

Unit Plan Assignment for ENG 585

Purpose and Point of this Assignment

Our hope is that you will use this assignment to plan a unit that will make good use of the course material. To that end we're recommending that you plan for a 20-day interdisciplinary unit that will make use of the specific classroom techniques we've discussed in class and of the theory behind those ideas.

In the best of all possible worlds, your unit will last 15 days, and preferably 20 days, but that will depend on your purposes. Our hope is that you would be able to take this unit and teach with it *this year*, either in your own class or as a student teacher.

We also expect that your unit will make use of a number of different media. (Think about songs, videos, hyperfiction, poems, essays, webpages, newspapers, and a variety of media when planning.) I also expect that your unit plan will make use of different learning styles, WAC theory, and pedagogical approaches. (In other words, you'll want to think about how your students will learn things and how you'll teach them. You don't want to just lecture, and you don't want to just rely on discussions.)

With that in mind, we want let you in on what we expect to see in your unit—in terms of materials and the quality of those materials.

Materials

Below is an outline for what your unit plan should include

I Unit Justification

- A. This should be a short (two to three page) introduction in which you introduce your reader to the amount of time the unit will take (number of days), the topics covered, and some general idea of your philosophy underlying the unit. This is the place where you will outline your reasons for doing what your doing, your underlying philosophy for doing it, and the connections that your unit plan has to the wider world of WAC. **This piece *must* use MLA or APA citations and include a works cited page; it is an academic piece.**

II Unit Objectives and Goals

- A. This list should include the broad goals and objectives that you want all students to achieve. These do not have to be behavioral objectives necessarily. **Think big.**

III Materials/Major Assignments/Major Activities

- A. This list should include all the major materials you'll need for your unit (i.e. videos, books, bulletin boards, etc.) It should also include a list of the central assignments (i.e. papers, in-class essays, tests, projects, etc.) It should also include any major activities you might plan (i.e. field trips, simulations, plays, etc.)

IV Unit Outline

- A. The unit outline is something that lets us, and your students, know what will happen over the course of your unit. This breaks the unit down day by day, and it lets the students know the topic of the class (via a title for the class), the homework they'll be expected to do, and the reading that's required of them.
- B. **An example of this can be seen in your unit plan example.**

V One-Week Worth of Lesson Plans and Materials for Each Day

- A. Using any lesson plan format that you're comfortable with, plan each day of your unit for a week. (**For examples look at the unit plan that I just gave you.**) After each lesson plan, you'll want to include materials that you plan to use that day: handouts, overheads, journal prompts, and the like. **We're only asking for a weeks worth of lesson plans from your unit because we've found that (particularly when starting a class), things don't go as planned.** If you want, or need to, plan for more than two weeks, please feel free, but you don't have to for this assignment

VI Appendices

- A. You'll want to include all of the materials that you plan to use over the course of your unit. This will include all assignment sheets, potential handouts, and information sheets for your own edification.
- B. **You appendices must include the following:**
- All assignment sheets—be they for essays, ongoing projects, or other major assignments.
 - All rubrics or evaluation criteria that you plan to use.
 - Any major handouts, overheads, or instructional materials to be used in class.
- C. **Your appendices can include the following:**
- Supplementary materials (web-pages, poems, and the like) that you think you might use during the course of your unit.
 - Possible in-class activities that you plan to use after your first two weeks (or ten days).

Quality of Materials

Your unit plans will be assessed on the following criteria, and remember—the unit plan is worth 40% of your total grade—not including a presentation from the unit plan itself. **For further information look at the attached grading rubric.**

- **Does the unit progress logically?** There should be a scaffolding of activities in your unit—progressing from the easiest to the hardest activities, and the activities, assignments, and other components of your unit should build upon each other logically.
- **Does your unit make use of various learning and pedagogical styles?** You'll want to make sure that your unit allows students to learn in ways that they're comfortable (think of the learning styles work that we did), and you'll want to make sure that you use a variety of pedagogical approaches to reach your students (don't rely just on lecture or just on discussions). **In addition, your unit plan should be based on sound WAC theories and practices from this class.**
- **Does the unit make use of diverse media?** Essentially, do you more than simply ask your students to read a book. You should be bringing in, and having your students bring in, a variety of materials to consider during the course of your unit. **In addition, you must make sure to make connections between the English language arts materials and ideas you're using and ideas and materials from at least one other discipline.**
- **Do you allow for formative and summative evaluation?** You want to make sure that students have evaluation and response over the course of the semester, and that it is both formative and summative in nature. In other words, you want to both let students know how they're doing **before** you grade them. **Think in terms of CATs, well-written assignments, rubrics, and other WAC practices.**
- **Is your unit artful and interesting?** This is the hardest thing to assess, but it ultimately boils down to this question: have you constructed a unit that students will be interested in participating in, and will this unit actually be a workable interdisciplinary unit? You want to make sure that your unit provides ways for students to engage in interesting, meaningful work.

Due Dates

- Draft One: 8-17-04 (unit justification, unit outline, first lesson and support materials)
- Draft Two: 8-19-04 (unit justification, unit outline, five lesson plans, and support materials)