suggested they note them down, they were totally with it. Again, I kept them up the whole class.

The LOUD and PROUD motto seems to be sticking! Sarah gave David a really good lesson in what it means to say no and what a viable explanation is. His consultation is after the next class, I will have to remember to speak with him about this.

I love workshop days and the students seem resistant about doing it with Amanda’s class, but seem up for doing competitive grammar activities. The classroom community is really beginning to come together now. And I think I’ve done a good job of breaking up cliques.

Alex and Katharine were both missing. Katharine I knew would be gone but Alex I am surprised to see missing. I am now worried he won’t be prepared, considering he has one of the most complex projects.

Sarah remarked that this workshop made her feel “older” which I interpreted as “more mature” because she thought the points I asked her to think about and work with really helped them get better as writers, not just being right.

I still have to narrow down my focus for tomorrow’s workshops, making sure they are quick and easy to get through. I love the peer interview format, especially in 4 person groups, because it allows for some teamwork, pair work, and even switching off. Trios are good too, especially the way they were set up today. Sierra, Sarah, and David made a good team as did DON, Simon, and Dennis.

Many seemed like they would go to an out of class meeting, although how many would follow through is debatable. I will have to talk more about this at our meeting on Friday.

Overall, I think today was a success and if they come in with big ideas, I will push the deadline back ONE CLASS. If they seem really dedicated, I do not want to cut them off, but I will not delay project 3. I may, however, revise the homework assignments to make it a little easier for them to do in class and with one another.

We will move the descriptive activity to next class, probably as a finisher or maybe a start-up. I would like to do organization as a start-up, sharing some of the formats that Rachel had for her students. Now that I know what many of my students want to do, I can bring in some of these formats too. They all say my examples in the emails have been helping at least somewhat.

I will definitely be keeping workshops for every project, but I have to consider how to do the multi-genre workshop. I will probably consult Romano’s book for that.

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The second workshop day of the course was the first test to see whether or not students could take responsibility and ownership of their writing without too much guidance and prompting from me. It was also a way to gauge the level of support and community in the classroom, whether I needed to include any more team-building exercises or “getting to know you” activities. I was pleased to find
that the workshop stations went a long way in promoting that sense of community and helping one another. As I said in my journal, groups were eager to give each other assistance and provide meaningful feedback. As usual, we reviewed the rules and expectations before beginning. This time, I wrote them up on the board to make sure students were reminded of them as they worked.

This was also an opportunity to observe how certain students worked together in a group and reflect on my own personal feelings on group activities. As a student myself, I preferred being part of groups that remained the same. As a result, in my teaching, I did not insist that students switch up their groups at first. I let students choose their own seats unless they came in late, and then I sat them with groups that were small or, in some cases, with people I felt would keep others on task. Dennis, Don, and Simon all worked wonderfully together and I think it is because they all have a very similar work ethic that I did not notice at the start of the class. All three were very low-key about their writing and preferred to write outside of class rather than in front of their peers. However, it was the motivation that I did notice at the beginning of class that I feel made their group function successfully. If you notice their personal info pages (see pages A-18 through A-23) and look on the back, you will notice my notes about them, written based on the free-write responses they turned in. All three have a desire to learn and write, but are not as outgoing and open with their writing habits. While I definitely did have some issues later on with students picking group members that would not benefit them in terms of work ethic (Alex and David both had a tendency to encourage each other in putting off their work, as did Alex and Simon), for the most part, students chose peers that would do their best to help them. I think by using the Three Rules and emphasizing the importance of helping one another (I know I must have brought it up at least once a week in class), students made responsible choices about who to work with and how to go about getting the work done.

One of my biggest regrets of how I ran workshop days is not requiring students to switch up during peer review more. While small group activities usually had students getting together with new people, workshops were often the same groups. This ended up creating some stagnation later on in the class when groups grew somewhat too comfortable with each other and, thus, began slacking on giving meaningful review to one another. I know that I could have avoided this sort of group stagnation by giving each group member a particular role. Again, as a student myself, I often resented the roles given to groups. I was always designated recorder and I hated it because what ended up happening was my group members simply expected me to write down all the correct answers for them or they merely did it to keep me busy and out of the group discussion. However, leadership was needed in these groups. Without a facilitator, there was no way to ensure they stayed on task and no way of keeping track of progress and avoiding group stagnation.

My observation of David was wonderful evidence of the supportive environment that had been developing in my class. Sarah made a best effort to help David not just by critiquing his grammar or spelling, but by pushing him to consider the format of his project more deeply. She pressed him to consider whether or not his project would contain meaningful writing and if it would stay on topic. I was also happy to see that she was clearly following the expectations I laid out at the beginning of class by pressing her peers into understanding what constituted a viable explanation for rejecting peer advice.

My check-ins were frequent, but I felt I did a better job this time of stepping back and letting the learning happen on its own. I was concerned about students staying on task, but I was also well aware that if I hovered or continuously poked in on the conversations, I would only hinder the progress of the various groups. Tchudi &Tchudi (1999) state that “For the most part you want to keep yourself out of the assessment, or at least operate behind the scenes...you must be cautious so that you don’t take over the group or disrupt its natural flow....If we’ve done our job right, however, the groups come to run on their own” (p. 185).

I think perhaps the thing that convinced me that the workshop was effective was Sarah’s statement that the activity made her feel older and more mature because it increased her sense of ownership and competency as a writer in terms of content, not just in terms of grammar. And, of course, as Tchudi & Tchudi (1999) point out, one of the four facets of the writing workshop is that feeling and attitude of student independence. (p. 147)
Revised

DAY 12 (October 13)

Instructional Objectives:
• Students will further understand the how-to/survival guide genre
• Students will work on giving feedback to their peers
• Students will further revise their drafts

Materials:
• Workshop handouts
  o What’s Your Point? purpose workshop
  o Back it Up! research workshop
  o This Guide Just Ain’t for Dummies! audience workshop
  o Getting the Inside Scoop interview workshop
• Peer Interview Handouts
• How-To Guide Warm Up Example
• Rhetorical Analysis Discussion Guides
• Half sheets of lined paper

Due: 3 printed copies of drafts

Warm Up Activity and Introduction
1. Have desks set up in the appropriate formation for workshops. 4 desks per group, with a folder of workshop handouts at each station and four Peer Interview handouts, one for each group member.
2. Set up each group with the handouts in a folder/envelope
   a. Have a warm-up activity set out for students. Have them silently read through a how-to guide example and have them complete a Rhetorical Analysis Discussion Guide on the piece in their notebooks.
3. Open the class up for a short discussion, reminding students to take note of things that other people say that they may not have thought of. Briefly discuss student responses to each section of the Discussion Guide, having one student give their responses for each.
4. Have students keep these handouts for reference as they complete their project

Workshop Introductions (5 minutes/2:05)
1. Remind students of the workshop format. Students stay where they are seated and pass the folder with workshop handouts to the next group. When the group begins the workshop, one person should read the handout aloud for the rest of the group. This responsibility should rotate to each group member as they move through each workshop
2. Remind students of the Three Rules: Loud and Proud, Be Positive, and You Can Always Say “No”
   a. Give examples of these rules, such as for You Can Always Say “No.” Give students examples or non-examples of how to apply this rule (valid and invalid reasons for rejecting advice)
   b. Post these rules visibly during the workshop sessions
3. Give each group 3-5 minutes to introduce themselves to each other and one interesting thing about themselves

Workshops (45 minutes/2:50)
1. Have students write Purpose, Audience, Research, and Interview in the “Area of Interest” blanks on the Peer Interview sheet. Remind students that when their partner is talking, they should be taking notes diligently and that when they are being given feedback verbally, they should be taking notes.
2. Students will work in pairs in their 4 person groups (or in a trio if there are groups of 3). Students may keep the same partner or may rotate partners for each workshop. The names of all people they partner with should be written on the Peer Interview handout.
3. Students go to each workshop station, reminding students of the format. Students will stay seated and pass the folders of workshop handouts to the next group. During this time, instructor should circulate, ensuring that groups understand directions and to keep students on task. Step in only when issues seem to be arising that could jeopardize the productivity of the group.
   ▪ What’s Your Point? purpose workshop
   ▪ Back it Up! research workshop
   ▪ This Guide Just Ain’t for Dummies! audience workshop
   ▪ Getting the Inside Scoop interview workshop
4. Once students have visited two workshop stations, have the whole class do a 5 minute stretch to combat fatigue. Jumping jacks, dancing, or ayurvedic breathing are all encouraged.

Exit Ticket and Dismissal (5-10 minutes/2:55)

1. Pass out half sheets of paper for students to complete a workshop reflection/exit survey. Have the following heuristic written on the board for students to respond to on their half sheet:
   a. What is one thing you learned about in workshop today that you think will help you improve your writing? What was one thing you found useful from workshop? What’s one thing you didn’t think was useful?
   b. What are you looking for feedback on from me on your rough draft?

2. Once students have completed and handed this in, they are dismissed

Homework:
   • Revise Drafts based on workshop and peer response

Instructor Homework:
   • Respond to drafts
DAY 12 (October 13)

Instructional Objectives:
• Students will gain practice in some grammar and stylistic conventions they are struggling with
• Students will further revise their drafts

Materials:
• Grammar handouts in folders (sort students out by where they are struggling)
• Peer response sheets

Introduction (5-10 minutes/2:10)
1. Discuss how the workshop today is going to operate
2. Assign each group of students to their small groups or call out the first group to work with you while everyone else works on their drafts or gets peer response from a partner

Grammar Mini-Lessons (20-25 minutes/2:35)
1. Have students get into small groups all at once or one at a time
2. Each group has a self-contained grammatical or stylistic mini-lesson
3. Work with students through these mini-lessons and assist them in beginning to apply these conventions to their own work

Creating a Rubric (15 minutes/2:50)
1. Have students come back together from their work
2. Inform students that they will once again be creating a rubric which will be used to evaluate their final product
3. Assign each group one or two HOC or LOC to write criteria for
4. Have each group share with the class
5. Collect the criteria to turn into a rubric

Homework:
• Revise Drafts
Peer Interviews

Process Piece: ____________________________

Interviewer: _______________________

Interviewee: _________________________

Tips for a successful peer interview:

• Listen! Make an effort to hear and understand what your partner is trying to say.
• Take notes! If you find anything your partner says confusing or interesting, or if you have a comment you want to make, write down a quick note and save it until it is your turn to speak.
• Be specific! Write down meaningful feedback and give meaningful feedback. If you can honestly think of nothing that your partner needs to improve, then you should be giving them ideas of how they can go above and beyond. A peer interview should NEVER simply end with the phrase “I thought everything was good.” You should always be working proactively to improve or expand each other’s ideas.
• Be honest! If you really don’t understand something, don’t be afraid to point it out. If you don’t agree with feedback given to you, you are free to reject it, but you must be prepared to explain why to your partner.
• Write your thoughts! Make your notes as clear as possible, but don’t let clarity consume your note-taking. Make short notes and explain them for your partner during the discussion portion of the interview. If you need to make notes on each other’s papers for your own clarity, feel free to do so.
• Don’t erase! Don’t scribble out or erase any of your notes on this sheet. Sometimes you may put the wrong note in the wrong spot. That is okay. Use an arrow or a note to remind yourself or partner of where it was meant to go. Your feedback and your response to the feedback you are given are a part of your final project grade. This worksheet gives me some insight into how you handled giving and getting feedback as well as how you applied it to your final product.
• Try working in pieces. Sometimes it helps to talk about one area of interest, have your partner take notes, and then move on to the next area of interest. Feel free to work together to try and find a comfortable way to work through the interview.

| Area of Interest: ____________________________ | Area of Interest: ____________________________ |
| Area of Interest: ____________________________ | Area of Interest: ____________________________ |
| Area of Interest: ____________________________ | Area of Interest: ____________________________ |

Ideas for Improvement:
Getting the Inside Scoop

Many of you plan on holding interviews for this project. I've sent out a great deal of resources on how to set up a great interview, but we can't forget the most important part of the interview: the questions!

Interview questions can be tricky things. Sometimes we can ask loaded questions, sometimes we can be too vague. Sometimes we might end up leaving the interview realizing that we didn't get any of the information we needed! There are a few ways to avoid these problems. Take a look at these tips from the OWL at Purdue:

When creating questions you want to avoid:

**Biased questions**
Biased questions are questions that encourage your participants to respond to the question in a certain way. They may contain biased terminology or are worded in a biased way.

**Biased question**: Don't you agree that campus parking is a problem?
**Revised question**: Is parking on campus a problem?

**Questions that assume what they ask**
These questions are a type of biased question and lead your participants to agree or respond in a certain way.

**Biased question**: There are many people who believe that campus parking is a problem. Are you one of them?
**Revised question**: Do you agree or disagree that campus parking is a problem?

**Double-barreled questions**
A double-barreled question is a one that has more than one question embedded within it. Participants may answer one but not both, or may disagree with part or all of the question.

**Double-barreled question**: Do you agree that campus parking is a problem and that the administration should be working diligently on a solution?
**Revised question**: Is campus parking a problem? (If the participant responds yes): Should the administration be responsible for solving this problem?

**Confusing or wordy questions**
Make sure your questions are not confusing or wordy. Confusing questions will only lead to confused participants, which leads to unreliable answers.

**Confusing questions**: What do you think about parking? (This is confusing because the question isn't clear about what it is asking—parking in general? The person's ability to park the car? Parking on campus?) Do you believe that the parking situation on campus is problematic or difficult because of the lack of spaces and the walking distances or do you believe that the parking situation on campus is ok? (This question is both very wordy and leads the participant.)
**Revised question**: What is your opinion of the parking situation on campus?

**Questions that do not relate to what you want to learn**
Be sure that your questions directly relate to what it is you are studying. A good way to do this is to ask someone else to read your questions or even test your survey out on a few people and see if the responses fit what you are looking for.

**Unrelated questions**: Have you ever encountered problems in the parking garage on campus? Do you like or dislike the bus system?

If you have your interview questions prepared, go through them with your partner. Try and see if you have any of the ineffective interview questions listed above and see if you can revise them to make them more effective.
Back It Up!

A big part of sounding authoritative or convincing is having good research to back it up. In most research papers or projects, you should usually have at least one resource to back up any claim or assertion you make. For this project, our research was somewhat more informal, so you may not have formal citations or a works cited page, but you should have some interview quotes or some observation information to support you and your expert voice.

If you have a typed transcript of your interviews or even of your field research observations, you can practice in-text citations by using these resources. Divide your interview and your field research observations into paragraphs or manageable chunks and number them, as well as the pages. You may also find it helpful to name your documents, such as “Interview 1” or “Field Observations 1”. Then, in the text of your article, at the end of a sentence, if you want to refer to something from your research notes or quoting something from an interview, simply add (name of document: page number, paragraph/line number). This is a very informal citation method that you may use for this document, to practice in-text citations, but is not the same citation style that is normally used in formal research papers.

Most of you did very hard work gathering information for this project, so make sure you show it in your article! Be an expert! Show your knowledge by making good use of your data and research!

Be an Expert

Switch papers with your partner. With a pen, pencil, or highlighter, go through the document and make note of where the article is making claims or assertions. Then, with a second color, go through and mark the place where they have a resource to back themselves up. If they don’t, make note of it on their interview sheet and refer to the place you are talking about. When you are finished, discuss the sections you noted as missing resources with your partner. Go through their field research notes and interview notes to see if they can find a resource to back up their statement. If they don’t have any, try and come up with a plan for them to get the information they need. Do they need to ask a few more interview questions? Do they need more field observations?

OR

Discuss with your partner the research they’ve already done. If they have their field observation notes or interview, take out a Microcuture Chart and try and fill it out based on the notes they have. Be critical and be thorough. You can do this for each other separately or you can do it together for one person and then the other.

Take note of any blank sections of the chart or any box with very little information. Depending on the focus of your topic, these sections may or may not need to be filled in more. When in doubt, FILL THEM IN. If they are blank, discuss possible research options with your partner about ways you could get information to fill these blanks in. Do you need more field observations? Do you need to schedule another interview?

What’s Your Point?

Every piece of writing, every genre has a specific purpose. Every piece of writing has a reason it was written. In your proposals, you specified a research focus and a research plan. These were all influenced by the purpose of your research. In turn, your final product will also be influenced by the purpose of your research. What you include and what you leave out all say something about what you are trying to accomplish with your article, guide, picture book, etc.

To create an effective guide or article, you want to make sure your purpose is clear. A survival guide that isn’t clear about what you’re trying to survive won’t be much help (especially not against a hoard of hungry zombies!). Similarly, an article that never gives a clear picture of the culture you are writing about isn’t very enlightening. It is very similar to a flyer that is confusing or overly complicated. If you don’t know what it’s about, you’re likely to just toss it aside.

Cut to the Chase

Read your rough draft aloud to your article (including notes of anything you intend to include) to your partner. If you have already done so, you may find a new partner, but you should read your piece aloud again whether you have already done so or not. Have your partner take note of sections that let them know what the purpose of your writing is on your interview sheet, whether it’s an outright statement of the goal of your article, or it’s a piece of information that was included or left out. Your partner should try to identify the purpose of the piece as they are listening. After you are finished reading aloud, have your partner tell you what they thought the focus of your piece was. If their answer differs from your intended purpose, go through the sections your partner took note of and discuss whether or not to revise these sections to better fulfill the purpose of your piece. Work with your partner to revise your piece to better accomplish your purpose. Do you need to add more information? Do you need to be more detailed with your writing?

Your focus is what makes your purpose clear. Being specific and detailed with help you and your audience understand what you’re trying to accomplish with your writing.
This Guide Ain’t Just for Dummies!

Remember that we discussed the role of audience in a genre and that when a writer creates a text, they make certain assumptions about their audience. These assumptions influence how you structure a text, the words you use, and the information you decide to include. In your guide or article, you are writing about a culture in order to introduce them to your audience. This usually implies that your audience is an outsider to the culture you are writing about. There are exceptions, of course, but you will usually be aiming at an audience that is unknowledgeable about your topic.

When your audience is unfamiliar with your topic, you always have to be careful that you aren’t talking over their head. No matter what format you are working with for your final product, it should definitely be “dummy-friendly.”

Dummy-friendly, not dumbed down!

Your text should be easy for your audience to understand, but shouldn’t criticize their intelligence either. You want to make sure you find a balance between too much and too little information.

Most of you have partners who are outsiders of the culture you have written about. If your partner is familiar with your topic, try and partner up with someone else in your workshop group. Then, read your rough draft aloud to your partner (as well as any notes about what you intend to include). Your partner will take notes on your peer interview sheet as they listen about spots where they want to know more, or where they are confused by something. After you have finished reading, you and your partner will discuss how to add or subtract information as you see fit. Discuss how you can reword passages. You should try and verbalize these sections for your partner until you find a way that is easy to understand, yet isn’t too simplified. Take notes of your intended changes on your draft or on your peer interview sheet (YOUR sheet, the one that your partner has been taking notes on; YOU should be getting back the changes you want to make!)

Switch roles, and repeat this process.
Journal Entry – Day 23

Today is the second day of individual consultations and I have to say that I have been surprised by most of my students. Those that I was concerned about have stepped up and impressed me. However, there are a few that I am now worried for. Sally is still resisting any kind of authority I try to exert. She seems adamant in doing things her own way. She doesn’t seem to be looking for feedback from me, but praise at this point. Upon reminding her that she needed to have her typed plan of writing with her, she got very indignant and asserted that it wasn’t as if she wasn’t doing any of the work. I tried to let her know that I was trying to be fair because everyone has to follow the same standards here and I’m not allowed to favor any student over another. When I also asked her about her sources for her annotated bibliography, she said that she didn’t have them and expressed no regret, apology, or concern when I reminded her that I could fail her for not having them like we agreed. I’m honestly not sure what to think. Her writing is not strong enough to warrant skipping revision, but it’s not necessarily weak enough to justify not passing her. I will have to see how she is in this project. Mostly, her issue now is with respect.

Doing individual consultations was incredibly helpful. It really gave me a chance to meet with students and get some valuable information out in the open. It also gave me an opportunity to explain things like repetends in an individualized way to assure that everyone understood what they were. I was resisting the idea of continuing individual consultations that way for the sake of time, but I now see they might be more beneficial than anything else.

Dennis never showed. That’s troubling to me, because he’s been slipping away more and more. However, DON and Alex really stepped up when I challenged them during consultations. Sarah and Katharine both showed up as well and we made good use of our time. I think that this format helped me to better address the individual difficulties I’ve noticed students having. For example, Katharine needs more attention to organization, so I could help her break down her topic into subtopics to help focus her pieces. Sarah needed more clarification on purpose, so I helped her frame her pieces that way. Amelia and Michelle both needed reassurance in their process, so I cleared up any unnecessary worries. I’m very much enjoying discussing students topics.

Simon’s meeting was most interesting in terms of how we “teach” writing. He asked me, essentially, how he was supposed to “do” his roster. To which I replied, “Well, how do you want it to be done?” and led to me explaining that he should be researching rosters already out there, finding examples, learning the conventions on his own. His questioning really helped me to put my own purpose and goals for this project into focus.

Roger…is near failure for the class. He seems really discouraged and I wonder if I am being way too hard on him. I would love to do a quasi-contract with him, asking him to show me what he’s made of for this next project. He also might be bummed out because I haven’t graded his work. I will email him and ask him to turn them in and I can grade them properly. He’s been late and forgetful and it’s frustrating, but I think I’ve been taking frustration out on him in the form of being extra demanding. And I should be, but I think there has to be some give too. I’ll set him up with an agreement about what needs to happen by next class, I’ll grade his work, and it’s frustrating, but I think I’ve been taking frustration out on him in the form of being extra demanding. And I should be, but I think there has to be some give too. I’ll set him up with an agreement about what needs to happen by next class, I’ll grade his original work, and I’ll see what happens from there. If he falls behind on this next project, he doesn’t pass. I’ve talked to Alex and DON about the same things, and soon David considering that his project folder didn’t even have his final drafts inside. This is really disappointing, since he was doing so well on his work lately.

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These individual consultations were a great way to apply the best practices of promoting student ownership and responsibility, as well as using constructive and efficient evaluation of student work. As I said in the journal, by working with students individually, I was able to address each students’ needs on an individual basis depending on their progress and their specific topic. It was also a more reliable, dependable way to check for student understanding. Tchudi & Tchudi (1999) remark that “The conference is a particularly efficient use of teacher time, because you can spiel out more words per second than you can write. More important, you can find out what students need and zero in on their problems” (p. 185).

Students were responsible for bringing their drafts, questions, and confusions to me. Notice the requirements for individual consultations in the appendix (A-5). While I did not always hold to these requirements for students due to lack of time, students knew upfront that they were responsible for bringing these things. Some students always brought at least one draft and two questions (not always written) whether or not they were addressed during the consultation. Those that did not bring them were simply responsible for catching their own errors or fixing their mistakes on their own time.

Simon’s question about how to “do” his genre was also very enlightening. I felt like this question really cut to the heart of what the multigenre project was all about. Are they writing for the teacher? For themselves? For a specific audience? Because the multigenre project focused a great deal on audience and purpose, I wanted students to consider and determine the audience and purpose for each of their genre pieces. I wanted students to take ownership of their own work. I made them responsible for researching genres and I asked them “who are you writing this for? How do you want it done?” I did not want to tell students who to write to, since each genre would inevitably have a different audience and purpose, and so I asked them to take note using their brainstorming chart and to organize the answers to these questions in their introduction and notes page.

In the future, if I teach this in a high school classroom, I think I will take the same route as Sakeena Everett, who worked with her students to create a published book of pieces of writing from each student in her classes. The curriculum of the school she taught in required a new genre to be taught every six weeks. I think I would use a similar format, teaching various genres over the course of the class and having the multi-genre project due at the end of each marking period, semester, or even year, compiling their findings,
research, and work from the rest of their genre activities. Looking back, this would have been incredibly helpful for my students to have reinforced various genres throughout the course. I know other instructors did this, but I did not and I now wish I had.

I also had to consider student motivation during my interactions with Roger. Missing work was a big deal and I had given him so many chances, but I was very frustrated that he seemed less motivated to do work when I told him to not bother turning in the things he had already missed the deadline for. I figured that he would be relieved to be able to dedicate more time to the current project, but instead, he seemed frustrated. In Kathleen Cushman’s book *Fires in the Bathroom* (2003), the students she interviewed gave their opinion on this kind of treatment stating that “You want to know that when you work hard it will be rewarded or acknowledged. If teachers don’t pay enough attention to know when a student has really put in some extra effort, then I don’t think that students will try hard...” (p. 80). I was lamenting doing this because I knew that if he turned in his project, he would more than likely get a very low grade after being marked down for having missed the due date. However, Cushman’s students had something to say about this as well. Veronica states that “If my teachers told me how I was doing without grades, I would pay attention to it. You want to know how you’re doing, but you don’t want to feel bad about yourself. Just say: I want you to do this, and this, and this. They would be treating us with more respect” (p.80). In the future, instead of simply coming to a verbal agreement with a student like Roger, I would want to take some real time and draw up a plan with them of exactly what they would do to make up the work and when they would turn it in. I understand I handled the issue somewhat poorly and I think it was a good experience in how to handle student motivation through how I treat the work they do for the class.

However, after seeing Roger’s final project, I do not think my actions were the cause of his lack of motivation. It did cross my mind that perhaps by tossing aside student work, I was giving the message that I didn’t care about what was already done. Therefore, I told him to turn everything in on the same day and that I would grade his work anyway. As it got to the last few weeks of the course, it was difficult keeping motivation up in those students who had missed work or turned in projects late. Even those students who were keeping up with in-class work seemed to fall behind in performance if they had missed any project due dates. David, for example, missed his turn-in for project 3 and, while he had been improving, turned in a final project that did not constitute passing the class.
Revised

DAY 23 (November 19th) Consultation Day

Instructional Objectives:

1. Students will develop a plan for completing rough drafts of their multigenre project
2. Students will discuss areas of focus for their rough drafts and develop a plan for editing and revising in these areas

Materials:

- Individual writing schedule sheets
- Student rough drafts
- Example multi-genre project
- Graded P3 folders

Due:

- Varies based on each student’s chosen due dates

Consultations

1. Students will meet individually with instructor for approximately 10-15 minutes to discuss the progress of their drafts so far
2. Students should bring
   a. At least 2 questions or concerns about their work so far
   b. Drafts or revisions that are due based on their individualized due dates
3. Before beginning the consultation, hand back the student’s P3 folder and give any feedback necessary. Then, have the student put the project aside and take out their drafts and questions for the multi-genre project.
4. The student should begin by voicing their 2 questions or concerns for the instructor. Any questions dealing with drafts should be handled first.
5. Instructor should read through student drafts and briefly discuss
   a. Areas of focus for revisions. Limit to 1 or 2 per piece, writing down comments on student work or on a separate sheet of paper
   b. Strengths in their writing.
6. Any other student questions should be addressed after this, such as questions regarding due dates, late work, or Lower Order Concerns not yet addressed in class
7. Instructor should ask student how they plan to complete their repetends. If student expresses confusing or does not have a plan, instructor may use an example multi-genre project to demonstrate repetends for the student and to give ideas.
8. Before the student leaves, instruct them to write down two actions they will take to complete revision on their drafts. Remind students of what is due by the next class period before dismissing.

Homework:

- Revise drafts
Note: There was no original lesson plan for this day.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date assignment is due in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will complete</td>
<td>By this date</td>
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Additional notes:
Project 4 - Multi-genre Project
Proposal /Outline (Due Thursday, November 17th)

Project Overview: What topic are you choosing for this project? Are you truly interested in this topic? Do you have access to enough information on this topic? Is it limited enough in focus? Does it contain a clear message that can be presented to an audience through a specific theme/idea/concept within your four genres?

What do you want your audience to come to understand about you and your topic through your project? Why?

Genre 1 (CATEGORY): What genre are you choosing? Why do you want to use this genre? Why is this genre relevant to your topic? How do you plan on preparing this piece?

Genre 2 (CATEGORY): What genre are you choosing? Why do you want to use this genre? Why is this genre relevant to your topic? How do you plan on preparing this piece?

Genre 3 (CATEGORY): What genre are you choosing? Why do you want to use this genre? Why is this genre relevant to your topic? How do you plan on preparing this piece?

Genre 4 (CATEGORY): What genre are you choosing? Why do you want to use this genre? Why is this genre relevant to your topic? How do you plan on preparing this piece?

Introduction: What are some things you are going to want to tell your reader so that they can effectively understand you as a result of reading your project? How do you want to introduce yourself in relation to this project?
Project 4 - Topic and Genre Selection Peer Review

**Topic**
What is your partner’s topic? Are they passionate about this topic? Is it focused enough for the scope of this project? Can you foresee any issues or problems in doing this topic, such as lack of available information or being too broad to be covered in only 4 written pieces?

**Genre 1**
What is your partner’s first genre selection? Why did they pick this genre? What aspect of their topic is it meant to convey? How does it do this? What, exactly, is their plan for this piece? Give suggestions about how your partner can complete this genre or how they can make it more relatable to their topic.

**Genre 2**
What is your partner’s second genre selection? Why did they pick this genre? What aspect of their topic is it meant to convey? How does it do this? What, exactly, is their plan for this piece? Give suggestions about how your partner can complete this genre or how they can make it more relatable to their topic.

**Genre 3**
What is your partner’s third genre selection? Why did they pick this genre? What aspect of their topic is it meant to convey? How does it do this? What, exactly, is their plan for this piece? Give suggestions about how your partner can complete this genre or how they can make it more relatable to their topic.

**Genre 4**
What is your partner’s fourth genre selection? Why did they pick this genre? What aspect of their topic is it meant to convey? How does it do this? What, exactly, is their plan for this piece? Give suggestions about how your partner can complete this genre or how they can make it more relatable to their topic.

**Repetends**
What does your partner intend to do for their repetends? Do they have a plan? Does each repetend relate to the topic and format of their project? Give suggestions about what your partner could use for repetends and the form they might take.
Yes! Today my minimalist approach to planning has paid off! I resisted the urge to overload the schedule. Instead of spending a lot of class time on discussing table of contents, a really Lower Order Concern, I used the resources of internet and email to my advantage. I will probably do the same thing next class when we discuss MLA and Notes Pages. I know some people will have trouble with the Notes Page, but students are already working so hard on what they have. Roger is catching up, and even though I’m already making concessions, I won’t be making any more in terms of due dates. I mean it. I must tell myself that I mean it. I am already being too nice.

Brushstrokes were FANTASTIC. They were a big hit with most of the class. Michelle and Allegra, the two who seem to struggle the most with sentence structure (although both eager as writers) even came up with some great examples without being asked.

I’m already sensing some issues with respect with Simon and Sally. It’s annoying and I can’t think of how to address it. Both of them have taken on this role of “observer” and I felt really peeved about it. Sally is definitely advanced and she’s definitely doing things her own way. I just don’t know how to tamp that down without having her shut down on me. The fact that we are both women makes things even trickier as I am not very well-versed in handling female confrontation and competition. Simon…even without Dennis and Don present, he finds his excuse to not participate in Alex. Although Alex is doing an amazing job so far.

Overall, the students were engaged, some were eager to share, and I shared my own writing as well and did the brush strokes with them. This really seemed to get things moving along. I feel very happy that I decided to model using my own writing. It seems to keep coming back to good modeling. Before, when I used resources I did not create, it didn’t seem to ring with students. However, doing this project with them, the piece I read from and did brushstrokes on…they seemed to be able to tell that it was genuine. I think my reading aloud also set the stage for how sharing should go. Students who shared were open to suggestions from peers and their peers were eager to give ideas.

Don had to leave early, but he’s been doing pretty well. I anticipate him coming back slightly behind, but he is very invested in his topic. The only issue I can foresee is with Dennis, who missed his consultation and class today. I have not heard anything from him. I’m worried he will stop coming entirely. Amelia was also gone today, which is unlike her. Having them go back to doing exit slips and free-writing is a refreshing change and I think they enjoy it. I know I’ve made some mistakes in my teaching thus far, I feel like now is my chance to change it all around.

I will continue to stick to my minimalist approach, teaching only what needs to be taught and getting them as involved as possible by showing its usefulness and importance upfront.

With only 3 more classes, my thesis, and this project all bearing down on me, it’s all I can do to remember to keep my cool. I think I managed to do that pretty well today in class. Let’s hope I can keep putting together very judicious lesson plans and using time wisely!

†††

Throughout the course, I struggled with the concept of planning and time management. As time went on, I learned what could be realistically done in 5 minutes and what would take closer to 30 minutes. My revised lesson plans usually also contain revised predicted time taken for each activity. I realize that in a secondary classroom, my ability to use email to cover items I do not have time to cover in class will be virtually nonexistent. However, having this capability allowed me to allocate more class time to teaching Higher Order Concerns and how to best teach Lower Order Concerns without compromising that time. Sending emails and sending students home with handouts are much the same thing. Therefore, I gained a little more experience in how to best set up students for success for work outside of the classroom.

The Writing Brushstrokes activity that I used during this class was probably my best experience in the best practice of teaching grammar and mechanics in context. While we did have grammar minilessons throughout the course, I felt that this activity was the most effective in that it related closely to the writing students were currently doing in class and it involved grammar concepts that students were intimately familiar with. The first minilesson, the one on research plans and proposals, related directly to the second project and provided students with a model, not only of grammar minilessons, but also of their homework assignment for that night. However, I felt like its connection to the grammar and mechanics my students were familiar with was flimsy. I wanted them to be able to use the minilessons to apply it to their own writing and to correct their own sentences in real time. Not only was this an attempt to teach grammar in context, but was also an opportunity to focus on Lower Order Concerns during class without deviating from Higher Order Concerns. While students only seemed mildly involved before during these minilessons, they were very active for this one. As I said in my journal, even some of my struggling students were offering up their own examples without being asked.

This activity was wonderfully multi-faceted because it also presented a great opportunity to model by sharing my own writing and revise my own writing in front of them as well as set aside class time for writing and use multiple stages of the writing process in that time. Doing the multigenre project along with my students provided me with countless opportunities to bring the activities to life. Beyond just this activity, I wrote notes pages and participated in peer review with students as well. Looking back on this journal and the others from that project, I can see how powerful this modeling was. By sharing my own corrections using the writing brushstrokes, students not only had a real-world/real-time example of how to use these brushstrokes, but they could also see how much I valued these tools in writing. I opened up the floor to them to give me feedback and suggestions, how to revise other parts of my writing, and which of the two versions - original and revised - sounded better. In short, I set an example. I put the idea out there that it is okay to
ask for help, even if you think you’re a great writer. Students were very invested in the opinions of their peers during the activity, which really reinforced the importance of using class time for writing as it gives students an entire classroom of support. I know that many times during my teaching, I would delegate writing time for short writing activities or something to be done at home. However, in the last few weeks, when we used a great deal of class time for drafting and peer review, I noticed a change in the students. Sometimes they were off task, but many times I would walk around and I would hear students discussing what they could do to make their writing better and how to approach their topic or genre.
**Revised DAY 24 (November 29th)**

**Instructional Objectives:**
1. Students will gain experience with grammatical brushstrokes and apply these brushstrokes to their drafts
2. Students will share what they have learned so far about their selected genres

**Materials:**
- Brushstrokes workshop sheets
- Half sheets of lined paper
- Instructor’s drafts

**Due:**
- Varies based on individual student due dates

**Warm Up Short Write and Announcements (15 min/2:15)**
1. Have the following heuristic up on the board for students to begin writing about before the bell rings
   a. What is one piece or one example of a genre you found that was interesting to you?
2. Those students who are scheduled to share should share with the class, using their short write to guide their presentation.
3. After presentations, ask students about their holidays or if there are any questions before beginning.
4. Briefly cover the agenda with students, discussing what students will be doing for the day
   a. Grammar Mini-lesson: Writing Brushstrokes
   b. Drafting time and individual consultations

**Brushstrokes Workshops (20 min/2:25)**
1. Instruct students to take out one of their rough drafts, particularly one they are very proud of or enthusiastic about. As students do this, pass out the brushstrokes handout to students.
2. Go through the handout with students, asking a student to read the explanation of the first brushstroke aloud. After, the instructor should go through the three examples, elaborating on the changes made in each example and asking a student to rephrase what the brushstroke does before continuing. If a student cannot rephrase, the instructor should give more examples and reword the description of the brushstroke and check for understanding again.
3. Have students look through their drafts to find a spot where the brushstroke can be applied.
   a. Adjectives shifted out of order – Find a noun with some adjectives describing it or add adjectives to describe a noun
   b. Painting with Action Verbs – Find the word “is” or “was” in your draft
   c. Appositives – Find a noun without any description attached to it
4. Give 5 minutes for students to apply the brushstroke to their draft. Instructor should be working to apply the brushstrokes to their own writing. Instructor should share the changes they made with the brushstroke before opening up the discussion for students to share their changes aloud.
5. Repeat this process with the other two brushstrokes

**Drafting Time and Individual Consultations (45 min/3:40)**
1. Allow students drafting time
   a. As students work, instructor should be helping students peer review, answering questions, or keeping students on task
2. Call various students out into the hallway to have meetings as needed

**Exit Ticket (5 minutes/3:40)**
1. Have the following heuristic written up on the board for students to write about on a half-sheet of paper
   a. Write for 5 minutes about one thing you are confused or unsure about for this project. Think carefully. A lot of information on when things are due is already listed on your assignment sheet. Make your question count!
2. When students are complete and have handed their exit ticket in, they are dismissed.

**Homework:**
- Revise drafts

**Instructor Homework:**
- Review Questions
- Revise ABC’s, letter, repetends
DAY 24 (November 29th)

Instructional Objectives:
1. Students will gain experience with grammatical brushstrokes and apply these brushstrokes to their drafts
2. Students will explore various examples of tables of contents
3. Students will share what they have learned so far about their selected genres

Materials:
- Brushstrokes workshop sheets
- Table of Contents

Due:

Introduction and Announcements (5 min/2:05)
1. Ask about holidays, ask if there’s any questions, discuss agenda

Brushstrokes Workshops (20 min/2:25)
1. Handout 3 brushstrokes workshops, use it on one sentence each, ask students to share and apply

Table of Contents (10 min/2:35)
1. Use projector to explore table of contents examples

Sharing (15-20 min/2:55)
1. Students will share one piece or one example they are proud of or found interesting

Drafting Time and Individual Consultations (45 min/3:40)
1. Allow students drafting time
2. Call various students out into the hallway to have meetings as needed

Exit Ticket (5 minutes/3:40)
1. Write for 5 minutes about one thing you are confused or unsure about for this project. Think carefully. A lot of information on when things are due is already listed on your assignment sheet. Make your question count!

Homework:

Instructor Homework:
- Review Questions
- Revise ABC’s, letter, repetends
**Brushstrokes Handout**

**Adjectives Shifted Out of Order**

**What happens:** Instead of writing a 'safe' and simple sentence in the 'right' or 'typical' order, where adjectives appear before the noun they modify or after a form of the verb "to be," adjectives are shifted in reverse order.

**Examples**

<table>
<thead>
<tr>
<th>Original</th>
<th>Revised</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thick grimy dust covered the furniture throughout the room.</td>
<td>Dust, thick and grimy, covered the furniture in the room.</td>
</tr>
<tr>
<td>Tiny, gentle and twinkling stars appeared in the sky.</td>
<td>Tiny stars, gentle and twinkling, appeared in the night sky.</td>
</tr>
<tr>
<td>The lovely, good-humored and smiling Rebecca made everyone around her happy.</td>
<td>The lovely Rebecca, good-humored and smiling, made everyone around her happy.</td>
</tr>
</tbody>
</table>

**Painting with Action Verbs**

**What happens:** Instead of writing a sentence that explains what a character "is" or "was," this brushstroke adds action to the sentence. They modify the verb to connote action instead of states of being. Action verbs help you show instead of tell.

**Examples**

<table>
<thead>
<tr>
<th>Original</th>
<th>Revised</th>
</tr>
</thead>
<tbody>
<tr>
<td>The man was in the garage.</td>
<td>The man worked tirelessly in the garage.</td>
</tr>
<tr>
<td>The gravel road was on the left side of the barn.</td>
<td>The gravel road curled around the left side of the barn.</td>
</tr>
<tr>
<td>The grocery store was robbed by two men.</td>
<td>Two men robbed the grocery store.</td>
</tr>
</tbody>
</table>

**Appositives**

**What happens:** This brushstroke adds more detail to your writing by "renaming" a noun to add a second description, image, or idea to that noun.

**Examples**

<table>
<thead>
<tr>
<th>Original</th>
<th>Revised</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. McCool gave me an assignment.</td>
<td>Mrs. McCool, my favorite teacher, gave me an assignment.</td>
</tr>
<tr>
<td>The boat bobbed in the lake.</td>
<td>The boat, a small weathered fishing vessel, bobbed in the lake.</td>
</tr>
<tr>
<td>The elephant charged the lion</td>
<td>The elephant, an angry 1400-pound beast, charged the lion.</td>
</tr>
</tbody>
</table>
Journal Entry – Day 25

Doing this project along with my students is probably the best decision I have made all semester. I was able to take control of the pacing and sequence of the class without being demanding or too reliant on the lesson plan. I feel like this lesson plan was my most well thought-out. I deliberately structured the Notes exercise to take the intimidation out of it. I wanted the students’ thinking and reflection to be genuine, rather than prompted by something in print. I wanted them to do it without thinking about format, about order, or about grades. It went very well, I think, although I should have planned to have some kind of peer review afterwards, but I think my exit slip helped counter some of this.

Using Lindsay’s project as an example was wonderful. Seeing it in front of them really helped students bring their ideas together. They all suggested changes or revisions to their own work to me when I came around to check. Nearly everyone who showed up today was on track with their work and focused. There was a definite lull in activity near the end, but again, my exit slip helped to counter this.

Everyone really did well today, except possibly for David and Don. But Don seems to be a lot like me: he works best away from everyone else. He doesn’t like writing in front of others. I understand that. He shows up with the necessary work completed, which is a huge improvement, and even though he is easily distracted, gently prompting him to write something down or take note seems to be doing the trick.

People are moderately eager to share, although I had to prod a little harder than last time to get some volunteers. It’s not as active of a community as I would like. Cliques have definitely begun to solidify. I am hoping that a small game next time will dissolve that a little, if only for the time being.

I now realize that my schedule is somewhat crowded for the next class, but it seemed a little crowded this time too. And we were DEFINITELY ahead of schedule today, which was great. I just feel like I’ve finally gotten the flow of this, gotten into the rhythm. Everyone knows the routine and they are really getting into it. It’s a pity it’s all over after next week. Anyways, on Tuesday, the schedule on the board only had 4 items. Today it had 7. Yet we finished earlier today. So, obviously it’s not about how “simple” or “crowded” my lesson plan is, but rather the thought and purpose of each activity. The Notes activity was structured, it was clear, and I think it really helped students understand the structure of each entry.

Dennis tried to ask “weren’t we learning about the notes page?” in the middle, and perhaps I was too vague, but again, I didn’t want students writing KNOWING that what they were writing was their first notes entry. I knew, based on my previous experiences with them, that it would only prompt more worries, concerns, and questions than it would actual writing. I wanted them to get the words on paper, then worry about the format and assignment after. It was a practice run, and they did wonderfully.

There’s only the small issue of the poor attendance. Why would students choose now of all times to stop coming? Especially when many of them who were absent were the very students who were confused about repetends? I am very, VERY happy I had them do the exit slip last time on something that confused them, because it gave me a chance to hit the confusion immediately. And I am also glad I waited until AFTER sharing to talk about it since some students wanted to share their repetends, which actually sparked some ideas in other students, I’m sure. I do know Alex revised his repetends after seeing Simon’s, since they are both doing somewhat of the same topic (soccer and the US soccer team, respectively).

But, the fact that Roger is missing…after I was really starting to feel good about his progress…it’s not a good sign. His project 2 and 3 were both due today. I’m worried that is the reason he didn’t show. Allegra and Sarah were also gone. Sally missed class but showed up later to talk with me. She got very indignant with me again when I mentioned her absences and being worried about her falling behind. She remarked that I don’t need to worry about her and eventually she had to leave the room, seeming to be overwhelmed with emotion. She came back looking like she’d cried and while she was gone, I put everything away, and decided it was time to talk. I felt I’d pushed her too hard. I felt like I’d missed something very crucial. She stated that she didn’t want to talk about the issue, so we talked about her role in the course instead. I reassured her that I know she’s a good writer, but I know that she can be better. She has ambition and drive, which is good, but she needs to work on revising. I am very, VERY happy I had them do the exit slip last time on something that confused them, because it gave me a chance to hit the confusion immediately. And I am also glad I waited until AFTER sharing to talk about it since some students wanted to share their repetends, which actually sparked some ideas in other students, I’m sure. I do know Alex revised his repetends after seeing Simon’s, since they are both doing somewhat of the same topic (soccer and the US soccer team, respectively).

I feel as if my most insightful journals come from the final weeks of this course, simply because my level of involvement increased exponentially during this time. By doing the project with my students, as I mentioned in this journal, I was able to see things from more of an inside perspective. Not only was I looking at it through the eyes of an instructor, I was also viewing it through the eyes of a learner. I suddenly wished my high school teachers had done projects along with their classes, read their writing aloud. I could see the meaning and purpose in activities because I could see it from both sides. While I do view teaching as an opportunity to learn, I had been seeing it primarily as an opportunity to learn about teaching. However, I wasn’t just learning about teaching, but also about the effects of my teaching and my own biases. I was actually learning new skills. I was even learning about how to become a better writer! By modeling that learning for my students through sharing my writing, I was being open and obvious about my intentions when it came to my lesson plans. I was able to explain my rationale to students in a way they could relate to and understand. For example, when students were presented with definitions or explanations of repetends, they seemed to have a partial
idea. However, when they were presented with examples from my work and the work of a fellow instructor, their understanding seemed to become a little more complete.

I wanted students to feel comfortable writing in class for something other than just short free-writes or brainstorming activities, so I approached the Notes page somewhat differently. My personal feeling was that the Notes page and introduction weren’t things you could really plan out, but rather things that came from examining your own thinking and writing process. Therefore, I did not formally introduce the Notes page at first. Instead, I had students consider the questions that a Notes page typically answers. I wanted students to get into the habit of getting their thoughts on paper and then revising as needed, rather than worrying about format and correctness. I wanted their writing to be honest. I thought that if students felt the stakes weren’t so high, they would be more willing to take a risk or two. Also, I wanted students to recognize that what I cared about wasn’t the size of their margins or the placement of lines, but rather the content of their writing and the substance of their reflections. I wanted to read about their work, not interpret it from a series of formatting requirements.

In the revised lesson plan, I split this up into a few days. Repetends are a very small part of the project, but in my opinion, they hold the entire project together. In the future, I would probably spend a day examining types of repetends, real multigenre projects, and then working on possible repetends for topics. Another day would be devoted to the notes page, approaching it the same manner as this course, but then spending time sharing and revising as a class.

My choice to have students share before looking at repetends was intentional, because I wanted to create an atmosphere where students felt they could ask me and each other for help. However, it was a coincidence that many students chose to share their repetends with the class, which led to a very smooth transition. It was also good for students doing similar topics because sharing not only provided them with some new ideas, but put them in the frame of mind of revising and better understanding their repetends in relation to the rest of their project.
Revised

DAY 25.1 (December 1st)

Instructional Objectives:
1. Students will develop repetends for their multi-genre project
2. Students will gain further experience with revision and peer review

Materials:
- Completed Multi-Genre Project for modeling repetends
- Peer Review Handout

Introduction and Announcements (5 min/2:05)
1. Briefly review the agenda for the day with students
   a. Sharing
   b. Repetends introduction
   c. Drafting and revising
2. Have students take out their notebook and repetend drafts

Sharing (10 min/2:15)
1. The final group of students will share something of their work with the class. Encourage anyone who has finished their repetends to share them

Repetends Discussion (5-10 min/2:25)
1. Begin by expressing that the repetends are the most commonly misunderstood part of a multi-genre project and that sometimes it is difficult to understand what they really are until you can see them.
2. Pass around a completed multi-genre project, pointing out how the repetends in the project all follow the same format, but all attempt to tie each piece together. The repetends not only link adjacent pieces, but also help the reader focus in on what is important in the project.
   a. “So Lindsay has pictures of service dogs on hers, but she isn’t just helping to transition from one piece to the next. She also wants you to see that she’s trying to show you the different types of service dogs and their equipment.”
3. Have students begin to brainstorm how they could complete their repetends. Ask them to brainstorm about what the most important focus of their project is. You might be trying to tell your audience about a particular topic, but what about that topic do you want them to learn about? If you are looking at Parisian fashion, do you want them to learn about the history, the design, the materials, or the designers?
   a. “So, if you’re doing fashion as your topic and your pieces seem to relate to the image of it in society, maybe you use billboards as your repetends. If you’re focusing on designers, maybe you use quotes from the top designers in the country. If you’re focusing on the materials, maybe you have a picture of various materials and facts to go with them.”
   b. “Remember that each repetend should link pieces together too. So if you’re talking about fashion in the past in one piece, and then the future of fashion in the other, maybe your repetend is a billboard of some new fashion style that claims itself to be futuristic or ahead of its time.”
4. Give students time to brainstorm and come up with ideas, about 5-10 minutes.
5. Instruct students to turn to the person next to them and share their ideas and rationale and to give each other feedback on these ideas to narrow them down. Students should be asking each other:
   a. How does the form of your repetend relate to the focus of your project?
   b. How does each repetend link one piece to the next?
   c. Do you have enough information to create all the repetends necessary?

Drafting and Revision
1. Give students the rest of the time to begin creating their repetends, giving each other feedback, and revising other work.
2. As students work, the instructor should circulate, focusing on those students who are working on repetends and addressing the same questions as above to ensure that the student has enough information to complete them.

Homework:
- Finish revisions and repetends

Instructor Homework:
- Repetends
- Revised essay, revised flyer, revised ABC’s, repetends, letter
Revised

DAY 25.2 (December 1st)

Instructional Objectives:

1. Students will understand how an MLA Works Cited page is formatted and its importance in a research document
2. Students will brainstorm and organize the Works Cited and Notes page for their multi-genre project

Materials:

• MLA Works Cited Handout
• Notes Page Handout
• Peer Review Handout

Introduction and Announcements

1. Briefly review the agenda for the day with students
   a. Sharing
   b. Notes Page
   c. Drafting and Revision
2. Instruct students to take out their notebooks and one piece of their multi-genre project, preferably one they feel most confident or enthusiastic about

Notes Page Workshop (20 min/3:00)

1. Once students have one of their genre pieces in front of them, instruct them to begin answering the following questions in paragraph form in their notebooks or on their laptops. Ask questions one at a time in this order and give at least 5 minutes per question for students to write
   a. Why did you choose this genre and what was your inspiration in writing it?
   b. What do you want your reader to know in order to better understand this piece?
   c. What did you learn in writing this piece and how has it helped you grow as a writer?
2. Inform students that they have just completed the first rough draft entry for their notes page! Pass out the Notes Page handout and point out that the questions they just responded to are also on the handout for future use.
3. Discuss the format of the Notes Page and the expectations
   a. “Nearly all of you should be using this format. In some cases, such as websites, videos, or other non-traditional projects, you might have something a little different, but in general, it should look like this.”
   b. “Your entries should be detailed. I should be able to understand what you’re talking about without having to hunt through your genre piece. Be specific and clear.
4. Have students get into groups of three and verbally share what they wrote and give each other feedback based on the format and expectations just discussed.

MLA Works Cited Discussion (15 min/2:40)

1. Pass out the MLA handout to students. Remind them that these citations are only needed for the “Research” category of their project, although it is a good idea to use these citations in their other pieces if they quote a source or borrow from a source in their writing.
2. Go through each of the sections on in-text citation rules and works cited entries. Have a student read the bolded text aloud. The instructor can read and explain all other sections.
3. Extension: If not completed for Project 3, have students get into groups and write out an MLA Works Cited entry for a particular type of text such as a textbook, Wikipedia article, or website.
4. Instruct students to take out their research piece of their project and practice writing in-text citations and Works Cited entries in their drafts. When students have done at least 5 entries or in-text citations, have them swap drafts with a partner and check to make sure their citations are done correctly

Drafting and Peer Review (45 min/3:45)

1. Give students the rest of the time to work on their Notes Page, Works Cited page, or any other drafts or revisions they have left. Remind students that this is the second to last opportunity they will have to do revisions in class and should make the most of it.

Closing and Exit Slip (10 min/3:50)

1. Remind students to work on their Notes Page and repetends for next class. Ask those students who own laptops to bring them to class next time to complete course evaluations.
2. Have the following heuristic on the board for students to write about on a half-sheet of paper
a. Write for 5 minutes about what you’ve learned about your topic so far through researching examples of your selected genres or about your topic itself. Be specific.

3. When students have finished and turned in their exit ticket, they are dismissed.

Homework:
- Complete course evaluation
- Finish revisions and repetends
- Finish Notes Page

Instructor Homework:
- Notes and Works Cited
- Revised essay, revised flyer, revised ABC’s, repetends, letter
- Review Responses
DAY 25 (December 1st)

Instructional Objectives:
1. Students will understand how an MLA Works Cited page is formatted and its importance in a research document
2. Students will brainstorm and organize the Works Cited and Notes page for their multi-genre project

Materials:
• MLA Works Cited Handout
• Notes Page Handout
• Peer Review Handout

Introduction and Announcements (5 min/2:05)
1. Ask students how they’re doing
2. Mention that there’s still a few P3 folders unaccounted for, I’ll come around and address people as needed for that

Sharing (10 min/2:15)
1. Students share (minimum of 7 in order to get to everyone; anyone who doesn’t share will have to share next class)

Repetends Discussion (5-10 min/2:25)
1. Mention that many people seemed concerned and confused about repetends
2. Explain placement and purpose
3. “Breaks” “Chorus” “Refrain” “Connectors”
4. Pass around Lindsay’s project as an example
5. Ask if students are struggling to come up with something to use
6. Have students share their own ideas; instructor shares their ideas

MLA Works Cited Discussion (15 min/2:40)
1. Go over handout with students
2. Mention that students should consult their textbooks for the proper format of something other than a book, website, or scholarly article. Tell them to ask if they need help understanding the textbook.

Notes Page Workshop (20 min/3:00)
1. Have students pick one genre of their four, preferably one they have completed or are near completing
2. Have them write for a few minutes about why they chose that genre and what their inspiration was in writing it
3. Then, have students write for a few minutes about what they would want their reader to know in order to better understand the piece.
4. Then, ask students to take a few minutes to reflect and write about what they learned in writing that piece and their growth as a writer from it
5. Hand out the Notes Page and point out that they’ve just written their first entry for their notes page.
6. Discuss the format and the expectations.
7. Have students get into groups of three and verbally share what they wrote and give each other feedback
8. Open up the floor for whole-group sharing (model by sharing own; GET INTO A GROUP IF POSSIBLE)

Drafting and Peer Review (45 min/3:45)
1. Give students the rest of the time to draft, peer review, etc.

Exit Slip (5 min/3:50)
1. Write for 5 minutes about what you’ve learned about your topic so far through researching examples of your selected genres or about your topic itself. Be specific.

Homework:
• Complete course evaluation

Instructor Homework:
• Notes and Works Cited
• Revised essay, revised flyer, revised ABC’s, repetends, letter
• Review Responses
Notes Page

What is a notes page?
A notes page is a series of reflective pieces (paragraphs) detailing the history and inspiration behind each genre. You need to indicate within each section of your notes page (which discusses each genre and your repetends) any additional information that the reader needs to know to understand your message, as well as your justification for choosing that particular genre, format, organization, style, etc. Finally, you need to discuss what you learned by writing in each genre and reflect on your growth.

Why do we have to do a notes page?
A notes page gives closure to the reader, provides them with additional information about each piece, and allows the author to showcase their personal process and reflection about each individual genre and repetends.

Expectations:
- Individual notes sections for each genre and one for the repetends (total 4).
- Follow the given format
  - Detailed writing on each of the genres and the repetends as a whole
Each of your entries should answer the following questions:
- a. Why did you choose this genre and what was your inspiration in writing it?
- b. What do you want your reader to know in order to better understand this piece?
- c. What did you learn in writing this piece and how has it helped you grow as a writer?

Format
The following is the format that your notes page should be:

<table>
<thead>
<tr>
<th>Notes Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre 1 – “Title”</td>
</tr>
<tr>
<td>Genre 2 – “Title”</td>
</tr>
<tr>
<td>Genre 3 – “Title”</td>
</tr>
<tr>
<td>Genre 4 – “Title”</td>
</tr>
<tr>
<td>Repetends – “Title”</td>
</tr>
</tbody>
</table>
Basic In-Text Citation Rules

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

In the first quote, the author name is said in the sentence, which means the writer only has to cite the page number. This is because when the reader looks at the works cited page the author last name is going to be the first part of the actual citation.

In the second quote the author last name was not stated, so the writer will place the author last name followed by the page number in parenthesis.

In-text Citations for Print Sources with No Known Author

We see so many global warming hotspots in North America likely because this region has "more readily accessible climatic data and more comprehensive programs to monitor and study environmental change . . ." ("Impact of Global Warming" 6).

In the above quote, there is not a known author. You may encounter this on collaborative information web pages that are run by Academics. Usually it will say somewhere on the page, such as run by Western Michigan University. This comes from a university, so often times the writer can trust it. So what we would do is put the title of the chapter or website in quotation marks followed by the page number.

When ending a quote, remember that the punctuation goes after your parenthesis. So in the above examples you can see that there is the " (6). This is always the case, unless the quote is a question. Then it would look like this:

"Is this a correct in-text citation?" (Blanchard 6) This is the sentence that would come after the previous citation.

Most common sources used:

Book
Website
Scholarly Journal or Article
Book

Basic Format

The author’s name or a book with a single author’s name appears in last name, first name format. The basic form for a book citation is:

Lastname, Firstname. Title of Book. Place of Publication: Publisher, Year of Publication. Medium of Publication.


The above is the basic format for citing a book. The second example shows what to do if you have more than one author. When three authors are reached, the writer can list the author followed by Et. Al. €- That is Latin meaning all others. So it may look like:


Journal

An Article in an online-only Scholarly Journal

For all online scholarly journals, provide the author(s) name(s), the name of the article in quotation marks, the title of the publication in italics, all volume and issue numbers, and the year of publication.


MLA 7 no longer requires writers to list the web address. This is because URL’s are always changing. Instructors and those reading the paper can usually find the journal by searching online for the author and the title of the article. For citing a journal that you find online the medium of publication you would list is “Web.”

Article in an Online Scholarly Journal That Also Appears in Print

Cite articles in online scholarly journals that also appear in print as you would a scholarly journal in print, including the page range of the article. Provide the medium of publication that you used (in this case, Web) and the date of access.

**Website**

It is necessary to list your date of access because web postings are often updated, and information available on one date may no longer be available later. Be sure to include the complete address for the site.

Remember to use *n.p.* if no publisher name is available and *n.d.* if no publishing date is given.

Editor, author, or compiler name (if available). *Name of Site.* Version number. Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available). Medium of publication. Date of access.

**A Page on a Web Site**

For an individual page on a Web site, list the author or alias if known, followed by the information covered above for entire Web sites. Remember to use *n.p.* if no publisher name is available and *n.d.* if no publishing date is given.


**Annotated Bibliography**


For every citation you include, you need to include 5-6 sentences explaining: 1.) What the article/book/website was about (in other words: summarize); 2.) What information can be used for your research; and 3.) Whether it was useful. Do not quote from the sources in this space; just tell me about them so I understand what they were about and how they helped your research. Repeat for each source.

*Information courtesy of OWL at Purdue. For more information:*

http://owl.english.purdue.edu
Journal Entry – Day 26

And so we near the end! Today was alright. I would have liked more structure. I realized that there was a lot I left unspoken and I’ll probably have to talk about it in an email. Looking back, I realize I’ve learned quite a bit about the importance of clearly structuring a lesson through agendas. I would have done a written schedule on the board, I would have had sharing for every project, and I would have planned less and interacted more. Then again, I didn’t have this sense of community in the beginning and my students weren’t as willing to take risks. However, I feel like my confidence has also increased and doing projects with students, while taxing, has been a good experience. It always gives me a good understandable example to use in class. I probably wouldn’t do it all the time, but I would definitely do it for multi-genre research projects or other projects that require a great deal of modeling. By doing the project myself, I really and truly understand the effort and amount of thinking that goes into it for some students. I’m really having trouble writing my own notes page, and it seemed so simple on paper!

My opinions on modeling, warm-ups, and peer review have radically changed. I definitely needed to model peer review more, and I definitely needed to model EVERYTHING more. I think I’ve done a good job with this project, even though today got kind of wordy and confusing. Basically, I’ve come to understand the practice of modeling more, when before I only really understood the purpose of modeling.

Teaching this class has helped me better comprehend the actual implementation of numerous best practices. While I understood the purpose of it, I didn’t really comprehend the practice of it, how to effectively implement it in a classroom. There’s always the ideal hypothetical, and this experience has taught me that reality will almost NEVER be that ideal. I look back now and realize that plans I thought were impossible would have worked so much better than the lesson I actually used!

I am very glad I decided not to send Roger that email of his failure. He came to class today with his work and I have yet to look over it. If it’s shoddy or incomplete, then I won’t hesitate to make the choice to fail him, but I didn’t want to have him do all that work just to tell him that it was worth nothing.

Sarah and Sally were missing. This is the third class in a row that Sarah has missed with no email. Sally missing is worrying now. After her emotional meeting with me, I was worried for her. Just found an email from her saying that she had to do community service from 9-2 and that she would be late, but she never showed up. This is also worrying. I just now realized I didn’t bother to check for due dates today. Well, at this point, their process materials will show whether or not they met them.

Honestly, looking back, I realize I didn’t create the atmosphere I truly wanted in this class. I got part way there, and maybe I left them with some important resources, but overall, I think for my future classes, I will want to be much less in control of what goes on. I want more discussion, more activities, more meaningful lessons and fewer handouts. I’ve been berating myself for it throughout the semester and now I see the truth behind the age-old warning: you can always go from being stricter to less, but you can’t go the other way. I think the same applies for structure. I could always go from less structure/scaffolding to more, but going from more to less was almost impossible. Once I gave students all the handouts and hand-holding, they were dependent on it for the rest of the course. I suddenly felt the need for continuity, for routine, for familiarity. Anything outside of the bounds of what they recognized became a struggle and trying to change things up usually resulted in wasted time (or what I seem to think is wasted time). Even so, students seem excited and enthusiastic about this last project. I can only hope their final products reflect their feelings and a great deal of effort and work.

I wish the classroom community had been “broader.” Students seemed to resent having to do peer review when I required them to work with someone new and didn’t seem very enthusiastic. It’s such a huge change from the class that did workshop for projects 1 and 2. The cliques and groups had bonded too firmly over time. It was difficult getting them to think about their work outside of themselves in these cases.

Now that I’m thinking more about these events in terms of my pre-internship, I realize I can’t be as apathetic about performance as I have been. I’ve kept expectations high, yes, but I haven’t hunted after students who chose not to do what they were instructed to. I’ve answered questions, I’ve addressed concerns, but again, I tried not to be the babysitter. I know that I can’t do that in high school. I have an obligation in high school to persuading them to do their work. Unlike the “adults” I’ve been teaching, they’re at a different stage in life, more likely to shirk work due to misunderstanding and not ask for help. Not to mention performance reviews and state requirements that have to be met that will push me into the role of homework police.

I realize this, and I know I have some reflection and revision to do with my lesson plans and my outlook and style of teaching. I am prepared to do this, but I must figure out how and where to begin.

Much of this entry summarizes my feelings on the overall outcome of my experience teaching this course. While I have learned about best practices in my methods courses and why they are important, teaching this class has taught me more about the actual practice than the purpose. In other words, I better understand what it means to use modeling, student ownership, constructive evaluation, and other best practices in an actual classroom. As I read over my entries, I noticed so many times where I discussed the practice of modeling as if it was a very teacher-centered, teacher-led activity that students are meant to simply glean information from. However, I’ve come to realize now that it doesn’t have to be. Best practices are all about how they are implemented and used in the classroom. Creating a lesson plan that is supposed to simply use them is not enough. It wasn’t until I attempted to create lesson plans that fit the students’ needs and the activities for the project and revised it to incorporate best practices that things really started.
coming together. Previously, I had simply structured an activity around a best practice and then implemented the activity based on my view of that practice. However, by doing this, I was bringing in my misunderstandings and my biases of these practices. My past experiences as a student with modeling had been purely teacher-centered, and so my first attempts at modeling were very teacher-centered. My training and education has provided me with a number of activities to use, my instinct can help determine which may be effective and which may not, and then finally, my experiences here will help me decide how to cater these activities so that best practices are implemented in my class.

Though I am a teacher, I am also still a learner. I would like to keep myself connected to what students are experiencing, so that I can understand what kind of work they’re doing, the effort they put in, and the thought process necessary to complete that work. I think it will make me more realistic about what lessons and activities can be completed. Just as I said in my journal, sometimes I underestimated students, or I doubted my plans when they would have worked just fine. I was thinking too hard in some cases, because I was thinking too much from the teacher side of things and not enough from the student side.

There was always a fine balance to be maintained during this course, between too much help and too little. Overall, I think I could have done a better job, but that’s the whole point of teaching. We can always do better; there are always some things we get wrong. But I’ll keep searching for that middle ground, the space between routine and rigidness, between hand-holding and guiding.

This last project seemed to be a success purely because I began to find that balance. By encouraging students, making them feel as if their voice was valuable while keeping expectations high, my hand-holding became guiding purely because they felt capable enough to start taking the reins themselves. Routine became comfortable instead of a way to avoid taking risks because students wanted to take risks, but were happy that they could come back to something familiar afterwards. I wish I had pushed students to take risks more often.

As I said in the end of this journal, this is going to be something I will have to work on as I begin my internship and move beyond. I cannot be apathetic about whether or not students complete their work or turn it in in a secondary classroom. Instead, I must motivate them, push them, and keep track of them. The students in this course were legally adults, in the midst of being trained to be autonomous and self-sufficient. The students I will have in a high school classroom are just learning what it means to be autonomous and self-sufficient, and in most cases, they won’t have the opportunity to be either for many years. While my students must take responsibility for their own actions, I must be there to model what that means. I must encourage them that their work is important and that being an adult means following directions, turning things in on time, and being assertive. I must breed an atmosphere in which expectations are high, but mistakes are okay. I must have students leave my class being able to remind themselves to do work and knowing how to plan to do it. By making use of my personal experience as a student, my training as a teacher, and my knowledge of best practices, my students will find that ability to succeed in their writing and in all subject areas.
**Revised**

**DAY 26 (December 6th)**

**Instructional Objectives:**
1. Students will begin to order and complete their multi-genre pieces
2. Students will engage in reflective thinking on their work in their multi-genre project

**Materials:**
- Laptop Cart
- Presentation Sign-Up
- Crafting Supplies

**Due:**
- Notes and Works Cited Draft

**Announcements (5 min/2:05)**
1. Announce that today is the last opportunity to finish revisions in class.
2. Briefly cover the agenda for the day
   - Project Introduction/Letter to the Reader
   - Drafting and Revising/Final Peer Review
   - Class Evaluations
3. Make an announcement that food will be brought to the last class for a potluck. Encourage students to please bring something in, such as soda, cups, plates, napkins, or small snacks
4. Offer students to sign-up for presentations. Have them take note in their notebooks that they should do the following things in their presentation:
   - Read their project introduction/Letter to the Reader
   - Display and explain one of their genre pieces

**Introduction Workshop (15 min/2:35)**
1. Instruct students to take out their laptops or notebooks and a pen or pencil.
2. Inform students that they will be completing the introduction to their project or their letter to the reader. As with the Notes Page, ask students to answer these questions or complete these tasks in this order, one at a time, giving 5-10 minutes for students to write responses for each.
   - Introduce your topic to your reader. Tell them what it is your project will be focusing on and what you hope the reader will learn from reading your project
   - Why is your topic so important to you and your life?
   - What have you learned about your topic form completing this project?
   - How has this project helped you grow as a writer or what is one thing you feel you’ve accomplished from completing this project?
3. Now instruct students to go back and revise using creativity.
   - “The best books are those that immediately grab our attention and set up some kind of mood; try to do the same with your project! For example, if you want to set up an exciting mood for a project about film, maybe the very first sentence in your introduction would be “Lights! Camera! Action!” followed by a detailed description of the animated hustle and bustle of a movie studio.”
   - Use a completed multi-genre project for further examples if necessary.

**Peer Review (30 min/3:05)**
1. Begin the final peer review session. Students should pair up and swap projects and give feedback. Students should give their peer reviewer ALL drafts and pieces, even if they aren’t completed.
2. Peer reviewers should read one piece at a time, responding to the following questions for each before moving on to the next piece.
   a. What do you feel are the conventions of the genre of the piece? Does the piece follow the conventions of the chosen genre (formatting, style, content)? What do you think the person can add to their piece? What kind of “creative liberties” can they take?
   b. Who is the audience of the chosen piece in your opinion? Does the piece address the correct audience and use the correct language and tone?
   c. What do you feel is the purpose of the chosen genre? Does the piece make its purpose clear? Is it appropriate to the genre? Does the piece fulfill this purpose?
d. Do you feel as if you learned something about the person’s topic from the piece? What is it?

Modeling Finished Project (15 min/2:20)

1. Instructor should share an example of a completed multi-genre project, or a few. Demonstrate how the completed project has a definite sequence, table of contents, and creativity put into the final appearance.

2. Offer the use of crafting supplies such as markers, glue, ribbon, colored paper, and any other available materials for students to complete their projects after they have completed peer review.

Class Evaluations and dismissal (15 min/3:15)

1. When about 15 minutes remain, have students put away their projects and grab a laptop from the cart or take out their own laptop.

2. Remind students that they need to be prepared for presentations and have their project completed by the next class.

3. Guide students through the steps to access course evaluations. If possible, display it visually using a projector or large monitor.

4. Give students the remaining class time to complete evaluations. When they have submitted their evaluation, they are dismissed.

Homework:

- Write Introduction
- Make final revisions
- Complete multi-genre project
DAY 26 (December 6th)

Instructional Objectives:
1. Students will begin to order and complete their multi-genre pieces
2. Students will engage in reflective thinking on their work in their multi-genre project

Materials:
• Laptop Cart

Due:
• Notes and Works Cited Draft

Announcements (5 min/2:05)
1. Project 3 Folders
2. Rubric
3. Potluck
4. Evaluations
5. Schedule
6. Treats for conference students

Sharing (15 min/2:20)
1. Share own example, explain typing and binding

Introduction Workshop (15 min/2:35)
1. Introduce your topic to your audience
2. Why is it so important to you and your life
3. What you learned about your topic from completing this project
4. How you grew as a writer from this project
5. Be creative with it, set up the mood for your project!
   a. Ex: if it was on movies, maybe the very first sentence in your prologue is “Lights! Camera! Action!”
   b. Lindsay’s project “Think of a world without dogs. No, don’t do that. It’s too sad.”

Peer Review (30 min/3:05)
1. What do you feel are the conventions of the genre of the piece? Does the piece follow the conventions of the chosen genre (formatting, style, content)? What do you think the person can add to their piece? What kind of “creative liberties” can they take?
2. What is the audience of the chosen piece in your opinion? Does the piece address the correct audience and use the correct language and tone?
3. What do you feel is the purpose of the chosen genre? Does the piece make its purpose clear? Is it appropriate to the genre? Does the piece fulfill this purpose?
4. Do you feel as if you learned something about the person’s topic from the piece? What?

Class Evaluations (10 min/3:15)

Grammar Jeopardy? (30 min/3:45)

Homework:
• Write Introduction
• Make final revisions
• Complete multi-genre project

Instructor Homework:
Conclusion

Writing and responding to these journals has been immensely helpful to me and has contributed so much to my development as an educator. As I write this, I am only a week and a half away from graduating and finishing the secondary education program. I have had an exciting and sometimes frustrating experience in my internship and I feel as if there was no better preparation for such an experience than teaching this ENGL 1000 course. Completing my thesis, examining my journals, and responding to them have helped me realize the best and worst parts of my own teaching. My successes and failures in my internship seem to correlate to my successes and failures in teaching ENGL 1000. And with the level of reflection I have done, my decisions almost become instinctive. My decision in terms of lesson activities, classroom expectations, and even time management have all seemed to come a little more easily to me now. My decisions are more deliberate, founded not just in best practices, but also in experience. I know they’ve worked in the past, so I feel confident in them working again.

This is not always the case, of course, and I have had activities blow up in my face where they worked brilliantly before. However, I feel more able to learn from these mistakes, more perceptive of why something that worked once has ceased to do so. And of course, this continuous cycle of change is vital to good teaching. The best teacher is one who shakes things up in their lessons every few years, after all. Above all, this thesis is a culmination of my development in becoming a reflective practitioner. My journal responses themselves still seem to cry out for further reflection and analysis, which only signifies the cyclical nature of teaching and learning. As I reflect, I reflect on my reflections. As I leave each class, I always think about what I could have done better, but not to regret. This thesis is meant to be a starting point to that cycle, rather than an ending. This is where my teaching talents will begin to sprout and, eventually, blossom.

When I started my journal back when I was in 7th grade, the pages were filled with stories about who I’d get my first kiss from, to what I was going to wear to school tomorrow, to prayers that I’d finally get my Hogwarts letter and be able to leave my boring classes behind. My vision of the world was limited to my own perspective, my own opinions. As I grew, I noticed that my view of the world expanded. My ability to observe events from the perspective of others developed and my acknowledgement of my own short-comings increased in frequency and depth. Now, the digital pages are filled with extended theories on story and television plots, worries about getting a job, complaints about taxes, regrets about mistakes and plans for improvement. I’ve grown. I’ve learned to focus on what’s really important, what I need to improve as a person, just as my lessons have grown to focus on best practices and the needs of various groups of students, what I need to do to improve as a teacher.
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English 1000 – The Writing Process
Fall 2011 Section CRN 43942
TR 2-3:50 | Dunbar 4203

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Required Materials
A Writer’s Resource First-Year Writing at Western Michigan University  
1 Spiral Bound Notebook
1 Folder with Pockets

Course Description
English 1000 builds on the writing skills you already have through exploration of the writing process. By spending time together on each stage of the writing process (prewriting, drafting, revising, and publishing) we will explore several kinds of writing in order to help you prepare for success in your first-year writing course. Course goals include:

- Developing familiarity and comfort with the processes of prewriting, drafting, revising, and editing.
- Preparing you to be active in the writing community by both giving and receiving commentary on your work from others in the class (including the instructor).
- Developing skills to articulately present and elaborate on your original ideas.

Course Requirements
Each class will be divided into two sections: our Whole Class meeting, followed by Individual Consultation sessions beginning the third week of the semester. We will start with Whole Class meeting each day.

Whole Class Meeting: During this time we will discuss assignments, engage in class conversations, and do small writing activities that will build into our larger projects. This is traditional “class-time.” Your attendance is mandatory.

Teacher Consultation: During these sessions, groups of three or four people will meet individually with your instructor for the remainder of class time to discuss class progress, assignment issues, or just to receive help with the current writing project. You will meet with me approximately once every three weeks. These meetings are also mandatory.

Course Credit
English 1000 is a Credit/No Credit course. Because of this, we do not use letter grades. Your evaluations will instead use the following system to show you how you are performing as a writer:

4: Demonstrates ability to thrive in a given aspect
3: Demonstrates ability to achieve effective results in a given aspect
2: Possesses some strong traits; improvement needed
1: Exhibits areas of concern; in need of instruction and assistance

Ultimately, it is up to me and the English 1000 Program Director to decide as to whether or not you are able to advance to ENGL 1050, IME 1020, or BIS 1420.

Professionalism
Absences: Due to the nature of this class, you are allotted two (2) “free” excused/non-excused absences. Attendance is mandatory for Teacher Consultations in addition to the Whole Class meetings. Missing either session will count as a full absence for the day. Being absent from class more than two times will put your standing in the class in jeopardy and put you at risk for failing the course. Excessive absences may result in meeting with myself and the program coordinator to discuss professionalism and participation. If you know you will be absent for a class, such as for a doctor’s appointment, please let me know as far in advance as possible.

Tardy Policy: We will always begin class on-time and you are expected to be in class when we start. The room will be open at least
10 minutes prior to the beginning of class. Arriving more than 10 minutes late to class will count as half an absence.

**Respect and Participation:** A large part of this class depends on you making an effort to learn and to help your peers learn. Peer-review and group activities will be a regular part of our projects. I expect every one of my students to respect one another and to make their best effort to give helpful feedback and participate fully in classroom activities. Any harassment, bullying, or disrespect will NOT be tolerated. If you are having an issue with a classmate, let me know as soon as possible.

**A Note:** WMU is committed to ensuring that all students succeed. As part of this initiative your instructor will be reporting individual student attendance problems to the WMU registrar’s office. If your instructor notices a pattern of poor attendance, it will be reported to the registrar.

**Classroom Etiquette**

**Cellphones and Laptops:** Please keep cellphones in your bag during class and have turned off or to vibrate once class begins. One verbal warning will be given to anyone seen texting, making calls, or browsing the internet on their phone during class. Any further disruptions beyond this will count as an absence for the day or result in a meeting with me to discuss your professionalism in the course. If you receive a call during class that you must answer, step outside to take it. Laptops are permitted for taking notes and working on drafts. If you are chatting, surfing Facebook, watching videos, or distracting others while using a laptop, you will be asked to put it away for the rest of the class and possibly the rest of the semester.

**Food and Drink:** You may bring food to eat during class, as long as you clean up after yourself and it is not disruptive to the rest of the class.

**Assignments**

**Projects:** We will have 4 major projects of varying lengths over the course of this semester. While working on these, we will engage in several shorter writing assignments in class designed to help with development of your drafts and improvement of your writing process techniques. We will also engage in short grammar and language activities that will comprise a fifth project. Because the writing process is the emphasis of this course, your instructor reserves the right to refuse to accept any paper if drafts cannot be presented or if the final draft does not reflect revision from the earlier work. **In order to successfully complete this course, all major writing projects must be completed and handed in.**

**Academic Honesty**

You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate Catalog (pp. 274-276) that pertains to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

**Students with Disabilities**

Western Michigan University provides academic assistance for Students with Disabilities, including the technical, academic, and
emotional support necessary to achieve academic and personal success. Course related assistance and academic accommodations are provided to eligible students with documented disabilities. Services may include advocacy, reader services, interpreters, alternate exam administration, and note takers. Adaptive equipment is also available. The link for web information regarding services is http://www.dsrs.wmich.edu/. Students are also encouraged to contact one of the following offices:

- Disabled Student Resources and Services (DSRS), 387-2116, serves students who have documented physical and psychiatric disabilities, as well as students with documented learning disabilities and related emotional issues.
- The Office of Services for Students with Learning Disabilities (OSSLD), 387-4411, serves students who have documented learning disabilities and related emotional issues.
- The Office of Institutional Equity (OIE), 387-8880, acts affirmatively on behalf of qualified persons who have disability related compliance issues in accordance with Federal and State guidelines and regulations.

**Additional Questions and Concerns**

If you are confused about any assignment or homework, please feel free to come to me during class or contact me outside of class via email, phone, or during office hours.
**ENGL 1000 Conference Schedule**

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Teacher Consultations will begin the third week of the class. Each individual session lasts around 10 minutes. Students who have the second or third slot of the day are expected to wait until the previous consultation is finished. During this time, you can run to Sprau for a snack, step outside to talk to friends, or wait in the hall. You have until your listed consultation time to get other things done. If class ends early, consultations will begin NO LATER than scheduled. If the first consultation begins early, those in the second and third slots may also start their session as soon as the person before them leaves. The policy for tardies and absences also applies to these sessions.

Notice that because of Thanksgiving break, the schedule changes a bit. During week 12 and 13, there will be four consultations instead of 3 after each class. Take note of where you are in the schedule, as you may not be with the same group of people these weeks.

You must notify me if you want to reschedule a conference or switch with a classmate. Do not switch consultation times without telling me first. If for some reason, you cannot make your session (this class officially runs until 3:50 so there should be no class conflicts), let me know and I will try and place you elsewhere or during my office hours. If you would like a more private consultation, please let me know ahead of time.

There are no conferences scheduled during week 15. That is because we will not be holding class this week as it is final exam week. There is no final for this class, although I will be in the classroom during our scheduled exam time for you to come and pick up your final projects.

**How to prepare for consultations:**
During consultations, you will have an opportunity to have a one-on-one discussion with me about your work and progress in the class. It's a fantastic time to bring any questions you might have about the concepts we cover in class or problems you are having with your work. Before your consultation, look over your work and take notes of things that have confused you or you are unsure about.

There are a few things you must bring with you to consultations:
1. Your most recent draft of our current project (and any other drafts you feel might be helpful)
2. Two written questions/concerns about your draft or project
3. Peer review sheet
4. Goal(s) sheet
5. Anything else you are instructed to bring during class

These consultations are very low-pressure and a chance for you to get some individual assistance on anything that might be confusing you or troubling you. They are all about helping you succeed in ENGL 1000 and in your future classes.
Journal Entry – Day 3

Talked WAY too much today. Using the doc cam was…sort of worth it. The students really seemed to understand the difference between the two genres, the newspaper ad and the car ad. I had them write their own definition of what they thought purpose, audience, and context meant at the end and many of them seemed to get it. Can already tell that Sally and Dennis and Allegra and a few others are big contributors, although the spread was pretty good today. Jerry sat against the wall though and was quiet. However, he came in late. Nate was somewhat tardy again. Remembered to close the door this time. Dominic dropped the class. David seemed to get lost in his drawing halfway through the class. I spent way too much time on the bad flyers. I should have just taken one. Need to get prizes for those who offered though.

Made a stupid mistake of sacrificing the good flow of the class for the lesson plan. The students seem REALLY focused on appearance and not on the message. Not sure how to counter this yet. I still feel like I’m giving them the answers. I am still pushing their attention span, I can tell. I switched them into groups way too soon I feel and I gave them the handouts too soon as well. Didn’t even give them the P1 rubrics because passing things out was taking too much time.

They seemed confused about P1 at the end of class and I sent out an email to explain the project a little more.

I had them get into groups and pick out their best flyer but it didn’t really fit with the rest of class. And I asked them if anything could be done to improve the flyer without giving them time to think about it. Time moves so fast, it seems.

Forgot my watch again. Have to remember it next time. Need to start creating routines so students aren’t sitting and staring for the five minutes before class.

Textbooks were gone at the bookstore, so I had to tell everyone to bring them Thursday. I reprinted my assignment log to take note of everyone who had a folder and notebook. I can already tell I need more discipline in attendance and grading, because I noticed I hadn’t marked some people even though I knew they did the assignment. I got it sorted, but it was somewhat disheartening.

It wasn’t a great day and it revealed how much more planning I need. I was somewhat relieved to hear that Christen had some trouble too. We are planning to get together to talk and possibly help one another out. I am also relieved I made a flyer quick tips sheet because they seemed a little fuzzy on the qualities of a good flyer too.

Even though things are going in a direction I hadn’t meant, it is teaching me a great deal. I am beginning to learn to roll with the punches and soon, hopefully, I will be able to relinquish control to the students and not talk so much at them.

Journal Entry – Day 4

Today went really well. Began with a reflection and gave students five minutes to write about why their revised flyer is better than the original and what they changed and why. Dennis came in late, but managed to finish while I discussed peer response groups. Students seemed only slightly familiar with the process. Did fishbowl with Michelle and Bailey. Think it worked because I really questioned them and did it realistically. Made my own flyer and it wasn’t perfect and asked them what I could do to make things better. I didn’t cover the “compliment sandwich” style but after the model, I told them they could do a number of methods, read aloud or paper pass, but that they were being held responsible for helping one another. They got into small groups. There was some confusion about how to use the peer response sheets but students took well to the activity. Responses to the reflection seemed to begin metacognition or bordering on beginning it.

I walked around small groups and tried not to tell them how to do too much. Sierra and David and Nate and Jerry seemed to sort of sit and zone, but that was due to them trying to just fill out the review sheet for one person at a time.

I think I approached Sierra too soon. She was on her phone and I told her to put it away and asked her what she was doing. She said her flyer was being reviewed, but that meant she had nothing to do. So I tried to press her to write a letter, but Sally seemed to think I was telling her she was doing things wrong. She got just a little frazzled. I don’t know if I handled it well. I didn’t get angry or frantic, but I think I just didn’t do a good job of calming her.

After that, I floated. I went from group to group and any group that seemed to be slowing down, I asked one of them to share their flyer with me. They seemed very eager to share and their reflections seem to hold a good deal of pride. Still nervous about Jerry. He seemed to be taking an easy out with the Bronco Bash poster. I reminded him that he needs to do some sort of substantial redesign, not just the color scheme and the font. I suggested that he remake the logo.

Roger asked about what sort of programs he could use. I recommended Pages or Publisher. He also had his phone out at one point during class. Katharine keeps hers out on the desk during class.

I realized right before class that students needed computers to really draft things or draft emails and to read the readings. But I extended the peer review a little more. Even though Allegra, Nate, and David’s group were behind, I had to cut them off shortly after Kristin left.

Near the end, I wrote their Exit Ticket up on the board and asked them to write 5 minutes at least on what they learned about genre, purpose, audience, peer response, etc. and anything they were still confused about.

I talked about consultations before giving them the exit ticket, reminded them why they need to meet. I also took a textbook count and told them I would scan the textbook reading and post everything on e-learning.

I am thrilled at how the peer response groups seemed to just run themselves. The students seemed happy to talk about their work with their peers. I also promised students I would never use red pen on their work. I use blue because I find it calming. But I had one student who said “but I’m used to red! I want red!”
Journal Entry – Day 6

Today was a mix of good and bad. I was definitely a little bit underprepared in terms of organization. And once again, I took too much time in the intro. I think I start off too slow. However, I think it was a good decision. We reviewed expectations for group work: Be specific (give ideas, be positive, say what’s working), be loud and PROUD, and “you can always say ‘no.’” Students did a pre-writing at the beginning of class about what they feel they’ve done to actively participate in class, which I believe really set up an atmosphere of thinking consciously about their own participation.

We began with our organization mini lesson. I had students read the handout in sections. Passing out highlighters was sort of clumsy and could be improved. Students took to highlighting and making notes very well, particularly after I mentioned, during the conclusion section, that if they are missing statements, they can take note of them then or add them. Many students took the chance, adding to their email drafts as they looked through it. I realized this was a fantastic decision, as it gave themselves a record of their thoughts and their peers a record of what the author intends to change based on today’s activities.

After we finished, I split students up into five groups and let them choose which station to start with. There was an audience, tone, salutation, and subject line station as well as a purely peer review station in which they just responded to each other’s drafts using their peer review sheet. If I had to change things, I would warn students ahead of time that we would be doing a workshop so they would be more prepared to work and move. I had students just pass their papers, but I sort of wanted them to keep the sheets, so I passed out new ones each time, which definitely slowed things down. Some groups finished before others, but the tone group asked if they could go above and beyond and read their emails aloud to each other and make note on words or phrases that might be unprofessional. Groups after that followed the same lead.

As it went on, it became clear that many of the groups were already doing “peer response” of sorts in the stations. If I had to get rid of any station, it would have been peer review. Instead, I would make the stations longer, and provide more opportunity to read aloud and share and actually review each other’s work. The salutation and subject line stations were not very geared towards peer review.

Students say that they found the stations very helpful and more than one group learned what a “subject line” was. They claimed they found it more helpful than peer review. I feel this is partly my fault. When doing the flyer, I feel as if I “told” them too much and didn’t “guide” them enough. So when I threw them into peer response with a handout, they just mimicked what I’d done before, not actually thinking about it and doing it for each other. Today, they were provided with some guidance and then asked to think about that, with it on paper, for them to keep and refer to.

Jerry showed up late, but said that he didn’t want to miss class because he had to run and get his laptop. Sarah lent him her laptop to copy his email. He was doing most of the organization activity during the stations, but that seemed to help him. He insisted he knew all of this stuff already, citing his avid correspondence with a professor. I tried to encourage him by saying that this was his opportunity to go above and beyond with his writing. He said “I know this stuff, but I don’t always apply it.” I need to let him know that this is his chance to make it into habit. His writing is definitely not 1050 standard. But he seems to think he knows how to do it all.

DON and Nate did not show up. I was somewhat torn because the fact that Nate was not there meant we could go until 3:30 instead of 3:20, which meant that I didn’t have to rush the groups as much as I thought through the last stations.

My consultation with Amelia and Sierra was together. I think I like that format, since most times they just sit in the room while the consultation is happening anyway. I asked Jerry to meet with me on Thursday, in Dominic’s old spot. He has missed a lot of the work so far, so I feel the earlier I talk with him, the better.

I also gave them an option for their due date. Turn it in on Sept 27th and get feedback on the 29th and then turn it back in on the 4th for a final grade, or turn it in on the 29th and get a final grade on the 4th. They seemed to really appreciate this option. Hopefully, I will be able to respond as fast as I anticipate!

We start project 2 after about 25 minutes of drafting time on Tuesday. Perhaps I can make up more stations for them to go through or give them a writing activity to do and I can respond to folders while they work.

Journal Entry – Day 7

Today felt like a success in terms of time management, but a failure in organization and effectiveness. I was able to get class going quickly with their grammar surveys and I got through announcements in a timely manner. DON showed up early so I took care of talking with him right away. I had them pass their grammar surveys forward to be collected, which saved plenty of time. I went in today attempting to pull back on “structure” so I tried to use only one handout and give the class a chance to discuss things in a more open format.

I’ve been worried lately, because I have had a number of students say they like that this class takes time to explain things and go in-depth, but I am wondering if their level of self-reflection is enough such that they aren’t confusing “in-depth” with “telling us the answer.” I am scared of giving too much structure, but I am also unsure of where the line is. Their writing shows a good deal of self-reflection and I’ve done my best so far to ensure they aren’t being spoon-fed the “right answer” but it still worries me. I thought I
was structuring things to death and hearing my fellow instructors say how much they left unstructured, I wanted to give that kind of class a try.

Needless to say, I didn’t take the idea of classroom culture into account, ironic considering today was the day we introduced the concept to the class. I gave the students 15-20 minutes of drafting time for project 1. This was a time for them to work on what they needed and talk with me. I talked with David about his writing. He seems very eager to get his voice across clearly. That, looking back, was really the high point of my day.

I’ve been giving students much the same advice it seems: read your work aloud. Many of them seem to catch their own mistakes while reading aloud, so I feel like this is the one practice I want to make into a habit in my class. Reading aloud will help make the connection between talk and text, I hope. About half the class turned their folders into me today. Nate was absent again.

Maybe it was because I told them upfront that today was going to be more “relaxed” that caused the trouble. Maybe it was giving them so much unmonitored time at the beginning of class in which they should have been working on project 1 but I know some of them weren’t. The class was really talkative and often tried to talk over me or while I was speaking. I haven’t yet created a classroom culture for open discussion yet, it seems. I’ll have to remind them of expectations. I am so glad they have so much to say, but it gets chaotic after awhile.

And I need to find that line between structure and freedom. I did a think-pair-share and didn’t frame it as a think-pair-share. I need to use names of activities more often. They were confused about what to do when they paired. I think I wrote the questions up on the board too soon. The upside was that students quickly understood the difference between a temporary and a permanent culture.

I am not entirely convinced they understand the concept of culture. I hope that it will become more steady as we go on in the project, but I have to be more specific with terms and activities. We came up with a working definition of a culture that I hope will be helpful moving forward.

Had to make an announcement about cell phones and respect today as well. It was just a bad day in terms of discipline, which I hate.

I think my “culture example” of Supernatural went over their heads. Using a personal culture was probably a bad idea. I am leaning more towards doing a WMU Geographic, because these students seem to want a vehicle for “sophisticated” writing.

Many students didn’t understand what a taboo was though. Alex was kind enough to answer.

When African American culture was brought up, there were a lot of remarks about fried chicken and such and I had to put a stop to that immediately. DON made the comment that someone called him a “honkey” earlier and I was unable to tell if he was messing around or if he was serious. Either way, I had to be firm. I think that’s what this is missing. I’m letting papers do all the sternness for me. I don’t want to be mean, but I don’t want to come in every day with mountains of papers to keep them busy or to keep them in line or whatever.

The lowest point of the day today was my consultation with Jerry. He confessed finally that he wasn’t placed in the class, that he signed up for it of his own volition, thinking it was a course about improving writing, not about how to learn the writing process. He was unaware of the fact that it was not counting towards credits or GPA. I am having him meet with Kristin ASAP to discuss his placement.

I really feel guilty for not having caught that sooner. My instincts DID pick him out though from the very beginning, although my intuition that he needed help managing his eloquence was wrong. Rather than not having foundation, the problem was that he already had it, that he didn’t need to be in the class. So I find that I have to be more careful when the red flags start to go up. Is it because they are doing extraordinarily poorly or because they are achieving above and beyond? If he stays in the class, I would like to try and work with him to make sure he is doing work that is at his level. However, I don’t know if this class will end up being beneficial to him.

High point, I suppose, was working with David and giving him some advice in working with tone and commas. I suggested that he listen to plays on tape or on video and to read his work (even outside of ENGL 1000) aloud to himself. I feel like this will be incredibly helpful to him. He is really the first male student so far who has shown a really intense interest that we were able to discuss in a one-on-one setting.

Sally confided in me today that her high school teachers used to tell her not to “write the way she talks” in her papers and that made me somewhat irritated because her writing is very clear and detailed aside from some wordiness or word confusion and the personal tone that comes through is something that many people her age struggle with. I encouraged her to write in a way she feels expresses her personal voice, but to be aware of her own phrases and habits that might not make sense to everyone. I suggested she find a friend or classmate to read her work aloud to help her catch these mistakes.

Journal Entry – Day 9

Today was our first grammar mini-lesson. It went a little long, but today was the first day that timing really went well. I didn’t stress out about time, I let things flow naturally, and I made some executive decisions on the fly. I had the students write a reflection about what to do if they are unclear on instructions and what the syllabus says about incomplete work. I made sure to start on time and I wrote clear instructions and some vocab on the board before class started. I stood outside a little while before class while waiting for students and I noticed that the classroom was very talkative and active when I wasn’t in the room. I am really hoping to change this somehow. I would love to include music in my classroom or something.

Anyway, I went around the room and checked for the homework, which I had written on the board to have out as I came around. Many students said “but I don’t have it typed” and I simply responded with “take it out anyway” and marked it as a sort of
“partial” credit. I had hoped that by gauging their success with this assignment, I would be able to judge how stern my talk with them needed to be. After talking with Corey, I realized that I was continuously trying to change what I did to make thing work, when the students were the ones who had to go halfway too. It turned out that only a fourth of the students did the assignment correctly. 6 out of the 16 did it written.

I talked to them about effort and participation and how to succeed in the course. I’m sure I was somewhat harsh to them but I opened the floor up to them and I did get some meaningful questions back. I think students like Sally and Allegra, who both do a lot of work, felt insulted or bored because they thought the situation didn’t apply to them. However, students like Alex and Sarah and even Katharine and Kelly who are also doing well, seemed to be nodding their heads in agreement when I spoke. I gave them the new timeline and watched as they cross the old one out, to have proof that they were using the right timeline. Then, we went over the project 2 handout, but not the timeline. Looking back, we probably should, but that’s something I will address on Thursday as we really jump into the research and planning portion of the project. The students seemed somewhat bored because we spent a great deal of time on research plans and proposals. Michelle remarked that it seemed like you were repeating yourself a lot in a proposal. I agreed and said that sometimes repetition helps you remember and helps others understand. I did a poll of whether or not students felt they could do the practice activity on their own or whether they wanted to do it as a class. Most all of them wanted to do it on their own. I gave them that and said that as long as they have it finished by the time they turn in their grammar mini-lessons, I would count it. I have to think of a mini-lesson handout for next class with homonyms.

Then, I borrowed another idea from an ENGL 1000 instructor. Those students who didn’t have their list written out or typed up were to spend the next 6 minutes getting their work done, while everyone else was free to do other work or talk. I had many students come up to ask me about their folders.

I also refused to take their lethargic silence as an answer this time. I said “I will take your absolute silence as confirmation that you 100% understand this, you have absolutely no questions on how this project will go down and what you have to do for it” and Alex raised his hand with a question, which was followed by a few others.

I know it’s hard going from really nice to a little more strict. Not hard, more like impossible. I can’t be authoritarian, but I can’t be a pushover either. The transition between projects seemed like the perfect opportunity to do it though, because of moving on to the next step, catching the little errors, etc. Dennis admitted during consultation that he needs to follow directions better. Katharine said she wanted fewer group activities.

I had THEM tell me the homework at the end of class, and nearly all of them missed the small part about writing about areas of concern and feedback. Hopefully, as time goes on, they’ll become better readers.

I nearly had to steal DON’s phone from him. Next time I’m just going to pluck it out of his hands.

Journal Entry – Day 10

Today was a sort of fun day, but I don’t feel like I really focused on field research enough. I’ll have them start their initial observations and move the due date of things back a day, to allow them some time in class to think more about field research. I did not plan to take a day to really explore field research, but I feel it’s somewhat necessary now.

Students came in and out sporadically, some coming back very early and others waiting until the last minute with their creepin’ sheet, but students seemed to enjoy the activity and I think it helped get them a little more ready for the work. Student homework completion is still about the same. Although only one or two people just didn’t do the homework at all, only four completed it as instructed. I think I lost some of my “strength” again today. At the end, I forgot to have them recite their work back to me. I have to write these things into my plans explicitly, so that I will remember to do them.

I went through the grammar lesson in the anticipated 10 minutes. The game took a shorter amount of time than I expected and people really got into it. Simon and Roger confessed it was rather easy since they already knew most of them during consultations, but I think something like this could be done with apostrophes and commas as well. Simon suggested run-ons and Roger suggested prepositions.

Students seemed to enjoy the “peer interview” format of feedback. I paired up with Alex and did a model interview using Supernatural. It is likely what I will do my simulated research on now for the next class. I will have to send out an email telling students about the change in plans. I would like them to come back with revised drafts as well. So that could be due Tuesday, and then more formal research notes will be due Thursday instead. We can discuss interviews and such then too. Yes, we’re falling behind, but I feel I owe it to students to prepare them adequately. And we can begin work on Project 3 on schedule as well if necessary, considering some of them will be building necessary skills already, especially if we do citation work in class.

Had to take DON’s phone from him finally.

Honestly, today was a very hands-off day and I loved it. I really felt students got valuable time to do peer response and to get into grammar.

I only hope this isn’t a false feeling of “fun” instead.

Must work on planning the next two days. I think I will begin restricting my detailed planning to two days at a time. I will try and have a general outline of dates and activities, which I think will grow more solid over time, but I think two days at a time is a workable load and anticipates most unexpected setbacks and areas of need.

I want students writing more in class.
I liked their discussion on cultures they observed walking around campus. They responded well to “rituals” and even “material artifacts.” I have to remember to keep using terminology and make it regular in the classroom. I know I struggle with this, although I have taken to writing vocab on the board. However, I don’t require students to copy it down.

Journal Entry – Day 11

Today was very nearly my first real complete disaster story. I am fairly certain this has to do with my poor modeling skills. I resist using the projectors, so it makes things difficult, and today the students seemed very apathetic. Nearly all of them had their homework completed, which was good, and a great deal of them said they at least looked at the emails I sent out. Michelle, Allegra, and Bailey all had a lot of questions for me about format and length and the exact nature of the assignment during consultations, which leads me to believe the confusion is widespread. I will try and send out an email answering as many questions as I can, and also alert them about interviews. However, today was about trying to clear up the confusion. We started with my simulated research, which I now feel was a mistake. Students seemed to understand how to analyze their own results, which left them kind of apathetic about the assignment. However, they did seem a little torn about what the difference between customs and traditions were. I will admit that I myself was uncertain. I just feel as if the activity was nearly a giant flop. I modeled for about 5 minutes before handing control over to the students to do it themselves. I think this was the only thing that saved any of the activity, because I numbered groups off but each group had one person who was motivated enough to push the rest of the group to analyze the results. This was just luck. I don’t want to rely on that again. Instead of Instructional Objectives, I think I’ll be changing my lesson plan once again. This time I will be writing about what students need to know when they come to class and what they need to leave knowing. I definitely fell behind on this project preparing them. Hopefully, with a little persuading and conferring, they’ll begin to understand how to interpret their research results.

The second activity with the zombie survival guide, went somewhat better, although I know it would have failed just as badly had I not been circulating and helping out. I realize now I have to be clearer with my directions. Sometimes I am redundant, and other times I am too vague. Most of the students were so heavily focused on the content that I realized I forgot to tell them to focus more on the genre and not the content. The presentations turned out better than expected. Nearly all of them got the purpose and audience of an article, survival guide, and how-to guide. We even differentiated between the latter two as saying survival guide was more about prep and how-to was more about the moment. I think this activity was more helpful because the students seemed to be so shaky on the genre. I think tomorrow will be a genre workshop day. I still feel as if I’m rushing them, but they are keeping up like champs, paying attention and giving their all. I really felt like they were trying hard today, even if it didn’t seem like it at times. I will admit to the first activity being entirely my fault. And that created a sort of apathy that thankfully, was diminished as we moved into the zombie survival guide.

If students are really showing promise with their work but need more time, I will probably delay everything by one class period. I don’t want to have to do this though. We even had EXTRA time today. I could have easily used it for a grammar exercise. I need to be more aware and more prepared next time. I try not to plan too far ahead, but I think it is needed at this point, to start planning at least one or two activities ahead.

For the rubric creation, I was thinking on how to get students to focus their criteria on the things that I felt really mattered. I let students pick their criteria last time, I think this time I will have them randomly draw theirs from a bowl on a strip that also has those focus areas on them. Then, I will circulate and make sure students understand how to use that focus.

I must make workshop materials. For some reason, I feel this will be easier. I also have to email my simulated interview and share resources on meaningful interviews. I am honestly looking forward to the work my students will be producing. Many of them seem very excited to create their final product and so many have such good ideas.

Nate has yet to send a proposal. He came in with field research notes today (which I just checked for presence, not content) with interviews planned. I really hope he gets them. I do want to speak with him about his work.

I am thinking of holding some kind of open forum or cafe date on Friday for my students to get together and discuss our work. I am thinking of opening this up to other ENGL 1000 instructors, but I am not sure yet, as I do have work this Friday. However, I just feel it would be beneficial to us all to get together as a class and work together outside of class. It would give us a more casual atmosphere to work in. I would have to think of a way to persuade them to come, either with food or with extra credit. Perhaps in my next email, I will gauge their interest.

I seriously need to get more organized with how I run the day. I need classroom rituals. I know I’ve been saying that since the beginning. I know I keep trying. I just…can’t seem to settle. This seems to be an issue. I’m not settling. I’m not creating a routine. I keep throwing curveballs and having to reteach. I think the genre activity went so well because it WAS familiar. I need to be creative, yes, but I also need to start setting up good habits. I will create a template for my lesson plans from here on out so that I can start setting things up this way.

I think for project 3, I will start up a routine in which students write to a different person for a different purpose each class and, once we learn more about ethos, pathos, and logos, explaining which they used and why.

Journal Entry – Day 13
Today class was somewhat uneventful. I was slightly ill, so my energy was definitely not in top form.

We began with the comma minilesson, which may or may not have been a bad move. I began reading the lesson aloud, but it was very long, meant to be a packet for use for most of the semester, but I decided to have students read aloud instead halfway through. Students seemed sluggish at first, but the pace picked up a little as we went along. It especially seemed to open up when I acknowledged an “incorrect” comma practice placement as possibly being correct depending on the way the sentence was worded. I tried not to say it was wrong and kept bringing it back to the overall meaning of the sentence and the purpose of the statement. Michelle and Sarah and Sally were all able to differentiate between dependent and independent clauses easily, however, relating comma usage to FANBOYS or AAAWWUBBIS was harder. I am thinking of having the FANBOYS and AAAWWUBBIS written on the board when we do our descriptive language activity.

Three students seemed to know how they were going to organize their work, although none of them ended up leading the class in the discussion. I went and got the laptops and the students got right to work, really. They were very quiet. Maybe they were doing other work, but the atmosphere was good. I was getting good questions and good material for an email tonight (instructions on how to do various things in Word). I will have to send them a few more formats tonight, just to ensure understanding. I think looking over their rubric creation handouts will be the most revealing.

Although I know I made the decision for the right reasons, I now regret interrupting the flow of their work to introduce project 3 (first was rubric creation, but it still felt somewhat premature). However, I was doing it for the sake of time, and I would rather they have enough time to prep for project 3, which is significantly harder, than have them rushing to finish when important skills such as formal research and citations are on the line.

I wasn’t able to do a think-pair-share with students for P3, because we actually went somewhat over time today. However, I did leave students with the important questions they should ask themselves when brainstorming, which most of them took note of.

Overall, today was a very standard day. I think I still have some work to do in terms of sequencing activities and spacing work out and building the genre so we don’t have this subtle crunch-time panic.

I did notice most drafting was independent and I brought in a magazine example for Michelle. I will have to remember to send out other example formats tonight for others, although most of them seem to understand what they want to do and how to do it.

Alex didn’t show up again. No word from him as far as I know. This is his second absence. I now wonder if it was a mistake letting him do the video format. I am afraid it was too much for him and he now feels overwhelmed by the work. And of course, I forgot to send the workshops to Katharine. I will have to retype these, as I am already inconvenienced by the fact that I do not have digital copies, which I can’t exactly explain since I am sure I saved them either on the school hard drive or emailed them to myself.

I need to plan ahead just a little more. At least making outlines of a third class will be helpful.

Students seem to be getting in the swing of things. The only issue so far is misunderstandings, which I am finding are easier to remedy.

David took my advice, which made me very happy.

Journal Entry – Day 14

Today just was not a very good day. We didn’t get much done. I was so busy trying to keep up with late work and late comers and I just didn’t give myself enough time to prep. I know now where the line between too much and too little is. I feel like I’m running myself ragged with my job as well. I have to work more on my lesson planning. I did it again where I planned way too much. I knew it and felt it as I was writing it up, but I ignored it with the thought of “we have to get through this, we have to get through this.” It’s that warning about “coverage” that keeps popping up into my mind. I don’t want to just gloss over these important concepts. It really needs some in depth work.

Katharine has an extension. She and Alex are working together in class right now on the workshops.

DON left early in the middle of class. He said he had a health appointment at Sindecuse. I tried to remind him and Alex as well to let me know if they will be absent or must leave early.

The descriptive language activity flopped. I think I will hold off on trying it out again until we get closer to the multi-genre project. However, the students did enjoy writing the stories. I just don’t feel like I planned enough to get something out of it.

We have to shift nearly everything in the schedule for this project. Depending on how the other instructors plan on finishing it up, I may move everything back a day. This project went mostly according to schedule, but I feel like giving them only two days to write an annotated bibliography will have half of my students running for the hills. Now my cushion time of two class periods is gone.

Students seem confused differentiating between writer and audience. After awhile it seemed to become clearer and I tried to praise student answers more and make their contributions seem really helpful.

Today just felt…like it wasn’t me teaching. I felt separate from it somehow. The doc cam and the projector seem to do that to me. And do the heavy lesson plans. They make me someone different. Someone distant from my students. I don’t like it. I don’t feel like I really taught them well today.

It just felt like a “coverage” day and this is the first day in a long time I’ve wrapped class feeling really icky. The classroom community was gone, the energy was gone. Students were really dragging their heels. It must be the rain. I need to bring in something to cheer them up next time I need them to really get them to work.
Today was just a day where the performance gap suddenly appeared. While I am pleased with Nate’s attendance and turn-in rate, he did not have any of his materials in physical form today, which means that he essentially missed turn-in day. This is already a violation of his contract. I will have to sit down with him to discuss what this will mean going forward.

This at least puts me on a realistic time frame though. I now know where the troubles are going to be in the work, where things are going to be difficult, what is going to be harder and what is going to be easier. I realize now I did a LOT of prep work for P2, and so I assumed that they would be prepared for P3. Not true. Not true at all.

I don’t have much to say today, other than I could have done better. I really, really could have. I didn’t hit my stride, and I need to take some time, look at my lesson plan, figure out how to organize it so that each activity leads into one another, and really make sure it is meaningful. I now see I am left with lots of loose ends to tie up next class, although I realize there is no more time to be wasted, so we will have to condense activities as much as possible.

Journal Entry – Day 15

The classroom was very teacher-centered today, mostly because it was necessary to get through all the modeling and explaining of the upcoming project. Today was dedicated to the lesson plan, but I think I handled it better than usual. Instead of sticking rigorously to the schedule, I acknowledged questions as they came, I didn’t focus too much on time, and I didn’t overbook. When students had questions, I tried to work it into the schedule, scaffolding more or less as necessary. I quickly realized that it was very necessary to explain the research journals in depth, as students immediately had questions about those, but that modeling a proposal was not very necessary. Students seemed to understand based on the questions I posed to them, which were almost directly from the questions and standards they learned in project 2 when they created their proposals using the mini-lesson.

The class was slow to start today, but thankfully we had full attendance. They seemed very unenthusiastic about the minilesson, which I really pushed through. They seem to enjoy doing the practice examples on their own and discussing their different responses. I will have to revisit commas again though, particularly when we talk about fragments. I hope that this builds off of the comma. Students now somewhat understand the purpose of a semicolon. I don’t think it is entirely necessary to do a full minilesson on it at this point. I plan on using brushstrokes when we move into project 4.

I finally revealed that project 4 is the multi-genre project. Students didn’t seem familiar with the concept so I admitted that they would have 90% of the creative control on that one and they seemed very eager to get through this project.

Reading through the assignment sheet, students were visibly and vocally overwhelmed. Not because I overwhelmed them, but because the demands of the project were obviously increased from the last two. Michelle was confused about how one would do research for a project of this nature, so I made sure to explain that thoroughly by explaining that they were expected to support their own ethos in their writing by using sources that had their own good ethos. Using these terms in class is becoming easier. I only hope that when we do our The Lady or the Tiger? debate in class, they accept it just as easily. Amanda talked about debating things such as the drinking age, double jeopardy, etc. and I think this would be a good supplement to this debate style. Perhaps a debate a day instead of a letter a day? Or maybe a mix of both. I know I still need to send them examples.

I must send them a completed proposal. They did not need modeling in class, but they do need to know the subtle differences which I think they will get more of seeing it in written format immediately than waiting for me to write it with them. Yes, I understand this does some of the thinking for them. I am still trying to find the line between when it is okay and when it isn’t, but I do not feel guilty for giving this piece to them, considering the hard work they did in revising their proposals for the last project.

I shared citationmachine.net with them, but I think I will still do the random citation activity in class. Perhaps this could be a “textbook scavenger hunt” activity as well. They seem to like “group” activities and we are well overdue for one that doesn’t involve peer review.

I’m beginning to grow concerned about project completion. I got 8 folders for early turn-in, but only four folders for today’s turn-in. That means that four people have not turned anything into me at all.

Worse, Nate broke our contract today. He missed the early turn-in date and showed up to class unprepared. I told him that this was his last chance and he has until 5PM tomorrow to turn it into my mailbox. I really put my hopes in him because he was doing so well with in-class work. Now I feel a little betrayed. I don’t take it personally, but it’s more of a general guilt over what I could have done and what I could have spent my time on to help him or to help the rest of my students.

David wanted to do his letter on “women at Western.” I was immediately nervous and I think I had a right to be. The remarks he made while I was writing up on the board were bordering on insensitive and stereotypical. When I reminded him that the letter needed a real audience and needed to be respectful, he assured me of the latter but couldn’t come up with an answer for the former. So I pressed him to think about another topic. He eventually decided on safe sex awareness on campus and increasing the ways that campus helps students practice safe sex. Not sure if it’ll be the best topic, but he seems excited about it, even if it is just a big joke to him, and maybe he’ll learn something important in the process. Of course he will, but I’m hoping that doing research will help put the topic in a somewhat more serious light.

I used the projector today and I did it sparingly and it worked. I felt in control most of the time. There were some rowdy students, but I think I’ve come to the conclusion that I’m just not that authoritarian when it comes to behavior during class. I like laughter, I like fun, as long as students can focus back in. What they miss is really their problem and I work hard enough to make sure I repeat myself everywhere so they never miss a thing. This isn’t just for them, it’s for me as well, because I always have trouble saying things as eloquently as possible the first time, so I don’t feel bad about the little bit of extra time this might take.
I’m beginning to worry about DON now too. Once he told me about his sickle cell exam, I realize he might have some serious health issues I was unaware of. He seemed somewhat…tired today, a little unenthusiastic and just generally spacey. Dennis said it was because he’d lost at basketball. I offered him some water, but he refused.

David said that my voice and “everything you’re saying” was giving him a migraine. I offered him some aspirin. I didn’t reprimand him for it, mostly because I think students know now that I’m not looking for their friendship, just respect. However, David was getting a little pushy during my explanation of the project. Maybe it hurt my authority a little, but I think I have respect from most of the students. I will have to remember to watch out for that from time to time though.

This was the first time students verbally complained about a project. I will have to try and make sure we’re not all business all the time in class to help take some of the pressure off.

From time to time I panic because my students don’t seem as enthusiastic as other instructors’ students, but I try and take solace in the fact that mine get their work done on time and that their work shows definite understanding of expectations and meaningful revisions. However, I don’t want to just be the teacher that makes sure your homework is in on time. I think I’m still trying to find my voice.

Journal Entry – Day 16

I lost my balance again today. Students seemed to be doing well in the beginning with the reading of the story. I felt like maybe they deserved a little bit of a break, so I was excited to read to them. Surprisingly, nearly all of them came to a consensus that the tiger came out of the door. It led to a very passionate debate which I was loath to stop (but I admit I participated a little bit too much in; I wasn’t sure which teaching moments to address and which to let pass by), but which ultimately ate up way too much time. Students moved through peer interviews easily. I still think this format is working well for most people. Simon expressed his approval of it in our consultation today.

However, I think I overheard Alex asking Katharine what she thought of class today and expressing that it was a little “unorganized.” I can’t be certain if they were referring to this class or not, but I think it was the first time I felt a little offended and a little worried.

About a third of the students said they had used MLA citations in the past, and I tried to explain to students how to use their textbooks to help them. However, nearly all of them referred to the pullout diagrams alone and didn’t go searching in the rest of the chapter. I think a textbook scavenger hunt will be necessary, or perhaps a model. Usually I dislike modeling, but in this case, I can’t think of any other way to express how to do it properly.

I think, perhaps, I am not being upfront in some ways with what we’re doing in class. I am very clear on expectations and how to do things, but then sometimes I take my students at their word for how much they understand, without realizing that some of them really aren’t metacognitive yet. The odd thing is that students seem less metacognitive now than at the beginning of the course. This is a little disheartening. I intend to make the final reflection for this project more in-depth and more reflective on their process to help set them up for the “freedom” of the multi-genre project.

Roger and DON didn’t show up. Both of them had folders to turn in today. I’m slightly worried about DON since he seemed a little depressed in class on Tuesday. Roger…I’m not sure about. Roger is really falling behind and his consultation was today and now I can’t talk to him about it. There is an open slot on Tuesday, I’ll try and get him then.

Students are definitely slumping. It’s the middle of the semester, I am trying to think of things that might invigorate them. I may consult Fires in the Bathroom, just for some student advice. I can definitely tell that respect with some of my students is going to become an issue.

Nate is seriously on the verge of failing. Not only did his folder come in late, but he showed up late for class today and missed our activity. I really have to talk to Kristin about this, but I think he’s done. I seriously cannot cover for him anymore and I can’t take any more excuses.

The “timeline” sheet is working though. Half of my students remembered their homework without prompting and this time, when students said they forgot, I had something to fall back on to justify me not giving them an extension. I do not usually like printing these sheets up because they always end up changing at some point, but I do like the advantage of having a backup when it comes time to turn things in.

I think part of the resentment students are beginning to feel is due to my withdrawal of some support. I’ve scaffolded them up to this point, so they should be able to do things like proposals and peer review on their own, and yet they slack off.

I do not regret trying to stick to the schedule today. I heard a great deal of off-topic discussion during group work, which led to them not finishing their posters today. I did not, however, push back the annotated bibliography due date. They’ll have to use what they have already available to them to do their bibliographies. Hopefully that will make them realize that they need to keep up and do the work.

At this point, I just feel exhausted. My second job is wearing at me, it’s battering my confidence and my patience every time I go in, it just feels hostile. Just this morning, my manager told me I had to stay until the truck was done, even if that was at 10 or 11. I informed her I had class and she said I could go at 8:30, but not before she guilted me about leaving and then turning down my offer to work on Friday. I just…it’s difficult to go from that, to this classroom sometimes. I come in here, hoping that my students will understand and be thankful for their situation, that I’m here to help, that I actually care, that I want to know their individual situations, unlike my managers, who ask me to work on the weekend of my cousin’s bridal shower only a week after my great aunt passes away.
I’m exhausted having to plan as much as possible, get all this done, and get them understanding. I’m not doing anything new at this point, I’m bringing back the same old routines, and they still act like they’ve never seen it before (not all, but some).

I suppose this is where my will is tested the most, in this middle slump, where everyone is on edge and bored and cranky. I just have to push through, have confidence in my experiences, my education, and my instincts.

Journal Entry – Day 17

Today was a day I was somewhat glad I didn’t just plow through the lesson plan. I got where I thought we needed to go. I’m getting better at managing questions and time.

I put a “Due” and a “Schedule” section on the board this time. I think that really helped keep students on track.

After going around and checking student work, I’m getting better at differentiating between effort and apathy. I gave partial credit to students who did not have drafts but expressed genuine confusion in the assignment. I am still glad I had them try and work out an annotated bibliography on their own, because I hope that it encouraged them to start being resourceful and think for themselves.

We got through more than half of the work today, which leaves us on a slightly delayed schedule. I may push back the due date, although I do not intend to push back the introduction to project 4. By the time project 4 is introduced, they should go home after workshop with their homework being to make revisions to their work and to do some kind of simple task, such as topic selection.

I think I’m just getting better at managing time, giving time where it’s needed and taking it away where it isn’t. For instance, we were meant to proof-read and discuss an editorial sample in class. I decided to skip this and save it for next class because I felt it was more important to tie in an example of the format done in the powerpoint.

I’m really happy I used the powerpoint. I felt like it was very helpful for my students. I am also glad I opened things up to talk about the annotated bibliography because I feel like it cleared up a lot of confusions that surrounded it. Some students were clearly uninterested, but I can think of nothing else to do to get them interested. Annotated bibliographies are never fun and I feel like any gimmick I use to make it seem fun will only end up wasting time.

I intend to start sending them some web resources to help with the citation stuff from now on. I want to focus on format as much as possible now. I want to start looking at persuasion and advertisements and newspapers.

I feel like…I’m not trusting the real-world examples enough. I know I should, and I’m hoping in the multi-genre project I can do that a little more.

I had full attendance today. Even Nate came. He stayed the whole time, because I didn’t get a chance in between activities to address him about his failure in the course.

Failing him had to be the hardest thing I’ve done so far. I’m really tempted to fail Roger at this point because he showed up today with no draft and no research journals and then he also failed to show up with his folder, which I emailed him about a few days ago.

He is consistently missing work and if his folder doesn’t show some effort, I will have to write up a contract with him for this project. I am already down to 15 students, I don’t know if I can afford to lose anymore. At times, I wonder if I am being too harsh. Other times I wonder if I am being too soft.

Of course, my students send me emails asking for help only 30 or so minutes before class actually STARTS. I am just happy I got to discuss annotated bibliographies more.

I still feel like I need to put more thought into lessons and activities. I feel a little shackled, not working with literature, but I am trying harder. This is all really brass tacks writing, which I, myself, learned mostly by drill, so I feel a little out of my depth when trying to teach my students how to do it in a different way. I feel like when we come to the multi-genre project, I’ll be a little more in my element.

Even so, I’m trying my best to be at the top of my game here and now.

I’ve started requiring students to bring their drafts to consultations again. After the last projects came in, I was really disappointed with how many of their errors could have been caught during a consultation.

The best part is, though, that I now see it as an opportunity to make students volunteer leaders for future classes. For instance, in my consultation with Allegra, Michelle, and Bailey, they got a little more info and help than the rest of my students did on this project. Therefore, I asked them that if this came up in a future class, if they would be willing to serve as spokespeople and talk about what I recommended or what helped them with that issue. They all agreed to do so, so now I think it is something I will continue to ask of my students. I want them to take more of a role in the class. I’ve been talking too much at them lately. It’s difficult though, especially when they seem uninterested or unenthused about group activities or demonstrations, etc.

I’m seriously beginning to wonder if teaching is just this constant struggle for this balance. It probably is.

Journal Entry – Day 18

The library visit was a huge success. I had been hesitant at first, given the negative reviews of other instructors, but I think we got a very good librarian to help us. She was thorough, she circulated the room to talk with students about their research, and she was great about hitting the points I wanted my students to get for the day.
Almost everyone was using the catalog and databases to research their topic. Many students found very relevant resources on the Western Herald website. I am very glad I asked the librarian to include that in her talk.

Today, the benefit of consulting an expert was really driven home for me. I tried to do it on my own, and it just wasn’t working. Sometimes, you don’t get the best experience from the classroom. Sometimes I don’t know best. And sometimes I forget that. I sometimes forget the resources that are available to me. I will be attempting to make better use of them as the rest of the course moves on.

Perhaps one of the most interesting things about the whole experience was the difference between myself and Amanda and our students reactions to us. Amanda’s students seemed more open with her, somewhat more engaged, although based on what Amanda says, they may not be doing work but are just very good at being charismatic. I think I have a decent rapport with my students and eventually, they began to talk to me, to ask me questions, to be a little more open. It just made me realize that maybe I should be making myself more…approachable? I really try to be and, again, I feel that ultimate struggle between friendliness and professionalism. Where is the line between being too nice and too strict?

In some ways, I really think I let my students have some definite freedoms, which might lead them to disrespecting me. Simon, DON, and Dennis all sat together in the back row. I had to tell DON to stay on task and put away his phone, and I had to do the same to Dennis. Even worse, I had to pluck Michelle and Amelia’s phones right out of their hands. I would have made more of a scene out of it, but we were with another class and I felt no reason to embarrass them too much. I handed them back after a minute or so and told them both that I expect them to have their phones away during class so the same holds true for presentations. I think today was just a drill in discipline and behavior, which is good in a way, since I don’t do a lot in terms of gauging behavior with my students. Like I said, I am relatively easygoing about behavior, so this was an interesting test to see whether or not they would live up to my expectations. Most did, but a choice few did not.

Alex called in sick, Sierra never showed up, and Roger showed up late. All three are riding on the edge of too many absences. I still have to send an email about what is due next class. I guess I should have cleared that up in the previous class. I think I need to start scheduling ahead a little more. After all, in their other classes, deadlines will be a very real thing. I’m pretty lenient on deadlines where other professors will not be. I think I will hold a rigid turn-in date for this project. I’m already working with Roger to figure out some way to make up forgetting his project 2 folder again.

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Journal Entry – Day 19

I’m doing this reflection rather late. I think my students feel about the same way I do: tired, overwhelmed, rushed. I’ve just agreed to take a personal day and let Kristin teach my class tomorrow. It will probably be a revision and drafting day, so I feel okay leaving them in her capable hands.

Reflecting on it, the same people have been gone or late for workshops. Roger has forgotten his work again. At this point, he has missed too much work to have adequately completed project 3 and still has not turned in project 2. DON has three absences now. I think I made my workshops too long. Going through the one as a class, I felt the students resistance to the small type and the long paragraphs. It was my own fault. We barely discussed organization of letters and so I was trying to play catch-up by passing it all off onto a workshop. I feel like my skills in writing the workshops was really suffering as well. Students seemed lethargic and keeping them on task was difficult. Even trying to help them understand the workshops felt like pulling teeth.

I realize we’ve done nothing with in-text citations, but I am passing that onto a format issue, a lower order concern. Perhaps I shouldn’t, since citation is really an important skill to know in college. Students did seem, however, to grasp the concept of an annotated bibliography, or at least how to put one together.

During consultations, I realized I was looking at materials that were rough draft quality. It was scary, realizing that their work was barely started and I was asking them to turn it in to me in only a week. I don’t feel all that proud of this project. I don’t feel very proud of myself right now. I’m hitting a wall, lacking energy. My students can tell, they can feel it too, I’m sure. They feel it themselves. I’m so worried that I don’t know where the line is between not babying my students and letting them fail.

I really can’t pull my thoughts together right now. David seems to be doing better, which is great. Alex seems to be slipping away. Dennis and Simon are starting to get complacent. I need to shake up the groups and in a big way. The groups worked well last time, but I think now their getting too comfortable.

I just wish my class was going the way everyone else’s seems to be, and I know that’s the wrong way to think. My class is my class. I’m just wondering if I’m thinking things through enough. Or if I’m thinking about them too much.

Kristin keeps telling me to keep it simple. I should. I really really should. I don’t even know if I’ll give them handouts tomorrow. Maybe just let them go at it together.

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Journal Entry – Day 21

Wow! Today was the lowest attendance rate yet! It’s a little disappointing, because today was a really bad day for them to miss. It also makes me wonder if things went so smoothly because there were fewer students. Again, sad, because I felt like Kelsey’s idea for talking about genre was my “test run” to see if students really understood. Even so, I am really impressed what 12 of my students
came together to do. Simon, Alex, and DON seemed the weakest of the group, but Alex claims he had a concussion, so I am trying to be sensitive to his injury. I am wondering if it was smart to keep him in class. However, he toughed it out and made it through the class alright.

This group had the want ad and only seemed to understand it slightly. I gave them some creative ideas but they didn’t really take it any further than that, merely copying what I’d given them and then half-heartedly doing the rest.

My love note group of Roger, Sierra, and Sally went well. Roger seemed involved or at least to be aware of what was going on. They did misunderstand the directions. I am beginning to see how Sally sometimes disrespects me, very very subtly. When I said that I think she and her group mates may have misunderstood my directions she responded with “I was afraid you were gonna say that. Well, I’m just gonna finish what I have here anyway and we’ll do an example on the other side.” It wasn’t a fight I was willing to get into, so I allowed it, but I have noticed more and more that Sally does not like people trying to get her to do things a different way, instead relying only on her own method. This has meant trouble when it comes to revision and following directions that ask her to think outside of the box.

My twitter group, Allegra, Bailey, and Dennis, also worked very well. They unconsciously included conventions of their genre and Sally was the one who ultimately pointed it out. I am encouraged and worried at the same time. They know these things are there, but they don’t understand that those things make up what the genre is. I’m glad I made sharing results a requirement so that students begin to feel responsible for their research.

My billboard group was the strongest. Michelle, Kelly, and Amelia knew their way around this project like the back of their hands. I am compelled to keep their posters to show them off to others.

Roger and DON are on the verge of failing, as are many others who failed to turn in their projects today. I am disappointed in those who didn’t show up. I confronted DON about it and he claimed it was because he didn’t get the project. However, at least he was honest with me and said he really didn’t have a reason or excuse for not coming to talk to me during my office hours. He seemed surprised when I reminded him of the agreement on the syllabus that if he didn’t turn in project 3, he failed the course. I’m accepting it from him on Thursday, but I will reduce his grade by one. Roger…just turned in project 2 today and doesn’t have project 3 done. If he turns it in tomorrow, with everything promised, I’ll grade it and mark it down by one. If I deem his work satisfactory or above and beyond, preferably above and beyond, maybe I can justify passing him. But as it is, he’s not really putting much effort into this class and while I think he’s eager, I don’t think he’s committed.

The students did seem interested in choosing their own topic, but they automatically started worrying about content and the genres. Try as I might, I couldn’t get them to stop worrying for a moment about everything else. I’m hoping it’s just the time of year where they panic about everything. I want them to feel more comfortable with this project, to do things at their pace. They’ve been pushed and pulled to meet deadlines the whole semester, even I think they deserve a bit of a break.

Dennis disrespected me by outwardly and obviously yawning and stretching. I failed to respond to it promptly. I’m losing the respect of a choice few, but I have no desire to fight them on it. I know this attitude will have to change once I begin my internship. High schoolers need to have that respect. These are adults. They can make their own choices and I can make mine. I wonder if that’s shallow of me.

I am worried for many of the students who didn’t show up. It is very disconcerting. I will have to email everyone about the assignment and signing up for consultations anyway, so hopefully I will get some kind of response from them then.

Ah, David is the only one of the missing students who sent me an email. Again, still disconcerting.

I remember back at the beginning of the semester when I was certain all my students would pass. I see now that I may have been way too idealistic. If anything, this experience has taught me about all the pitfalls of teaching, the place where even the best laid practices fall apart.

Journal Entry – Day 22

So, today wasn’t the best in terms of time management, but I think I really held steady to my promises. I refused to see anyone who didn’t have their genres chosen and I made use of the individualized schedule sheets to keep them accountable by making the very first thing due their genre choices. I am SO glad I decided to use those sheets and I think doing the project myself is helping me to plan out and anticipate student responses. From the first to the last consultation, I had a definite routine. I asked what the topic was, I would rather take time to work individually on their drafts.

Personally, I am hoping most students are so excited about this project that they bring in drafts of almost everything to our individual consultations. The due dates I felt were fair and I will hold firmly to them. I think I will be communicating with email a great deal this project, just to let students know how things are going on my end. I may even open up the discussion on our e-learning page to see students discuss their progress, ask each other questions, and share cool ideas.
I will have to be very clear with the requirements of each genre. Some of them are hard to find examples for, such as the ABC page. And I will definitely want to meet with individual students to discuss progress as we go on in the course. In fact, I may even set up an hour chunk each class where students have free drafting/revising time and I meet with students for about 10 minutes.

Katharine has missed the entire first week. I am not sure what to do to get her caught up. Sarah also missed the entire first class, saying she had computer and key issues. Everyone who came to me without the necessary work done got an incomplete for the day. I decided not to mark them absent, although I feel I should for some of them. They are already far enough behind by losing that extra day to work. While their peers will be bringing in drafts and such, they’ll have to work on creating a plan and beginning drafts by the time they leave. I think it puts them on a fair playing field.

I am enjoying doing this project with my students. It’s really pushing me to think deeply about the possible confusions and obstacles for someone who has never done a multi-genre project before.

Journal Entry – Day 27

Today went so much better than I could have ever asked for. Even though Sarah never showed and Roger showed up after class ended, everyone else was prepared and proud and mostly eager to present. I’d say it was about a 50-50 split. I had half eager to volunteer and another half which finally volunteered themselves. Alex showed up late. I still don’t have a project 3 from him. I don’t think I can pass him then without it. I know that some students who were on the cusp will probably push through, based just on the work I saw today.

Wow just…I’m so glad I had them present. I thought our classroom community was dead, but I was so wrong. After the first few presentations and I asked some questions of students myself, students were offering up their own questions and comments. Amelia did an amazing reading of her poem and Dennis really surprised me with a vivid poem about pre-game football routines. I am especially happy that I decided to prompt some students to share more when I felt there was more to be tapped. Sally read her poem aloud and, while it was VERY good, I really thought she could get more into it considering how passionate I knew she could be about her topic. So I asked her to share her timeline, the only other piece I had seen parts of. It was beautiful, a series of pictures on paper with written captions strung together on ribbon. And DON even remarked “Why wouldn’t you want to share that?” I was just…so touched in that moment. They were valuing each other’s writing, valuing one another, and…really, I’m getting choked up thinking about it. I know exactly what I’m doing more of in the future: sharing work like that. Everyone did a great job. I have high hopes for when I actually sit down with their work.

They also completed evaluations for me. I’ve just looked over them and I have to say I had to fight back tears in some cases. David said I reigned his love for writing. I only hope his last project is good enough to get him a passing grade. I really want to pass him. He seemed to come alive when talking about his topic.

I know some students won’t pass. I have only about 2 or 3 in mind at the moment. No one that really did all the work and didn’t improve (except of course, Roger, because looking at his final project…it doesn’t reflect any effort and his first two were only passable; he just…he doesn’t seem like he’s at all present). But overall, looking back, I’m so proud of them. They made me angry some days and they seemed to think so little of the class, but even Michelle today mentioned “After everything she’s done for y’all in this class, you can’t get one picture with her?” I’ve never taught a class before, and so I’m just…I’ve never had that attachment. I’ve never felt that sense of parting. I’ll always remember this class, just like I’ll always remember the girls from my pre-internship.

For the past couple of weeks, I’ve been re-reading my journals and I keep noticing things I could have done, things that could have been better, places where I may have failed my students. Today, I realized, maybe my teaching wasn’t to my expectations, but what I did for them…it was more than they expected. So maybe my students won’t leave knowing what a dangling modifier is. But I know some of them will leave loving writing a hell of a lot more than they did coming in. And to me, that’s the first step. Get them to love writing, and the dangling modifiers are in their own.

To not mention, I now know so much more about what works and what doesn’t, what’s practical and what isn’t, and what students really respond to. My failures weren’t failures, but opportunities for success at a later date. Where I missed opportunities or went in the wrong direction, I now know how to avoid making the same mistakes later.

Allegra finally guessed that I was 22. Everyone thought I was older than that. What a surprise! After being mistaken for a high schooler for years, it’s nice to have a feeling of maturity. I know I was concerned about my image and my authority back during my pre-internship. I don’t think I’ll have to worry about that any more. It has nothing to do with my hairstyle or my clothes, or anything, although in some small way it does. Basically, I feel more confident. I took risks, I never questioned myself, and I was honest with them. I treated them like adults. I think that’s all I need, really, is that confidence and openness. To be straight with them, not to act like I’m older than I am. Because I know sometimes I acted like a kid with them, laughed with them, was silly or stupid. And they still had some respect. Granted, I got walked on a few times, but in the end, they’re adults and they’ll face the consequences. But now that I’ve learned not to take it personally, I think I’ll be able to handle it in a high school setting, where I won’t usually be able to just let it lie. But now, I’ll be able to handle it calmly, calmly, knowing where my head is.

Michelle and Amelia both asked me to write recommendations for them! I was just…so shocked! I felt so flattered and they told me that I was really the only person who bothered to talk with them one-on-one and that I always gave them good feedback and…I really don’t quite know where my head is anymore. I’m going to miss them. All of them. And even though I didn’t get to do some of the things I wanted, there will be more classes in the future, but I don’t think I’ll ever forget this one.
Name: Simon

Getting to Know You

Email: 

Phone: 

Birthday: 

Major: Manufacturing Engineering Tech. 

Hometown: Kalamazoo, MI 

Do you have pets? If yes, what kind? If no, what kind would you get? 

No. Golden Retriever

What is your favorite: 

Food? 

Song? She Will Be Loved by Maroon 5

Band? U2

Hobby? Soccer

Childhood TV Show? Arthur

Animal? Cat

Finish this sentence: Why can’t it always be sunny?

Finish this sentence: I wish I knew how to 

Finish this sentence: I wish I knew why 

Finish this sentence: I am confused by 

Finish this sentence: I like 

Finish this sentence: In groups/during group work, I 
always 

Write down 3 random words.

pen watch paper

What are your views on writing? 

I like it, a way to put down thoughts

What do I need to know to help you learn this year? 

Nothing
- Went to Italy to Rome
- Places didn't always meet his expectations
- Peer response is helpful
- Easiest to tell peers what you think face-to-face and get immediate feedback
- How you write an email make a difference
- You should always re-read

**Participation**

- Believed he had participated well
- Usually one to initiate conversations
- Answers in class occasionally
- Hopes his advice in peer-review helped his peers

**Persuasive ELP**

- Explain positives and why they are positive
- Then, research topic, explain it in detail, then convince the reader that your topic is worth choosing over everything else
Name: Dennis
Email: 
Phone: 
Birthday: 07-31-15
Major: Engineering
Hometown: Benton Harbor, MI

Do you have pets? If yes, what kind? If no, what kind would you get?

Pitbull or a huskie

What is your favorite:

Food? Chicken

Song? Juicy - B. I. G.

Band? —

Hobby? Football

Childhood TV Show? Tom & Jerry

Animal? Black Mamba

Finish this sentence: Why can’t I just sleep ____________________?

Finish this sentence: I wish I knew how to ____________________.

Finish this sentence: I wish I knew why I couldn’t go to sleep last night.

Finish this sentence: I am confused by ____________________.

Finish this sentence: I like ____________________.

Finish this sentence: In groups/during group work, I always ________ too much work

Write down 3 random words.
Sports  New  Actor

What are your views on writing?

A way to express my feeling or my thoughts on paper.

What do I need to know to help you learn this year?

Keep the class interesting.
- went to Atlanta
-wants to keep in touch w/ HS friends
- Need to make my figure a little more straight forward
- Confused about what should be in the email

-the tone you use in an email depending on audience

Participation
- Being involved like answering questions and coming to class prepared
- Admits to not helping his peers a great deal

Persuasive/ELP
- Creating some material through your thought process and your notes
- Coming up w/ good info about a certain topic
- Not familiar w/ ELP
Getting to Know You

Name: Don
Email:
Phone:
Birthday: 11-12-92
Major: Mechanical Engineering
Hometown: Coloma, MI

Do you have pets? If yes, what kind? If no, what kind would you get?
Pet: [cat]

What is your favorite:
Food: [pizza]

Song: [Mirrors, The Carter]

Band:

Hobby: [basketball]

Childhood TV Show: [SpongeBob]

Animal: [Pitbull]

Finish this sentence: Why can’t _______ just get along ________?

Finish this sentence: I wish I knew how to _______.

Finish this sentence: I wish I knew why _______.

Finish this sentence: I am confused by _______.

Finish this sentence: I like _______.

Finish this sentence: In groups/during group work, I _______.

Write down 3 random words.

[peace, music, phone]

What are your views on writing?

Not my favorite thing to do but I do it.

What do I need to know to help you learn this year?

Nothing, I’ll just learn!
- Michigan's Adventure
- Family in TX
- Learned how to peer review
- Make flyer better
- Looking at rubric can help you get best grade possible

Persuasive/ELP
- Trying to convince audience to agree with what you are trying to tell them
  1. Research topic
  2. Weigh pros and cons
  3. Write paper persuading your side of the story
- Heard of pathogens but forgot
Katharine,

This is a good first draft. Take note of the passages I highlighted. You seem to have three distinct ideas you are trying to discuss in your email. It might be useful to divide your email up into multiple paragraphs and expand a little more on each idea: the appearance, the graphics, and the location of your flyer. Talk a little more about what the outcome of your suggestions would be (for example, if you changed the location of the flyer, what would happen as a result? What sort of benefit would this bring?).

- Christine

From: Katharine
To: "Christine E Hamman" <christine.e.hamman@wmich.edu>
Sent: Saturday, September 17, 2011 1:22:38 PM
Subject: Flyer Email

Dear Hall Director,

I have redone the flyer on only having fish in the residence halls. The paper used for the flyer, bright orange was good because it got people's attention but the flyer itself was a little dull which lost students attention. This is very important not to lose their attention because we want the students to know that they can only have fish in their rooms and nothing else. The flyer that I have done has more color and more pictures of fish, that will catch students attention because they are pictures from the movie Finding Nemo and I am assuming that most students have seen or at least heard of the movie. This way the flyer is more pointed to the audience you are trying to reach. Where the flyer was placed was a good place, the hallways in the residence halls but I also think that placing them in the elevators or on the walls heading to the elevators would also be a good idea.

sincerely, Katharine
Re: Project part 2 the email

From: Christine E Hamman <christine.e.hamman@wmich.edu>  
Subject: Re: Project part 2 the email  
To: David  

Tue, Sep 20, 2011 07:01 PM

David,

This is a very professional looking first draft. You are very eloquent and you have a lot to say, but remember to stay focused. I've highlighted a few passages where it seems like you may get a little too casual or you begin to drift off point. As you revise your email, think about whether or not you have given enough information to prove your point without beginning to bore your audience. Besides that, this is a great draft and you are definitely on the right track.

- Christine

From: David
To: "Christine E Hamman" <christine.e.hamman@wmich.edu>
Sent: Monday, September 19, 2011 12:03:59 AM
Subject: Re: Project part 2 the email

Dear: Salon & SPA Inc.

My name is David and I am writing you this letter in regards to your flyer. In saying that I’ll tell you why I’m coming to you with some ideas that may help your establishment receive many more customers. First starting with its small size, it’s small easy to lose I believe if you make it bigger then it is then it’ll be hard to lose but easy to find.

The color is too bright and plan and sorry to say it’s kind of an eye sore I think if you mix up the colors a little then you will catch people’s eyes with this. Because if you look at some flyers people often get or take flyers that look nice. So I think colors that a pill to the persons you are trying to reach.

Then to get to the eye catcher for people to take the time out to look at your flyer because you’ll don’t show or have are pictures, are pictures because people love pictures. And you want people to see what they are getting from your message you are sending them. About your flyer and you want them to get that message out to other persons that will or might want the services your providing.

So in all what I’m saying is that I have some ideas I would like to come in to your place of business to show you all about your flyers. these ideas may bring in a lot more revenue for you all because to be honest you don’t want to sell something that will make people feel like they have just been taken for a ride you want them to feel like they matter and that they mean something to you all so that they will want to keep coming back over and over. And that’s what I offer.

Sincerely: David

E-mail: [redacted]
Phone: [redacted]
English 1000 Feedback
Please rate on a scale of 1-5. Please provide honest feedback, thank you.
1: need improvement 5: job well done
1.) Instructor was able to provide enough one on one attention for my success in English 1000.
   1 2 3 4 5
   Comments:
2.) Instructor provided useful mini lessons that were applicable to my writing.
   1 2 3 4 5
   Comments:
3.) Instructor was prepared for class and made good use of class time.
   1 2 3 4 5
   Comments:
4.) Instructor set realistic expectations and clearly explained projects and rubrics.
   1 2 3 4 5
   Comments:
On the back of this sheet please reflect on three different areas:
1.) What did you enjoy the most or find the most beneficial during this course?
2.) What is one suggestion for improvement for the instructor or course?
3.) Do you feel well prepared for future writing courses from participating in English 1000?

English 1000 Feedback
Please rate on a scale of 1-5. Please provide honest feedback, thank you.
1: need improvement 5: job well done
1.) Instructor was able to provide enough one on one attention for my success in English 1000.
   1 2 3 4 5
   Comments:
2.) Instructor provided useful mini lessons that were applicable to my writing.
   1 2 3 4 5
   Comments:
3.) Instructor was prepared for class and made good use of class time.
   1 2 3 4 5
   Comments:
4.) Instructor set realistic expectations and clearly explained projects and rubrics.
   1 2 3 4 5
   Comments:
On the back of this sheet please reflect on three different areas:
1.) What did you enjoy the most or find the most beneficial during this course?
2.) What is one suggestion for improvement for the instructor or course?
3.) Do you feel well prepared for future writing courses from participating in English 1000?
the people and class, easy and straightforward.

1. Yes. It did prepare me for the future, very much enjoyed.

- Learning about ethics, politics
- Many new job prospects
- I feel confident going into my next class
English 1000 Feedback

Please rate on a scale of 1-5. Please provide honest feedback, thank you.

1: need improvement   5: job well done

1.) Instructor was able to provide enough one on one attention for my success in English 1000.
   1  2  3  4  5
   Comments:

2.) Instructor provided useful mini lessons that were applicable to my writing.
   1  2  3  4  5
   Comments:

3.) Instructor was prepared for class and made good use of class time.
   1  2  3  4  5
   Comments:

4.) Instructor set realistic expectations and clearly explained projects and rubrics.
   1  2  3  4  5
   Comments:

On the back of this sheet please reflect on three different areas:

1.) What did you enjoy the most or find the most beneficial during this course?
2.) What is one suggestion for improvement for the instructor or course?
3.) Do you feel well prepared for future writing courses from participating in English 1000?
1) How we could work so well in the classroom and Christine motivated me to want to expand in my writing, which was super beneficial.

2) I wouldn't say anything.

3) Yes.

Thank you Christine. For EVERYTHING.

I enjoyed the projects in the class and how I got to pick the last projects topic.

PANDA Bear
English 1000 Feedback

Please rate on a scale of 1-5. Please provide honest feedback, thank you.

1: need improvement
5: job well done

1.) Instructor was able to provide enough one on one attention for my success in
   English 1000.
   1 2 3 4 5
   Comments:

2.) Instructor provided useful mini lessons that were applicable to my writing.
   1 2 3 4 5
   Comments:

3.) Instructor was prepared for class and made good use of class time.
   1 2 3 4 5
   Comments:

4.) Instructor set realistic expectations and clearly explained projects and
    rubrics.
   1 2 3 4 5
   Comments:

On the back of this sheet please reflect on three different areas:

1.) What did you enjoy the most or find the most beneficial during this course?
2.) What is one suggestion for improvement for the instructor or course?
3.) Do you feel well prepared for future writing courses from participating in
    English 1000?

English 1000 Feedback

Please rate on a scale of 1-5. Please provide honest feedback, thank you.

1: need improvement
5: job well done

5.) Instructor was able to provide enough one on one attention for my success in
   English 1000.
   1 2 3 4 5
   Comments:

6.) Instructor provided useful mini lessons that were applicable to my writing.
   1 2 3 4 5
   Comments:

7.) Instructor was prepared for class and made good use of class time.
   1 2 3 4 5
   Comments:

8.) Instructor set realistic expectations and clearly explained projects and
    rubrics.
   1 2 3 4 5
   Comments:

On the back of this sheet please reflect on three different areas:

4.) What did you enjoy the most or find the most beneficial during this course?
5.) What is one suggestion for improvement for the instructor or course?
6.) Do you feel well prepared for future writing courses from participating in
    English 1000?
During this course I enjoyed the extra help. Most college courses are big lecture and you don't get any one on one attention which is sometimes needed. I really don't have any suggestions for improvement. I think you did a awesome job with us. I feel very prepared for whatever comes next.

Thanks

Ms. Humman

The final project:

1) N/A

2) Yes
English 1000 Feedback

Please rate on a scale of 1-5. Please provide honest feedback, thank you.

1: need improvement 5: job well done

1.) Instructor was able to provide enough one on one attention for my success in English 1000.
   1 2 3 4 5
   Comments:

2.) Instructor provided useful mini lessons that were applicable to my writing.
   1 2 3 4 5
   Comments:

3.) Instructor was prepared for class and made good use of class time.
   1 2 3 4 5
   Comments:

4.) Instructor set realistic expectations and clearly explained projects and rubrics.
   1 2 3 4 5
   Comments:

On the back of this sheet please reflect on three different areas:

1.) What did you enjoy the most or find the most beneficial during this course?
2.) What is one suggestion for improvement for the instructor or course?
3.) Do you feel well prepared for future writing courses from participating in English 1000?
I really enjoyed having this class. I have learned more than what I expected. Some of the smallest things like commas, splices and periods have really improved my writing. I believe that this class has prepared me for future classes.

1. I enjoyed how close all of us were, a small class. I really enjoyed project 1.
2. Nothing
3. Yes, I feel very prepared
English 1000 Feedback

Please rate on a scale of 1-5. Please provide honest feedback, thank you.

1: need improvement  5: job well done

5.) Instructor was able to provide enough one on one attention for my success in English 1000.
1 2 3 4 5 (5)
Comments:

6.) Instructor provided useful mini lessons that were applicable to my writing.
1 2 3 4 5 (5)
Comments:

7.) Instructor was prepared for class and made good use of class time.
1 2 3 4 5 (5)
Comments:

8.) Instructor set realistic expectations and clearly explained projects and rubrics.
1 2 3 4 5 (5)
Comments:

On the back of this sheet please reflect on three different areas:

4.) What did you enjoy the most or find the most beneficial during this course?

5.) What is one suggestion for improvement for the instructor or course?

6.) Do you feel well prepared for future writing courses from participating in English 1000?
4) I liked being able to pick our own topics and made me not only learn to write better but learn about what I cared about.

5) More concentrations

6) Yes

I enjoyed the writing and the mini-lessons.

I don't change the way you are please.

Yes I do thank you so much.

You brought back my love of writing.

Thank you so much.
English 1000 Feedback

Please rate on a scale of 1-5. Please provide honest feedback, thank you.

1: need improvement
5: job well done

1.) Instructor was able to provide enough one on one attention for my success in English 1000.
   1 2 3 4 5
   Comments: Was always there for me

2.) Instructor provided useful mini lessons that were applicable to my writing.
   1 2 3 4 5
   Comments:

3.) Instructor was prepared for class and made good use of class time.
   1 2 3 4 5
   Comments:

4.) Instructor set realistic expectations and clearly explained projects and rubrics.
   1 2 3 4 5
   Comments:

5.) Instructor was able to provide enough one on one attention for my success in English 1000.
   1 2 3 4 5
   Comments:

On the back of this sheet please reflect on three different areas:

4.) What did you enjoy the most or find the most beneficial during this course?
5.) What is one suggestion for improvement for the instructor or course?
6.) Do you feel well prepared for future writing courses from participating in English 1000?
I enjoyed that the class was laid back for the most part.

Suggestion for improvement would be to give students more time in class to work on projects and less peer reviews.

I feel a little more prepared, my writing is still very shaky.

1. The thing I enjoy the most was everything was hands on and that's how I learn the best.
2. One improvement I would say is don't be to lenient if someone doesn't turn it on time unless they talk to you don't accept it.
3. Yes I feel I can write better, be more professional.
English 1000 Feedback

Please rate on a scale of 1-5. Please provide honest feedback, thank you.

1: need improvement
5: job well done

1.) Instructor was able to provide enough one on one attention for my success in English 1000.
   1 2 3 4 5
   Comments:

2.) Instructor provided useful mini lessons that were applicable to my writing.
   1 2 3 4 5
   Comments:

3.) Instructor was prepared for class and made good use of class time.
   1 2 3 4 5
   Comments:

4.) Instructor set realistic expectations and clearly explained projects and rubrics.
   1 2 3 4 5
   Comments:

On the back of this sheet please reflect on three different areas:

1.) What did you enjoy the most or find the most beneficial during this course?
2.) What is one suggestion for improvement for the instructor or course?
3.) Do you feel well prepared for future writing courses from participating in English 1000?
4) I enjoyed learning about genres, cultures, ethos, pathos, and logos in this class.

5) Give more examples about how to make our projects even better.

6) Yes, I feel well prepared for writing in my future classes.

1. I liked the workshop days; they gave us time to get peer evaluations & make corrections.
2. Just more time to work on things.
3. I knew a lot of the things we learned, but it was a good refresher.

Bye Christina! I enjoyed the class & good luck in the future!
Resources


