

Flipped IN-CLASS Lesson Plan Template

Topic or concept:

- 1) Understanding a concept from the reading and using it in “real life”, then writing about it

Basic objectives for preparatory work:

(students will read Chapter 1 of the text and a selected short story before class)

- 1) Basic tenets: students will become familiar with the language and concepts of how women and men sometimes use language differently
- 2) Focus on main term: students will look at “metamessage,” how the author defines it and the examples of how it works in conversations.
- 3) Students should take notes and be prepared to write about and/or cite the chapter or the story.

Advanced objectives for classwork & after class work:

- 1) Advanced focus on main term: students will craft their own definition of the key term (metamessage) that gives us a better idea of what it means/is
- 2) Students will look for metamessages in stories and suggest what the unspoken message is
- 3) Students will then look for examples of metamessages they have used/heard in “real life”

	Time planned	Activity and rationale	Resources needed
Beginning of class period	10 minutes	Professor gives brief introduction to the terms and concepts in the text the students have read using a PowerPoint and/or other visual aids	Lecture & slides
Middle of period	25 minutes (15 + 10)	<ol style="list-style-type: none"> 1. Professor leads students through exercise demonstrating what a message is and how metamessages work. Course SLOs aim for students to read academic texts and cite them in papers. This is the first step. 2. Working in teams, students craft their own definition of metamessage that might use examples from the text but is a clearer definition than the one provided in Chapter 1. Course SLO aims for students to be able to think critically; improving the definition of a term given in a text requires critical thinking. 	<p>Lecture, slides</p> <p>Student devices, app to view student responses</p>
Middle of period	30 minutes	Working in assigned teams, students read a short story and find possible metamessages in the dialogue of the story. This demonstrates their understanding of the concept (metamessage). Answers are posted, viewed as a class, and discussed.	Story handout, app for submission of answers
End of period	10 minutes	Review. Students review and revise the class definition of metamessage. Hand in a muddiest point as exit ticket.	Computer (or paper)

Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale		Instructions to students
<ol style="list-style-type: none"> 1) Advanced focus on main term: students will craft their own definition of the key term (metamessage) that gives us a better idea of what it means/is 2) Students will look for metamessages in stories and suggest what the unspoken message is 3) Students will then look for examples of metamessages they have used/heard in “real life” 	<ol style="list-style-type: none"> 1) Students will read two more short stories and find possible metamessages in an online team activity. They will post team answers in a discussion board. There are many possible answers but the best ones will require good rationales. Determining a solid explanation for their choice of metamessage requires critical thinking. 2) Students will write a short paper about a metamessage or metamessages they have used or “heard” in “real life.” Course SLO aims for students to read academic texts and then cite them in essays and research papers. The best critical thinking requires students to use what they have learned in the “real world.” 		<p>Read the two short stories on Canvas and working online with your teammates find possible metamessages and post your answers with rationales onto the activity discussion board.</p> <p>Write a short paper of one to two pages (double-spaced in MLA Style) describing a time you used or “heard” or “observed” a metamessage or metamessages in a conversation.</p>

GUIDED PRACTICE

Class: ENGL 1010

Date assigned: Monday or Tuesday for twice a week class

Date due: the following Wednesday or Thursday

Time estimate to complete this assignment: 2 hours

Overview/Introduction

This lesson is about how women and men often use language differently and miscommunicate. One way they do so is by metamesages, unspoken messages implied or otherwise indirectly indicated by the speaker, perhaps even unconsciously, or inferred or “heard” by the listener even if unintended by the speaker.

We care about this because most people experience this kind of communication on a daily basis.

Once the concept is understood, students write about “an experience with” a metamesage, which gives them practice observing the concept in “real life.”

Learning Objectives

Basic objectives

- 1) Students read a text and get the main points and learn new, technical terms.
- 2) Students will be able to apply the newly learned terms in analysis of other writing.
- 3) Students will be able to apply their knowledge of the new terms to real-life situations.
- 4) Students will be able to write about the whole experience and cite the source (correctly in MLA Style).
- 5) Students will peer review two other students’ writing on the same topic, and adjust their views based on two peer responses to their writing.

Advanced objectives

- 1) Students will think critically about a text and question its validity, and be able to come to an understanding even if the text has some flaws.
- 2) Students will apply new terminology and linguistic concepts in analysis of conversations, written, reported or “live.”
- 3) Students will be able to write about this and then revise their writing.

Preparatory Activities and Resources:

- 1) As homework for the class in which the Flipped Lesson is set up, the students read Chapter 1 in our text which introduces the idea that women and men often use language, sometimes the same exact words, but have different meaning or expectations attached to their communication. They will also read a short story that has good dialogue between a female and a male character.
- 2) In class, the professor give a brief lecture on the main points and new terminology.
- 3) The professor takes them through an activity that gives them an idea how metameessages work.
- 4) Students, working in pre-assigned teams, find the definition of the term in the chapter they have read (which is unsatisfactory) and, using the examples in the chapter and the exercise they have just done, craft their own definition of metameessage.
- 5) The class reviews each team's definition and crafts a single, clear definition/explanation.
- 6) Working again in teams, the students look at the short story reading and suggest possible metameessages in the dialogue in the story complete with a rationale of WHY they think their metameessage is possible.

- 1) Working at home, students read two more short stories (of increasingly complicated dialogue) and work to "find" metameessages in the dialogue. They work online with their teammates and post a team list of metameessages and rationales on a Discussion Board
- 2) They respond to the other teams' postings.
- 3) Individually, they write a short 1- to 2-page paper (doubled-spaced in MLA Style) about a time they used, "observed," or "heard" a metameessage (or metameessages) in a conversation and what happened as a result and post it for peer review.
- 4) They peer review two of their classmates' papers.

- Textbook (or PDF of textbook)
- PDFs or links to short stories
- Professor's lecture with PowerPoint
- Canvas set-up for submission of paper and peer reviews

Exercises: Please complete by [Monday for a MW class, T for a TR class].

Students need to bring a printed out version of their paper, which may be revised after they have read their peers' comments.

Students need to bring a brief paragraph of what they learned from the whole process, focusing on the term metamessage. Do they think we need to further revise our class definition/explanation? Did they find anything new or unexpected about metamessages and how they are “used”?

Questions?

Students always have four ways to get in touch with me: 1) text using my personal cell phone number, which is on the syllabus, 2) my Cal State e-mail address and my personal Gmail email address, 3) our class Remind.com set up (which they can use to contact me directly. Recommended.), 4) a Canvas course web-site FAQ/Question area.

ADVANCED PRACTICE

This is given for students to complete after the class meeting in which they work together.

Class: Monday or Tuesday after at-home assigned work

Date assigned: in class

Date due: Wednesday or Thursday

Time estimate to complete this assignment:

Learning Objectives

Advanced objectives

- 1) Students will think critically about a text and question its validity, and be able to come to an understanding even if the text has some flaws.
- 2) Students will apply new terminology and linguistic concepts in analysis of conversations, written, reported or “live.”
- 3) Students will be able to write about this and then revise their writing.

Activities & deliverables

In class

1. Students working in pre-assigned teams (the same team) read their papers to their teammates and do an in-class peer review with team members
2. Class has discussion about the reflective paragraphs about what a metamessage is

Homework

3. Students turn in a revised paper on metamessages
4. Students hand in a one-paragraph reflection on the whole process

Resources:

Peer review forms (handout) filled out in class by two classmates

Revision form (handout) for revised paper

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