“W” #2 Prompt: Teaching One’s Discipline

We know, by now, that Mr. I was hired by an all-boys’ Catholic school to teach English to 9th graders within an interdisciplinary humanities (English & social studies) program. We’ve also learned, by now, that he’s come to understand his “disciplinary expertise” within the broader contexts of (1) this particular school and (2) these particular students (not to mention the overall historical context, itself). In short, Mr. I has come to learn that his disciplinary knowledge expertise is an important factor (though little more) in his efforts at successful teaching and learning.

With these considerations in mind, select one of the remaining “teaching chapters” in our book (Chs. 10-12) as a focus for your W#2 essay. As you plan and develop your essay, we suggest using the following outline:

I. Chapter X: The Basic Story
   [In a sentence or two, tell us the gist of this chapter’s story.]

II. Disciplinary Knowledge to be Taught and Learned
   [Take some time to identify what “formal knowledge” is being taught by Mr. I. OR learned by his students in this chapter.]

III. Effects of School/Student Contexts on Disciplinary Knowledge
   [Use this section to explain ways in which the “formal” disciplinary knowledge is being altered, negotiated, differently understood, etc. relative to school and students.]

IV. What I liked/Might Have Done Differently
   [Use this section to comment specifically on what you connected with (or didn’t) regarding how Mr. I. “handled” this teaching/learning situation.]

   NOTE: If you are a math, science or world language certification student, feel free to re-create the above outline in a way that permits you to tell us about how you might have told a different story that is more directly connected to your own disciplinary pedagogical knowledge.]

Due: 2 April, 2009 (To be submitted ACCORDING TO INSTRUCTOR PREFERENCE, either in paper form OR electronically.)

Note: This assignment IS revisable.