

<b>Lesson Plan—Week 1</b>	
<p><i>Topic</i></p> <p><b>Your Story: What's the Big Idea?</b> Fitting the grand, macro-scale perspectives on science and religion into the personal and individual narratives each student will craft that will focus on specific events, settings and experiences.</p>	
<p><i>Learning objective</i></p> <p>Science and religion are large topics, and each deserves – and has received – a library worth of writings. The goal for this course, and especially for the first week, is to find the <i>personal</i> story that you, the student participant, want to express. Our objective is to identify and write/draft the <i>personal narrative</i> of how the harmonies between science and religion and/or the conflict between them affect you.</p>	
	<b><i>Instructional Aid</i></b>
<p><b>Anticipatory set: activating prior knowledge and setting up for the topic of the week</b>  When you think about your personal experiences in the fields of science and religion, what defining moments and specific events in your own life come as examples of harmony between these fields? What personal, experiential moments stand out for you as examples of conflict, or moments where you felt such a conflict acutely? Why is this topic important to you? What’s at stake for you?</p>	<ul style="list-style-type: none"> <li>• <i>George Johnson, 2006 New York Times article</i></li> <li>• <i>Sana Saeed, 2014 Salon article</i></li> </ul>
<p><b>Pre-assessment and self-assessment</b>  What is your relationship with writing a personal essay? Receiving editorial feedback and suggestions? Reading and providing constructive feedback for other people’s essays</p>	<p><i>After the pre-assessment, provide sample guidelines on giving feedback on writing</i></p>
<p><b>Learning activity</b>  <i>Lecture</i>  Introduction to the fellows and mentors in the 2016-2017 Think Write Publish Science and Religion Fellowship.</p> <p>Exploring the themes behind some of the fellows’ pieces and identifying what is/are the “big idea(s)” behind the writer’s drive to share</p>	<ul style="list-style-type: none"> <li>• <i>500-word excerpts from fellows’ essays, focusing on personal experiences (the story, not the exposition). [Olga will email fellows and request those willing and interested to share a 500-word excerpt for the course]</i></li> </ul>

<p>their experience.</p> <p>Message: the goal of this lecture and reading materials is to help student participants reach into their own memories and identify a story or stories they want to tell in order to convey their own Big Idea.</p> <p><i>Student activity</i>  Writing to discover: dipping into your own memory to describe a story from your life where the practices of science, religion or both science and religion affected the outcome, influenced the thoughts and actions of the story participants or in some other way made this personal experience uniquely connected to the theme of interrelationship between science and religion.</p> <p><i>Alternative focus for the initial draft</i>  Describing, in images and dialogues, your earliest memory connected to science and religion. Perhaps a visit to a science lab or a school experiment? A religious holiday in your childhood? A childhood/youth event where you felt deeply connected – or disconnected – from a religious community?</p>	
<p><b>Post-lecture reinforcement</b>  Continuing the writing exercise with suggested prompts on writing a personal narrative.  <i>"Writing from Memory" on creating scenes about the past given our limited memories</i>  <i>"The 'I' as a character" on including ourselves as a character in our story</i></p>	<p><i>Identify helpful materials/essays that describe writing craft and personal narrative, with a focus on voice, place setting and sensory experiences (sight, hearing, touch...)</i></p>
<p><b>Week 1 closing assessment</b>  Students review their own drafts based questions provided by the instructors.</p> <p>Students are invited to volunteer for groups where they will share their draft stories with other group participants and will also read and provide feedback on other student's writing.</p> <p>This activity is encouraged but optional.</p>	<p><i>Develop a questionnaire that will reinforce writing craft pointers, with questions such as:</i></p> <ul style="list-style-type: none"> <li>• <i>Who is talking: what are the voices in this piece</i></li> <li>• <i>What action is happening?</i></li> <li>• <i>Whose (which characters in the story) points of view are presented (child, youth, adult) – and are these voices and points</i></li> </ul>

	<i>of view same or different from the voice of the narrator if there is one.</i>
--	--

### **Week 1 Learning and Instructional Materials**

Need to identify and include:

- sample guidelines on giving feedback on writing
- materials/essays on writing a personal narrative. Potential selections:
  - Silas Hansen, On Asking the Hard Questions, Brevity Jan. 6, 2016. Available at [brevitymag.com/craft-essays/on-asking-the-hard-questions/](http://brevitymag.com/craft-essays/on-asking-the-hard-questions/)
  - Amy Whitcomb, To Do: Prioritize My Writing, Brevity May 7, 2016. Available at [brevitymag.com/craft-essays/to-do-prioritize-my-writing/](http://brevitymag.com/craft-essays/to-do-prioritize-my-writing/)

George Johnson, A Free-for-All on Science and Religion, The New York Times Nov. 21, 2006. Available at [www.nytimes.com/2006/11/21/science/21belief.html](http://www.nytimes.com/2006/11/21/science/21belief.html)

Sana Saeed, Richard Dawkins is so wrong it hurts: What the science-vs.-religion debate ignores, Salon Apr 5, 2014. Available at [www.salon.com/2014/04/05/richard\\_dawkins\\_is\\_so\\_wrong\\_it\\_hurts\\_what\\_the\\_science\\_vs\\_religion\\_debate\\_ignores/](http://www.salon.com/2014/04/05/richard_dawkins_is_so_wrong_it_hurts_what_the_science_vs_religion_debate_ignores/)