**FIELDWORK LOG AND FIELDWORK PORTFOLIO**

In ENG 504 you are experiencing and reading about various theories and approaches to the teaching of writing. In your field experience you will be observing how writing is actually taught in a middle school or high school classroom. By the end of your fifty hours of fieldwork, you will be able to draw some interesting conclusions about writing instruction in the schools.

Four preliminary assignments will be included in your portfolio report.

**Preliminary assignment # 1**: to be done prior to your classroom fieldwork.

Read the pertinent sections of the Posner handout and articulate your goals and concerns for your fieldwork. Your primary goal is to investigate how research and knowledge about writing inform classroom practice. You will also articulate other goals and concerns. The goal statements will be included in your portfolio.

**Preliminary assignment # 2**: to be done prior to your classroom fieldwork.

Take a walk around the school and respond to Exercise 8.2, Posner handout. Add to Exercise 8.2 the following components:

3. The computer lab. How are students using the lab to type besides to type writing assignments? Are students there by choice or by assignment? Is it a comfortable, quiet working environment? Is a teacher or lab assistant in charge? Does he or she act more as a resource person or as a warden?

4. The writing lab or writing resource room. Does the school have such a facility? Who staffs it? Who attends it? How is it used?

Drawing upon your responses to Exercise 8.2, write a good-sized paragraph describing the school. You will include this writing in your portfolio.

**Preliminary assignment # 3**: to be done at the beginning of your fieldwork.

Use Exercise 9.1, Posner handout, particularly the questions under "General Comments," to analyze the classroom in which you are doing most of your observing. Compose a good-sized paragraph describing the classroom. This paragraph will also appear in your portfolio.

**Preliminary assignment # 4**: to be done at the beginning of your fieldwork.

Drawing upon (1) the Posner handout, but refining the questions so that they focus on writing, and (2) the NYS curriculum for writing, write a 2- to 3- page analysis of the "writing curriculum" for the class you are observing. If the class does not follow a set writing curriculum, write an analysis of either the school or district writing curriculum.

**Fieldwork Log: 10 points**

You will spend most of the fifty hours observing your host teacher. Spend at least two class periods in an English classroom with a different teacher. Your host teacher may be able to help you identify another convenient classroom for the observations and to act as a liaison for you.

Date each entry and indicate the amount of time spent (e.g., October 12, 1:30-3:00 p.m.)

Think of yourself as an ethnographer. Divide your pages into two columns. In the right hand column, take copious "raw" field notes. Develop a system of shorthand that will enable you to write rich, detailed, vivid descriptions. Describe every phenomenon in minute detail.

Think of each class period as a sequence of events. Keep in mind the items Posner lists under Lesson Profile, p. 103; the questions at the top of p. 104; and the lesson elements outlined on pp. 104-105. Each class you observe, make note of the amount of time allocated to in-class writing and the writing assignments that are given as homework.

Here are some additional prompts:

How does the teacher open the class?

What appears to be the objectives of the lesson?

Which of the NYS Learning Standards are emphasized?

How does the teacher motivate the students?

What classroom management strategies are used?

What teaching strategies are used?

Describe the teacher’s nonverbal communication.

How does the teacher assist students?

Are theories or practices you’re learning in 504 integrated into the lesson?

How does the class end?

After each observation, as soon as possible, reread your notes and look beneath the surface. In the left hand column, analyze, explicate, and thematize the events in a discriminating way*. Draw relationships between your observations and the texts you are reading for ENG 504 (cite authors and pages).* Ethnographers call this "cooking" the notes. Type up the cooked notes and save them. They will form the basis for Analysis and Evaluation section of your portfolio, and they will be submitted at the end of the semester.

**Fieldwork Portfolio: 40 points**

Please write this as a report, that is, in essay form in continuous prose. Submit it in hard copy and also post Parts I and II on Blackboard.

**Part I (2 page minimum)**

**Goals and concerns:** What were your goals and concerns at the outset? Did you reach your goals and address your concerns? Did any of your goals shift? How much progress was made?

This section is derived from Preliminary Assignment #1.

**Context:** school, classroom, curriculum

This section is derived from Preliminary Assignments, #'s 2, 3, & 4

**Part II (5 page minimum)**

**Analysis and evaluation:** Reread your entire fieldwork log with an eye toward recurrent themes, patterns, and questions. Write an analysis and evaluation of the experience. Provide information to questions such as the following:

•Across the fifty hours, how much class time was devoted to teaching writing or having students write in class?

•What relationship did you discover between your experience in the classroom and the texts you read for 504?

•What issues stand out for you with regard to the teaching of writing?

•What can you say about the teaching of writing in general?

•How will your fieldwork experience affect you as a teacher of writing?

**Appendix**

Include mini lessons, rubrics, student papers to which you responded, handouts, other materials used with students