

29 & 30 November 2016



image from <http://aep13.wikispaces.com/file/view/cooperative-learning-cartoon.jpg/434905722/cooperative-learning-cartoon.jpg>

Greetings, Wise Fools—

The instructions today are long, but if we take them one step at a time, we'll all be OK!

Here's how we'll roll today:

1. WEDGE—Any time we engage in a bit of writing, we want to pause long enough to reflect on our work... in writing! For roughly ten minutes of metawriting, comment on the in-class Paper 1-style essay you wrote during our previous class meeting in response to "Shooting Rats at the Bibb County Dump." What did you learn? What will you do differently next time?

2. Debriefing the Paper1-Style Mock Exam—We will break into small groups to share and assess the writing we produced when last we met.

Hint: our work should not resemble the classroom in the cartoon above!

a. We will split into pairs.
b. We will swap essays.
c. Each member of the pair will open up and save a copy of the “Checklist Guide for Assessment of Literary Analysis Essays” and use it to assess the mock-Paper 1 written by the other member of the group.

d. Each member of the pair will read silently the other writer’s essay, using the “Checklist Guide for Assessment of Literary Analysis Essays” to highlight the options that best describe the essay. Please do NOT write on your partner’s essay!

e. When both essays have been read, take turns playing the roles of Writer and Responder. The first Responder will assess the Writer’s essay, sharing the assessments highlighted on the “Checklist Guide.”

The Writer will take notes on the comments of the Responder, but should refrain from speaking until the Responder is done responding!

f. When the team is done with one essay, the partners will switch roles to consider the second essay.

g. When both essays have been discussed, the team should break up and look for new partners.

h. Repeat steps a-g.

3. Individual Debriefing of Alienation Memoirs—While you are working on Step #2 of the class plan, I will visit the members of small groups to see the assessment work you completed for class today. Please anticipate my visit by

a. setting out the annotated hard copy of your Alienation Memoir
b. opening the digital copy of your Alienation Memoir Self-Assessment Template so I will be able to see it on your laptop screen.

After class ends, I will send out via e-mail my end notes in response to your work and your mark for the Alienation Memoir Instructor Review Draft.

4. Individual Assessment of a Paper 1-style Exegesis Example—When your team has finished its work in Step #2, you will apply your new understanding to assessing an example written by a former CAC student.

a. Open a copy of a document entitled, “Sample Exegesis ESSAY for Shooting Rats at the Bibb County Dump.”

- b. Open the document called, "Color coding literary analysis paragraphs."
- c. Open another copy of the document entitled, "Checklist Guide for Assessment of Literary Analysis Essays."
- d. Using our familiar strategy, color-code the "Sample Exegesis ESSAY for Shooting Rats at the Bibb County Dump."
- e. On the "Checklist Guide for Assessment of Literary Analysis Essays," highlight the options in each category that best describe the "Sample Exegesis ESSAY for Shooting Rats at the Bibb County Dump."
- f. Submit to the appropriate slot at Turnitin.com your color-coding of the "Sample Exegesis ESSAY for Shooting Rats at the Bibb County Dump".
- g. Submit to Turnitin.com your "Checklist Guide for Assessment of Literary Analysis Essays" that assesses your "Sample Exegesis ESSAY for Shooting Rats at the Bibb County Dump."

We will discuss this example at greater length when we meet next time.

Tappa! Tappa! Tappa!—

Mr Leo

Homework:

If you have not completed the in-class work, finish it up for homework and submit the two documents to Turnitin.com by the start of our next class meeting.