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| Date: 9-7-2016 | Lesson #7 | Instructor: Wettengel |
| Course: English 150 | | Unit: 2 |
| Key lesson topics: Group work, good paper construction from beginning to end | | |
| Lessons objective/s:  - Guide students through peer review sessions, emphasizing the basic body of a paper, thesis, body, and conclusion  - Compile an ever-growing master list of good group work etiquette/goals  - Reflect on pros and cons of the last group work, to add to that list | | |
| Instructional aids, materials, tools, etc. needed:  - Essential Questions, White board, diagrams and charts of good peer response | | |
| References to course texts:  - Essential Questions Page 44, which talks about how the audience is an important part in creating a profile | | |
| Lesson outline:  -Entry Slip for 5 minutes, “Think back to Friday’s Peer Review Session. Think of things that went well and things that you wish were better. Think of the “why,” as well. Why are the good things useful? Why are the things that could be improved upon worth the effort? We’ll be talking about these briefly”  —I disregarded the Entry Slip in favour of just doing the on-the-board class list. I got a picture of it after class, too. I should put it up on Moodle.  -Has anybody been to the writing center yet? Remember:  1. How many pages is this?  2. What kind of spacing, font, and size should we use?  3. Do you need a separate works cited page for your online research?  4. Do I want the final copy of your map turned in, too?  -5-6 minutes: On the board, make a + shaped chart. The “Good” and the “Less Good” and the “Why” it’s important on the other side. My folk should write it down.  After that, get people into groups again, count off into **THREEs**- On the board, I want to put up the Five Focuses for my people. If they forget what they are, the book will remind folk.  Needless to say, once the students are in the groups, I need to dole out the roles, an improvement over Friday’s peer review.  1. Recorder- The student who is quiet during the conversation between the other two who is writing down what’s being said and also letting the group know if any consistencies/inconsistences crop up.  2. Timekeeper- the student who keeps everybody on track, time and conversation-wise  3. The Subject- the student whose paper is being talked about.  All of these jobs will rotate every **SEVEN** minutes.  I want to give everybody some discussion questions:  -**REMEMBER YOUR VOCABULARY**: The pentad and what makes good Win WOVE.  -*Note to self:* Work with IDEAS, not with the MINUTE. Work with the big picture, the ideas that make up the paper! Anybody can pick out grammatical errors and issues, only YOU can wrestle with ideas!  *Note to self:* I’m having them look at the pieces of the work rather than just the pentad. That way they aren’t just filling out a checklist.  Questions:  1. Thesis: Even before you read the body paragraphs, did you know what exactly the essay would be about? What was the central idea established in the thesis?  2. Body: What emotions did you feel were expressed in the essay? Did they align with the emotions the author wanted to express? Did all of the main ideas established in the thesis come through, or did some elements appear weakly-supported or without depth? Is it clear what this place is, how it feels, and how it relates to the author— is the audience being considered as an outsider, someone who must not only be educated but interested.  3. Conclusion: Did the conclusion recall the key elements of the thesis? Did the conclusion come at the logical end of the paper or did it appear out of nowhere, shaking up the organization? Was it succinct and economical (your essay should be mostly body paragraphs and your intro/thesis paragraph, the conclusion should be shorter but still effective)?  -Exit Slip for 5 minutes, “How was today’s peer review compared to what we talked about today? Did it meet the expectations we created in class? If it did, how will it help you? If not, what else can we do to improve things?”  *To Myself:* I didn’t get to the Exit Slip, but no harm done. I’ll have them talk about what went well for this peer review session on Friday during the larger, more comprehensive, reflection. | | |
| Assignment:  - Bring in the completed final copy of Assignment #2 on Friday. | | |
| Notes:  - This session went immeasurably better than the last one. Reducing the group size by at least half helped to really keep conversations tight, focused, and made sure everybody had a voice. The notecards with job assignments on them didn’t fall through since a couple of students were mixing, but oh well— I still doled out the jobs to students on the fly, they adapted and excepted them quickly, and form my walking around the class, they seemed taken with this extra bit of direction. | | |