

Building a Lesson/Unit Plan: Major Project 3

ENG-W 500

Assignment Purpose

To make tangible the interest in the pedagogy learned about in Tate, et al. by constructing a unit plan for a writing course that uses Tate, et al., Gray, the student's own research and interests, and the brief introductory discussion of learning outcomes in the Introductory Module 0.5 to decide what should happen.

Assignment Tasks

To complete this assignment, please

1. Use the pedagogy you examined in greater depth in Module 2 from Tate, et al. *A Guide to Composition Pedagogies* and that you have researched further with your annotated bibliography and design a unit lesson for a college-level class you are likely to teach at some point in the future. This lesson will occur in a college-level writing course, and it will involve decisions about:
 - What students will read to prepare to write
 - How they will work to complete the paper for the unit (i.e., what steps they will take towards completion)
 - How peer response and interaction will be involved
 - How they will reflect on what they have done
 - What form the final work and submission will take, and
 - How their work and their efforts will be assessed.
 - Note that the above list involves a lot of detail, but because we are here at the end of the session, and we do not have a lot of time, it will suffice to have a broad(ish) outline of what will happen during the unit. However, the outline should reflect the sort of detailed thinking that the above list of items would promote.
2. Compose a unit plan, which should include the following elements:
 - What the plan is about and why it is chosen (a brief statement of rationale)
 - What outcomes the unit will address:
 - Use the outcomes we looked at in the Introductory Module 0.5 and identify some outcomes generally based upon this reading

- Keep in mind that this is a unit plan rather than a course plan, so not all the outcomes and ideas for outcomes that you looked at would be relevant--think in terms of what you would like to cover
 - What kinds activities will occur during the unit:
 - Reading?
 - Drafting?
 - Revising?
 - Peer response?
 - Reflection?
 - What steps will occur in the unit?
 - Assessment:
 - How will you know the students have achieved the outcomes? (What in their work will demonstrate this achievement?)
 - Describe the ways the student work will be measured to see whether the outcomes have been achieved
 - Will you, for example, use a rubric?
 - The conditions under which it will be used
 - A justification for the decisions made for the above, including what in the course materials and student research supports the decisions made (using references and Works Cited documentation)
3. Compose the plan in an MS Word file. If you wish, you may use the following template to write this plan: [Unit Plan Template](#).

Assignment Criteria

- The plan is clearly connected to one of the pedagogies discussed in Tate, et al. *A Guide to Composition Pedagogies*
- The plan addresses all the bulleted items under no. 1 above
- The plan addresses all the bulleted items for no. 1 above by explicating what will happen through addressing what is in no. 3 above (in other words, all the sections listed in no. 3 are used to define and explain what will happen in the unit)
- The justification especially does a good job of explaining what is happening in the assignment and of providing details as to what will happen and why
- The writer writes using MLA formatting style as seen in the [Unit Plan](#)

[Template](#) [_download](#) (remember that you can download this file to your computer from the link, and use the downloaded file to complete the assignment)

- The writer has done what he or she can to land the writing in the document between the 4 to 6 pages suggested for the assignment
- A Works Cited page appears to document references to outside sources, especially those that might appear in the justification section
- The writing is relatively free of errors and it is addressed to other colleagues in the field who may be interested in working with the pedagogy the writer has chosen

[*Note that as the [rubric](#) [download](#) for this assignment shows, the above items are weighted by their importance.]