

Faculty Writing Workshop

Sponsored by the U.S. Department of Education, Office of Postsecondary Education
Asian American Native American Pacific Islander Serving Institution (AANAPISI)

You will leave this **two-day workshop** with models of strong lesson plans on practical *writing* topics. Using what you learn from the model lesson plans on day one, you will then present your own lesson plan on day two.

Information:

- San José State University faculty members will be selected to participate in this workshop.
- Participants will be chosen based upon the applicability of their lesson plans.
- Each participant will receive a **\$500 stipend and be eligible for course release time under the AANAPISI grant** upon successful completion of the workshop.

Participants will meet for the first session of the workshop on **Thursday, January 16, 2014 (8:30-4:30)**. On day one of the workshop, facilitators will teach their lesson plans. During the last hour of day one, participants will work on their lesson plans.

Participants will meet for the second session on **Friday, January 17, 2014 (8:30-4:30)**. During the second session, participants will present their 50-minute lesson plans and receive feedback from their peers.

For each workshop day, a continental breakfast, lunch, and afternoon snack will be served.

Requirements:

- Workshop rules:
 - Put together a lesson plan.
 - Be on time and do not depart early.
 - Put away cell phones throughout the workshop.
 - Be present and participate during all presentations and activities.
- Participants must observe the rules outlined above in order to receive the stipend for the workshop and be eligible to apply for release time under the AANAPISI grant. Participants will have officially completed the workshop when the activity has been approved for posting on the San José State University AANAPISI website.

To apply:

Send a complete application packet to the workshop facilitators, Dr. Linda C. Mitchell (Linda.Mitchell@sjsu.edu) AND Michelle Hager (Michelle.Hager@sjsu.edu). The application is due on **Friday, January 10, 2014**. The following materials are required:

1. A signed copy of the workshop contract (see the next page).
2. A rough draft of your lesson plan, using the attached format.

See <http://www.sjsu.edu/aanapisi/facultyworkshops/> to download the application.

Faculty Writing Workshop Lesson Plan Format

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FOLLOW THIS FORMAT EXACTLY.

Title of Lesson
Instructor Name
Instructor Department
San José State University

Timeframe:

Target Audience:

Materials needed (including preparation):

(Write agenda on board)

Objectives: After the lesson, students will be able to

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Introduction: [3 minutes] Preview only. Introduce your lesson. Perhaps do a quick review of the previous lesson and a preview of this lesson since you are making connections for your students. You are **not** teaching in the introduction; you are setting up the lesson.

Procedures: [45 minutes] Provide the instructions you will use with students. Model what you want students to do. Keep in mind various learning styles. Include time allotments for each segment. The number of steps you have depends on your lesson. If necessary, break steps into sub steps, e.g., 2a, 2b. Include all handouts, diagrams, or illustrations. Be sure to key them to the steps.

Step 1 [xx minutes] Set up. Scaffolding, sequencing, modeling

Step 2 [xx minutes] An individual hands-on activity

Step 3 [xx minutes] Perhaps more explanation

Step 4 [xx minutes] Maybe a group hands-on activity

Closure/Evaluation: [2 minutes] Recap the lesson. Perhaps you will ask a few questions or ask what they are taking away from the lesson. You could have students write on notecards one thing they did not understand and start with those questions the next day. The focus should be on checking for understanding.

You must include your PowerPoint, student models, all handouts, overheads, and quizzes with the final lesson.

Lesson Analysis: List the strengths and weaknesses of the lesson. If you have not taught the lesson before, make an educated guess. After you have taught it, make notes to help you next time. Include your source for the lesson, if applicable.

The activity can be discipline specific, but other faculty members should be able to modify the activity to fit their disciplines.