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While I was preparing for my first lesson plan last semester, I had no clue what I was going to present my lesson plan on and it was stressful for me to find a topic to present to my class. I think that it was stressful for me because I had never composed a lesson plan before and the topics that I wanted to cover were already being covered in the class material. I wanted to choose a topic that would be helpful and useful to my students for them to use in their everyday lives. To narrow down my options, I reviewed the course material that my students were working on and tried to find a topic that would serve as an additional resource for them to utilize. I was fixated on the content such as creating discussion posts, completing a mini quiz, and provided helpful links on “Writing Effective Emails,” as well as had students complete a hands-on assignment where they had to compose their own email to their target audiences. I didn’t want to present my lesson plan in a similar way as my instructor’s style, but it kind of turned out pretty similar to the way his format was set up. Since my students were working on their proposals and were in the process of reaching out to their target audiences for their proposal, I figured my lesson plan on “Writing Effective Emails” would be a good lesson to teach to help them with the process of composing an email in the correct manner. One of the 388V readings that I found helpful in drafting my first lesson plan was Michael Bunn’s article titled “Motivation and Connection: Teaching Reading (and Writing) in the Composite Classroom.” Bunn discussed how an instructor named Tawyna used different styles of texts related to the writing models for students and she displayed how reading/writing assignments are interrelated with one another. I thought this was important in drafting my lesson plan because Bunn posed the question of “How can we get students to like assigned readings?” I thought giving my students a chance to free write about their own experiences would be beneficial because that way, they weren’t restricted to certain guidelines. Lastly, my advice to new UTAs about lesson planning is to use the course material that your students are currently working on as a guide to help you decide what you want to do your lesson plan on. Also, another piece of advice would be don’t panic, it’s okay if you don’t know what you want to do your lesson plan on the first day you are assigned because it can take days of brainstorming before you come up with the perfect topic for your class.