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| **Time** | **Detailed Agenda** |
| 9:00 am – 9:30 am | **Welcome & Introductions** |
|  9:30 am - 9:40 am | **Writing1:** *In terms of teaching this class, what do you see as the most interesting opportunity & what is your greatest teaching concern?* |
| 9:40 am – 10:00 am | **Getting into *College Transitions***1. **Writing 2**: What is the first thing you think of when you imagine the student who will take this college prep course? What has that student’s experience been in school? What type of student will you be working with?
2. Now here’s how we imagined what we call *transitional students* when we developed this book. They are resilient, they are inventive, and they need to know who they’re writing to (audience), why they’re writing (purpose-yours and theirs), and how to make smart choices about language and form.
3. So when you think about engaging students in those terms, getting them to engage with ideas of purpose, audience, form, and language choices, what are the strategies and activities you use that “work?”
4. Our job today is to help you connect those strategies and ideas to *College Transitions*, which is really a rhetorical project guide with a feedback system and proven teaching suggestions.
5. Comments & questions
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| 10:00 am – 10:20 am | **Sequence 1: Mapping Your Literacy History**1. The best way to learn how to teach a curriculum is to experience the curriculum as a student. So we’re going to work on the mapping activity in small groups and share our designs. Build maps on regular paper, tape them to a big post it, and articulate the patterns or interesting disconnections you see through comparing them.
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| 10:20 am - 10:35 am | **Break, Gallery Walk, Feedback on Maps** |
| 10:35 am – 11:35 am | **Introducing Literacy History to Our Students**1. Discuss what we’ve learned from doing and comparing maps: what would thinking more about the potential purpose, audience, form, and language of these maps help us do with them?**A**
2. **Assignment activity**: At your tables, come up with a plan for introducing the Sequence 1 major assignment to your students in an ENGAGING way.
3. Share plans for introducing the assignment.
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| 11:45 am – 1:00 pm | **Lunch on Your Own** |
| 1:15 pm - 2:00 pm | * **Feedback with JC: Principles for Effective and Rhetorical Feedback with *College Transitions***
* **Review of *College Transitions* (2nd ed.), Formative & Summative Feedback Guidelines, & Joining the Online Forum**
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| 2:00 pm – 3:30 pm | **Teaching Sequence 1** |
| 3:30 pm – 4:00 pm | **Questions, Answers, & Next Steps**1. Any leftover questions from this morning?
2. Open discussion
3. Collaborate on the forum until next face to face
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