

Objectives and overview

The pedagogy project has two purposes. First, it gives you an opportunity to show what you have learned about secondary writing instruction. Second and more importantly, it gives you a chance to create an actual unit that could be used in your future classroom—perhaps during your upcoming field placement.

This assignment requires you to design a complete two-week unit covering the first two weeks of a hypothetical secondary writing class. By the end of the unit, your students should produce a piece of finished/publishable writing. You may design your unit for either middle or high school, and the grade level, number of students, and type of environment (e.g., urban v. rural) are entirely your choice. Remember, of course, that your writing assignment should be flexible—the greater its adaptability, the greater your chance of using it in the future.

Components

The final unit must include:

1. A cover sheet with the title of the unit, your name, my name, and the name of this class. The title should indicate the grade level for which the unit is intended. For example: *Figuring out the Faces: An Introductory Writing Project for Tenth Grade English*
2. A 1-2 page introduction, in which you establish the context for your unit plan, including the grade level, school environment, student population, class size, and other relevant details. Your introduction should also explain your theoretical basis for the unit (*where* you position yourself on writing instruction and related issues), its learning objectives (*what* students will learn), its key procedures (*how* students will learn), and its final outcome (*how* you will assess what students learned). Your audience for the introduction consists of future colleagues, employers, and your peers. You must also post this introductory document to the Teach English network as a blog post and attach a .zip file of your entire project.
3. At least ten 50-minute lesson plans that follow a consistent format and include the elements of the model lesson plan. If you anticipate teaching a block schedule, you may include fewer lessons, provided that they cover roughly ten hours of instruction. Borrowing lesson ideas from Christensen or Roman (or another source) is fine, as long as you cite your source. Please do not cut and paste lesson plans from the Web.
4. All handouts, assignments, discussion questions, writing prompts, rubrics, notes, and literature (short works only) you use. This should include your writing opportunity assignment, which we will discuss in class. The goal is for this unit to be completely self-contained. Online resources should be printed and included.
5. A sample of the final writing product your students will produce. You do not need to assume a student voice—just write a piece that meets all of your own instructions.

Considerations

- Your writing project should establish the procedures that you value as a writing instructor. Be sure to allot time for all stages of the writing process.
- The time frame (two weeks) may lead you away from research-intensive projects.
- The nature of the writing product is up to you (multigenre? essay? short story?), but remember that effective writing assignments often involve student choice, and have both a real purpose and a real audience.

Title

Title your lesson plan in a way that summarizes the lesson and provokes interest. Since others may be using your lesson plans in the future, try to be as specific as possible. For example: *Day One: Prewriting Strategies*. It is not necessary to list Michigan standards.

Overview of Procedures

In one or two sentences, give a quick picture of the lesson by describing its key procedures. For example: *Using their writing journals, students will practice four methods of prewriting: clustering, freewriting, interviewing, and sketching.*

Goals/Objectives

State your goals for the lesson in explicit, student-focused language.

- Use bullet points to highlight objectives and keep them brief
- Having only one objective is fine, but avoid going beyond four or five.
- The difference between objectives and procedures can be subtle. Remember, you're stating what students will learn, not what they will do.
- Objectives may be cognitive, affective, ethical, or otherwise.
- Objectives typically begin with *Students will . . .*
- Examples: *Students will get to know their classmates; Students will learn the elements of the paragraph; Students will understand the requirements of the assignment.*

Materials/Resources

List any materials that you and the students will use during this lesson. You need not include items typically present/available (e.g., pencil, desks)

Activities/Procedures

In step-by-step detail, describe the activities you plan. There is no need to follow one specific model, though such models exist. ITIP (anticipatory set, objective, modeling, monitoring, guided practice, independent practice) or ROPES (review, overview, presentation, exercise, summary) are two followed by many educators.

It is more important that the activities you plan demonstrate what you have learned about the way students learn to write. Incorporating methods from Christensen and Romano is a good idea: their books are loaded with wonderful and engaging activities. When you do borrow an idea, give credit at the bottom of the plan.

Accommodation

In three or four sentences, explain how your lesson will accommodate one of the following: a student with a learning disability (e.g. dyslexia), a second language learner, a gifted student, a student with an emotional impairment, a student with a physical impairment, or a student with a disorder such as ADHD. You may have to do some research, but I'm not asking you to rework every single lesson plan. Rather, just show that you are sensitive to students with differing needs.

Assessment

In three or four sentences, explain how you will know that your students have achieved your goals. Assessment may be formal, as in homework collection, rubrics, quizzes, or tests; or informal, through observation and discussion.