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Dr. Sills

Engl. 357; Unit Reflection

11 December 2020

Coding My Narrative: Creative Writing Unit – My Final Reflection

For my final project, I decided to design a creative writing unit with a twist. I love writing, especially poetry and creative narrative. I decided this would be a good foundation for a unit. The technology aspect was what I was most excited about adding to the otherwise simple assignment. Typically, a writing unit just focuses on the writing project and handing in a simple printed-off essay. I wanted to take it a step further and introduce a different type of technology in which students could learn. By teaching students coding, this unit can show them new ways to produce and share their writing, a new avenue to pursue for a career or hobby, and some aspects of technology they had never considered of before. I wanted to take a route with writing that was innovative and yet allowed the students to remain creative and in control of their own projects.

I took most of the ideas from this unit from when we did podcasts and from chapter five of Scheibe and Rogow. I thought the use of podcasts to share information and be a creative outlet for students to present themselves and stuff they are interested in was fascinating. I think including these sorts of technologies not only appeal to students but open up more opportunities for students to become more involved with STEM areas and find more hobbies or life routes. I am usually a pen-and-paper student. I like to have the physical book or a physical handout; I write my notes down at least twice; and I have always had a specific annotating style that I feel couldn't be done on the computer. So for the podcasts to strike me as interesting and fun lesson, I definitely took advantage of it.

In the last month and a half, I've been learning how to code with books, videos, and the help of my boyfriend. It's been such an interesting concept to me. It's so different than anything I had ever been exposed to before. As I have learned and completed a few projects using code, I have really appreciated what goes into it. More so, I am a little frustrated I hadn't been shown coding earlier in life. I think if my school had introduced something like this to me when I was younger, I may have had a much different career and life path right now.

Taking from these two aspects—the podcast and my recent delve into coding and computer programming—I thought coding would be a great and innovative addition to an otherwise run-of-the-mill writing unit.

Chapter five in Scheibe and Rogow also had a lot of influence on this unit. They outline many ways to integrate media literacy into lessons/units. I found a lot of these translating into my unit; the first being a bit obvious: “Replace generic exercises with media-related examples” (102). This is what the unit started from. I wanted to take a creative writing unit that would normally be a simple two-week writing assignment and add a technology/media component that wouldn't be tacked on but would rather transform the unit.

Another approach that appeals to my unit is: “Identify ways in which your students can publish or share their work with a wider audience using new media technologies” (105). This I present to them in the “Why are we Coding” presentation, when I show them that there are so many ways they can present their writing beyond the printed page. As well, they are shown what coding can do for their writing. They have so many possibilities out there, this unit is a perfect way to show them the variety of ways students can share or publish their writing.

The one that sticks out to me and is something I stress throughout the unit is: “Actively facilitate ‘writing’ in multiple media modes” (106). The basis of this unit is this. I want students

to see they don't need to stick with a pen-and-pencil or a basic word processor to create and present their writing. As well, I provide the code printouts to a handout I created using code. This is optional for the teacher to provide, but I include it as an example that you can even make the simplest things with code. (The other reason why I did that handout in code is that I found doing a definition list in HTML is *way* easier to write and format with code rather than in Word!) The examples I give in the presentation at the beginning of week two also show that creative writing doesn't have to only be limited to plain writing or even code. Their writing can be in the form of a poem poster, it can be performative poetry, it can be text messaging, and so on. Creative writing doesn't need to be basic.

I think if I were to add anything else to this unit, I would add a K-W-L³ on coding as week one's Friday exit slip. I think that would also lend a good hand to the teacher to know how intense or laid back they need to be when it comes to the code.

There were a couple spots (that I marked pink on my calendar) that could use a lesson plan as well. I didn't choose to write them because they lacked the technology aspects. I have three objectives I use throughout the unit that I present to you, but there's a fourth that didn't get included within the three lesson plans. This fourth one was going to be part of a "Personal Narrative" lesson at the beginning but I chose not to write up that lesson. I kept that left out object in my documents though because the objective would be included otherwise in the unit.

The overall course this semester has shown so many creative ways to improve lessons. Not only that but adding technology definitely adds a new element that I believe students will enjoy because I surely did. As well, using technology to provide other ways to teach information (if one way isn't working for some students) or providing alternate means or accommodations is

an aspect every teacher should have on their radar. This semester has provided many teaching tools I look forward to implementing and building my future lessons and units with.

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Coding My Narrative: Creative Writing Unit Overview

My unit is an opportunity for students to do a typical creative writing assignment in an innovative way. Students will use computer coding to develop their narrative into a webpage. The base of the unit is simple: students will write a short personal narrative. Once completing the story, students in an average classroom would just turn it in for a grade. With this unit, they will discover a new way of presenting and transforming their writing. Using HTML and CSS, students will program their narrative into a webpage. The idea of using a different form of technology to present the students' writing will hopefully challenge students to think about how they can use technology in other ways to morph their writing and projects.

My goal for this unit is to not only show one way students can create and display their writing, but to introduce them to a new learning opportunity. A lot of times, STEM courses get cut or forgotten in lieu of the standard required courses. Most students don't have a chance to play with and experience web design or computer programming. I think this brief implementation of coding, using their own personal writing, can give some students a chance to explore more, not just in coding and computer programming but in other STEM-related fields. On top of this, I also want to demonstrate that creative writing doesn't need to be basic pen-and-paper. There are so many different technologies and mediums out there for them. The creativity doesn't have to stop with the words and sentence structures.

Focusing on the standards, my hopes are students continue to practice good writing practices and techniques as they have all year; drafting, organizing, peer review, revising, editing, and so on, as Minnesota standard 7.7.3.3 suggests. Alongside using their writing techniques, I aim for my students to using different elements of writing to make their writing stand out and interesting. I will attempt to have this as part of their grade, so they are conscious of their word choice, sensory language, dialogue, characters, event sequences, etc. as 7.7.3.3 also suggests. I do touch on standard 7.7.6.6, which suggests students should “use technology, including the Internet, to produce and publish writing.” This partially pertains to my objective: “Students will be able to experiment with coding (technology) to produce and present their writing.” I also am implementing Media Literacy standards 7.9.7.7 and 7.9.8.8, which allows students to analyze different types of media, how they work, and use them (7.9.7.7) and suggests they create an artistic multimedia work and publish the work and share with an audience (7.9.8.8.b). This will be done through their coding and through the “Why are we Coding” presentation in which students will learn many more ideas and examples of how technology can transform their writing.

New media is the reason this unit goes from a drab personal narrative unit to a spunky technology-driven writing project. I am hopeful that the technology side of the project will entice students as they learn to code as well as produce a personal narrative. The use of media will challenge students as well as provide an opportunity to discover new ways to produce, present, and share information.

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Unit Objectives and Minnesota Standards

Unit Learning Objectives

Students will be able to:

- Create imaginative/unique narrative through effective writing techniques and processes (7.7.3.3).
- Use different elements of writing to produce creative writing pieces, including but not limited to: characters, event sequences, dialogue, pacing, description, transition words, sensory language, and conclusions (7.7.3.3)
- Experiment with coding languages to produce and present their writing and discover new ways to see their projects or writing (7.7.6.6 / 7.9.7.7).
- Apply technology to share their writing with an audience and publish their material (7.9.7.7 / 7.9.8.8).

Minnesota Learning Standards (*These standards are found under 7th grade standards*)

7.7.3.3 – Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

- b. Use literary and narrative techniques, such as dialogue, pacing, rhythm, rhyme, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.
- d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on the narrated experiences or events.

7.7.6.6 – Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

7.9.7.7 – Understand, analyze, and use different types of print, digital, and multimodal media.

- a. Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, and advertisements).
- b. Analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries).
- c. Recognize ethical standards and safe practices in social and personal media communications.

7.9.8.8 – As an individual or in collaboration, create an artistic or entertaining multimedia work or piece of digital communication or contribute to an online collaboration for a specific purpose.

- a. Demonstrate a developmentally appropriate understanding of copywrite, attribution, principles of Fair Use, Creative Commons licenses and the effective of genre on conventions of attribution and citation.
- b. Publish the work and share with an audience.

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Coding My Narrative: Creative Writing Unit Major Assignments and Assessments

When it comes to this unit, students will be writing a personal narrative while applying HTML and CSS coding languages. Along the way, they will have a few completion check-ins that will receive feedback to help students along the project. The goal of this project is for students to discover new opportunities without feeling burdened by a grade. When students have completed working through their project, they will submit for grading by rubric. As well, they will have a reflection worksheet to evaluate the unit itself.

Personal Narrative

The core of this unit is writing a personal narrative. This unit would come towards the middle or end of the semester when students have been taught writing process and literary elements, so students shouldn't have too much difficulty writing their paper. The personal narrative will be at least two to three pages long in a word document. Students will write their story as they would write any other paper using the writing process.

The narrative itself doesn't have too many requirements. I do want them to write a well-written piece of work, but I don't want them to feel so academically stressed about it, as it should feel creative and imaginative, not nose-to-the-grindstone and rigorous. Although there are areas and direction that are required of them to follow and have included in their personal narratives. These requirements, both for the narrative and the coding, are laid out on the rubric provided to them at the start of the unit.

Rubric

Students will be graded on their story with a rubric. They will be provided the rubric with the assignment sheet to keep them on track, should they need it. The categories the personal narrative will be assessed on are: Organization, Word Choice, Creativity, Literary Elements, and Conventions and Mechanics. On top of this, students will be graded on their HTML and CSS page formats and their final webpage appearance. This should be easy to attain as I will be continuously giving feedback, especially specific fix-it feedback with their completion check-ins, as well as being completely open and available for questions. Finally, the assignment itself will require the following elements in the code and final webpage: two different colors, two different fonts, one font style variant (like italics), paragraph indentation, and an author bio with selfie. These will be walked through in class as well, so they should be easy points. Overall, the project will be 100 points; 80 points are focused on the narrative; 20 points are focused on the code and the requirements for the webpage.

Completion Check-ins

At the end of each week, students will need to turn in an update for completion points. Week one, students will turn in a copy of their most recent draft of their personal narrative. Week two, students will turn in a copy of their HTML page and their Webpage. Week three, students will turn in a copy of the CSS page, HTML page, and their Webpage. Each of those weekends, I will leave feedback and any fix-its they may need for their code. This will help them clean up and create a code that works the way it should. I can also keep track of problem areas that need to be discussed.

Reflection Worksheet

After turning in their projects, students will fill out a reflection worksheet. This worksheet is also done for completion points. This reflection gives the teacher an evaluation of the unit and how it went. It also gives students a chance to look back on the unit and analyze what they learned and enjoyed.

Week No.	Monday	Tuesday	Wednesday	Thursday	Friday
Wk. 1	<ul style="list-style-type: none"> “What is a Personal Narrative?” Hand out Assignment Sheet, Rubric, and Prompt Sheet 	<ul style="list-style-type: none"> Work on Personal Narrative (PN) Drafts 	<ul style="list-style-type: none"> Work on PN 	<ul style="list-style-type: none"> Peer Review of PN (Bring in three copies of rough draft) Turn in a copy of your rough draft 	<ul style="list-style-type: none"> Edit and revise PN using feedback from Mr. L and peer group “What is Coding?” video
Wk. 2	<ul style="list-style-type: none"> “Why are we coding?” Hand out Coding Cheat Sheet, HTML Coding Example, Webpage Example Intro to HTML <p>(Lesson Plan 1)</p>	<ul style="list-style-type: none"> Apply narrative to HTML (Together in Class) (LP1) Take a selfie 	<ul style="list-style-type: none"> Work on HTML Ask your questions Continue working on you PN 	<ul style="list-style-type: none"> Write your Author Bio (Lesson Plan 2) Hand out Author Bio Tips 	<ul style="list-style-type: none"> Peer Review Author Bio and PN (LP2) Apply changes to HTML Print and turn in html and webpage at end of class (Don't worry about it being correct or working—this is just a check-in for me to give you fixes and feedback on your coding!)
Wk. 3	<ul style="list-style-type: none"> Review and revise PN and HTML using feedback from Mr. L. Revise Author Bio from peer review. Hand out CSS Coding Example CSS demonstration and walkthrough <p>(Lesson Plan 3)</p>	<ul style="list-style-type: none"> Add Author Bio and Selfie to HTML and CSS pages (LP3) Continue to edit and revise code and narrative (if time) 	<ul style="list-style-type: none"> Work Day! <ul style="list-style-type: none"> > HTML > CSS > PN > Peer Editing > Questions 	<ul style="list-style-type: none"> Class Exploration day into Coding! Bring your questions about things you want to know how to do with your HTML and CSS 	<ul style="list-style-type: none"> Work on coding and/or PN Print and turn in CSS, HTML, and webpage at end of class (Again, just an opportunity for me to check in and give you fixes!)
Wk. 4	<ul style="list-style-type: none"> Review and revise final PN draft Revise and edit code using feedback from Mr. L Any Questions? 	<ul style="list-style-type: none"> Turn In Day! (End of Class) Reflection Worksheet Read Day or put finishing touches on your Narrative project. 			

Lesson plans

Document Attached to Unit

Graded Item

This would need a lesson plan as well

Coding My Narrative: Creative Writing Unit Assignment Sheet

Purpose:

So far this year, we have been working hard on the writing process and literary elements. Since we've gotten a good handle on our academic writing, I want to have some fun with some creative writing. Most may think that writing just involves pen and paper or a word processor. This unit, I hope to show you that your creative writing isn't limited to those two options.

We will be writing a personal narrative (PN) or a story about yourself. I will be providing prompts, but you are free to recall any memory or write about anything you would like to share. There are some guidelines you do need to follow. I encourage that you remember to include your literary elements such as event sequencing, sensory language, metaphor/simile, word choice, dialogue, and so on. You don't need to include every one of them, but you should create a well-structured, enjoyable narrative.

On top of your personal narrative, I will be teaching you how to develop or code your story into a webpage. This is a very basic teaching of coding that will get you a small foundation you can continue pursuing outside of class and after the unit if you find it interesting. This is just one of a plethora of ways you can take your creative writing down a different avenue!

Instructions:

You will write your narrative in Microsoft Word. This will be the easiest for you to edit and print for peer editing days and to copy and paste your paragraphs into the IDE. The narrative is your main focus. As we start coding (together as a class), I don't want you to forget about your story—be sure to have a good balance between coding and writing.

The electronic files (HTML and CSS), we will work on together as a class. I will be available to answer any questions. Please, *please*, do **not** worry about getting the coding *correct*. I want the coding to be a fun addition to an otherwise simple assignment. You are not going to be graded heavily on how it looks or if it's coded cleanly. I just want it to work when you run it and include a couple of elements.

Requirements:

Please refer to the rubric. This will lay out everything you need in your code and webpage and what will be graded within your narrative.

Due Dates:

Week One, Thursday: Turn in blank copy of most recent PN draft for completion grade.

Week Two, Friday: Print and turn in HTML and Webpage (end of class).

Week Three, Friday: Print and turn in CSS, HTML and Webpage (end of class).

Week Four, Tuesday: Electronically turn in zip folder of Word, HTML, and CSS files.

Code My Narrative: Creative Writing Unit Rubric

	Exceeds Expectations	Meets Expectations	Needs Improvement	Below Expectations
Creativity Unique and creative narrative 16 points	Project demonstrated student's own imagination and expression in a well-thought-out and original manner.	Project demonstrated a creative narrative with an original and interesting idea. A bit more development could have helped strengthen the story.	Project could have used more thoughtfulness and imagination. Idea was standard and could have used more originality and creativity.	Project lacked personality and originality. Creativity and imagination could have been more infused into the narrative.
Literary Elements Strong use of literary elements to build story 16 points	Five or more literary elements were used throughout the narrative making the story stronger. Literary elements were used organically and weren't forced into the narrative.	Three or four literary elements were used throughout the narrative, making the story stronger. Literary elements were used well.	Only a couple literary elements were used in the narrative and more could have been used to make the story stronger. Some elements weren't integrated well and were either forced or didn't work in the situation they were used.	No literary elements were used or were used improperly. Adjustments and stronger use of literary elements could have helped strengthen my story.
Organization Clear, logical sequence 16 points	All ideas were presented in a logical order. Introduction was clear, body included many details, and conclusion summarized main idea. Writing flowed smoothly throughout.	Ideas were presented in a logical order. Introduction was clear, body included many details, and conclusion summarized main idea.	Some ideas were presented in logical order. Introduction, body, and conclusion were included.	Writing was fragmented. Ideas were not presented in logical order. Introduction, body, and conclusion were not clear.
Word Choice Accurate, descriptive vocabulary 16 points	Used colorful, varied, and topic-specific vocabulary. Word choice was highly descriptive and specific.	Used a variety of vocabulary words. Word choice was descriptive but stronger words could have been used.	Vocabulary was only slightly varied. Simple or bland words were used often and words were often repeated. Word choice could have been much stronger.	Vocabulary was boring or simplistic. Word choice could have been significantly improved to create a more descriptive narrative.
Conventions Correct spelling, grammar, punctuation, usage 16 points	No spelling, grammar, capitalization or punctuation errors. Sentences are all well-formed.	Fewer than three spelling and grammar errors. Fewer than three capitalization and punctuation errors. One or two flawed sentences.	Five spelling and grammar errors. Five or more capitalization and punctuation errors. Less than five sentences show flawed structure.	Spelling, grammar, capitalization, and/or punctuation needs more revision and proofreading as there are many errors. Sentences need to be restructured.
Webpage Aspects All components are coded and visible on the webpage	Two different font colors; Two different fonts; One font variable (e.g. italics, underline);			A maximum of extra 2 points may be given for any additional pieces added to the visual/

20 points	Paragraph indentation; Author bio and picture. (Each component is worth four points)			coding aspects of the project.
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Coding My Narrative: Creative Writing Unit—Personal Narrative Prompts

You may use any of the following prompts to write your narrative, use them as a jumping point for something else, or come up with something completely original. Each bullet has a prompt or a list of questions. Don't just answer the questions in your story; they are there to give you ideas. Remember, a personal narrative is a *story* about yourself. Make sure you're telling a story, with characters, events, settings, and so on.

- Write about a memorable experience you had while travelling. Where did you go? What did you do? What kind of things did you see? Make sure you describe them. Show me this place with your words.
- Describe the most memorable holiday in your family, including how you felt and why it was memorable. (Or: What holiday is your favorite? What do you do? Who do you celebrate it with? Why is it your favorite?)
- Have you overcome a major challenge or failure in your life? What was it like? How did you overcome it? What did it teach you?
- Write about a time you did something nice for someone. Did they expect you to do it? Why did you do that? Who did you do it for? What was their reaction? How did you feel after they found out?
- People often say: "Don't judge a book by its cover." Describe a time when you misjudged someone based on their appearance or when someone misjudged you.
- It has been said that truth is often stranger than fiction. Describe an experience you had that was so strange others might think you made it up.
- Sometimes we surprise ourselves with what we are able to do. Describe a time when you accomplished something you didn't think you could do.

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“Why are we Coding?” and Intro to HTML Demonstration and Walkthrough

Overview

HTML is one of the most basic and easy to learn coding languages. For the unit, adding this component to a personal narrative will allow students to add some extra creativity to their story, instead of having a black and white paper to turn in. This lesson is the beginning to the technological aspect of the unit. The first part of this lesson is to explain to students why I have added coding to an English assignment and why it's important to venture into finding new ways to use and present their writing skills. The second part of the lesson is a walkthrough of HTML in which students will follow along on their laptops. The walkthrough will allow them to see how HTML works as well as giving them time to input their own information.

Grade Levels

- Middle school and up
- The coding aspect is very simple. I have chosen to have students work with me instead of on their own just so they aren't pressured into thinking they have to get all the right answers the first time around (as coding can be delicate sometimes). The coding aspect is an opportunity for them to grow and be creative, not to be assessed and criticized. But an adjustment could be made to have students learn the coding aspects on their own, depending on the grade level.

Learning Objectives and MN Standards

- Create imaginative/unique narrative through effective writing techniques and processes (7.7.3.3).
- Experiment with coding languages to produce and present their writing and discover new ways to see their projects or writing (7.7.6.6 / 7.9.7.7).
- Apply technology to share their writing with an audience and publish their material (7.9.7.7 / 7.9.8.8).

Vocabulary

!DOCTYPE HTML, Body, Class, Color, CSS, Element, Footer, H1, H2, Head, Header, HTML, IDE, Font-family, Font-style, Main, P, px, Tag

Preparation / Prerequisites

- Students will need to install Visual Studio Code for Windows onto their PLDs. This is the IDE we will use to produce our code.
- Teacher will need to show their monitor to entire classroom so they can follow along. This can either be done in a computer lab or in the classroom if technology is available.
- Teacher will also need to print handouts or be able to electronically hand out Coding Cheat Sheet. (For some added fun or interest, I have included the HTML and CSS pages for the cheat sheet as well, as I coded those pages instead of typed them since it was easier that way.) As well, they will need to print off the example HTML page for the narrative (which can be used to do the walkthrough with the students).
- Students do not need any prior knowledge of coding to do this project.

Time Needed

- Two standard 50-minute class periods
- The lesson will be done over two classes, as the teacher and student will go through everything together as a class, step-by-step
- You may only get through the beginning part, if that, of the HTML coding by the end of the first class.

Materials and Equipment

- “Why are we Coding?” presentation PowerPoint
- Computer with ability to present to entire class
- Students will need their PLDs
- The Coding Cheat Sheet (with or without the code used to make the document)
- The Example HTML page for the narrative (Save the CSS and Webpage examples for Lesson Plan 3)
- Visual Studio Code (IDE) for Mac or Windows installed on the PLDs

Step-by-Step Procedures

1. Go through the “Why are we Coding” presentation. This presentation discusses why we are adding the coding to the Personal Narrative assignment/unit and how technology can build our creative writing.
2. Distribute the Coding Cheat Sheets and example HTML page when presentation has been completed.
3. Walk the students through the different parts and preferences of the IDE to give them a brief tutorial about the Visual Studio Code program they will be using to code. You will want them to toggle word wrapping to ‘on’.

4. Begin the walkthrough of creating the HTML page, starting with the `<!DOCTYPE HTML>` tag and going through the different elements they will be using and what pieces of information will go where. When you have entered the doctype at the top of the page, hit [save]. When saving your document for the first time, you will want to name it with no spaces in the name. As well, end the name with .html so it know what type of document it is.
5. You may use the example to help yourself guide the students through their HTML page. If you have no coding experience, just remember to process top-down and you can follow the example to a T and it should work for you. As an added feature, you may install a live view extension to the IDE so as you input the code, you and the students can watch to see how what you're entering into the code is appearing on the webpage.
6. At the end of the week, the students will turn in a printed copy of their code and how their webpage currently looks. To print code, press F1 in the IDE and type "printcode". A webpage will appear, prompting you to print to PDF. You may either print to PDF for an electronic submission or print to a printer for a paper copy. For their webpage, you will have students run the code by hitting F5 or Shift-F5. Their page should have everything they've put into HTML. If it comes out blank, still have them print it off. When you receive their code and webpage, you will be able to go through their code and see if there are any errors. You'll also see why if a student's page is coming up blank.

Notes on Pedagogy

This lesson may be a completely new concept for both the students and the teacher. An easy resource to use is *Coding for Kids* by Adam Crute, who walks through coding and coding projects in an easy, straightforward manner. This could also be a good resource for students if

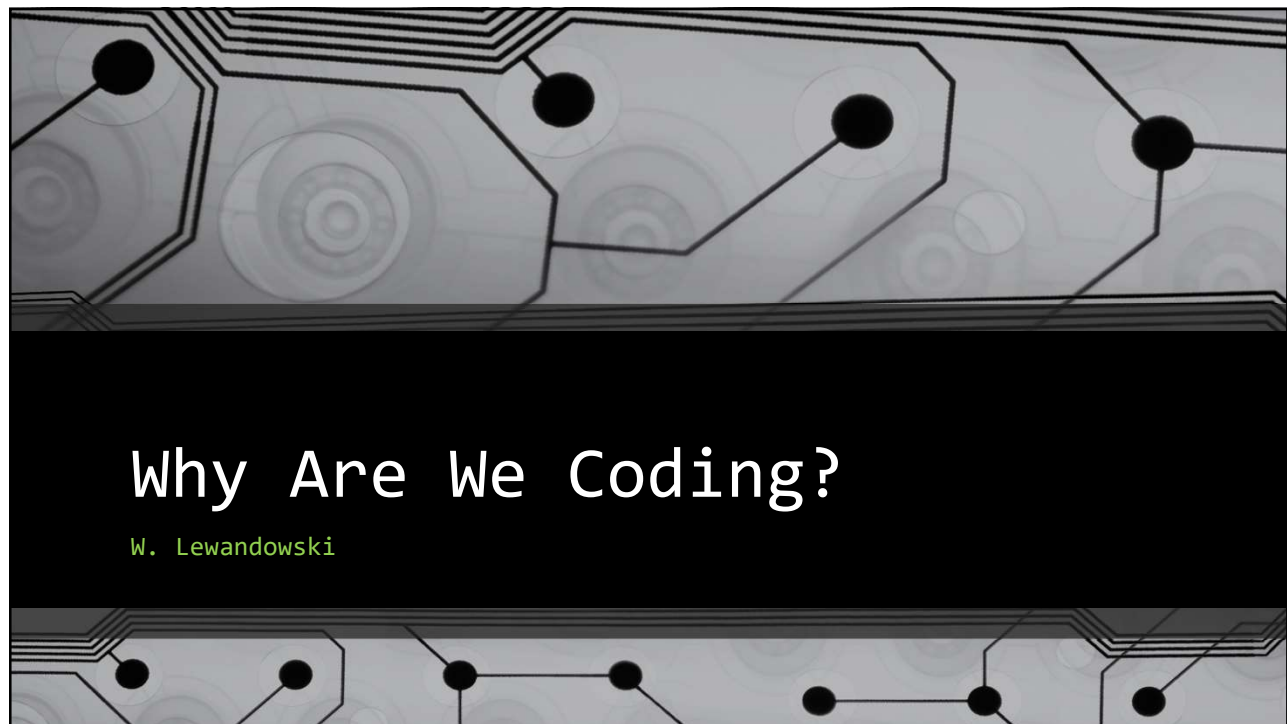
they learn better through reading and testing it themselves at their own pace rather than keeping up with the class on the overhead projector.

Assessments

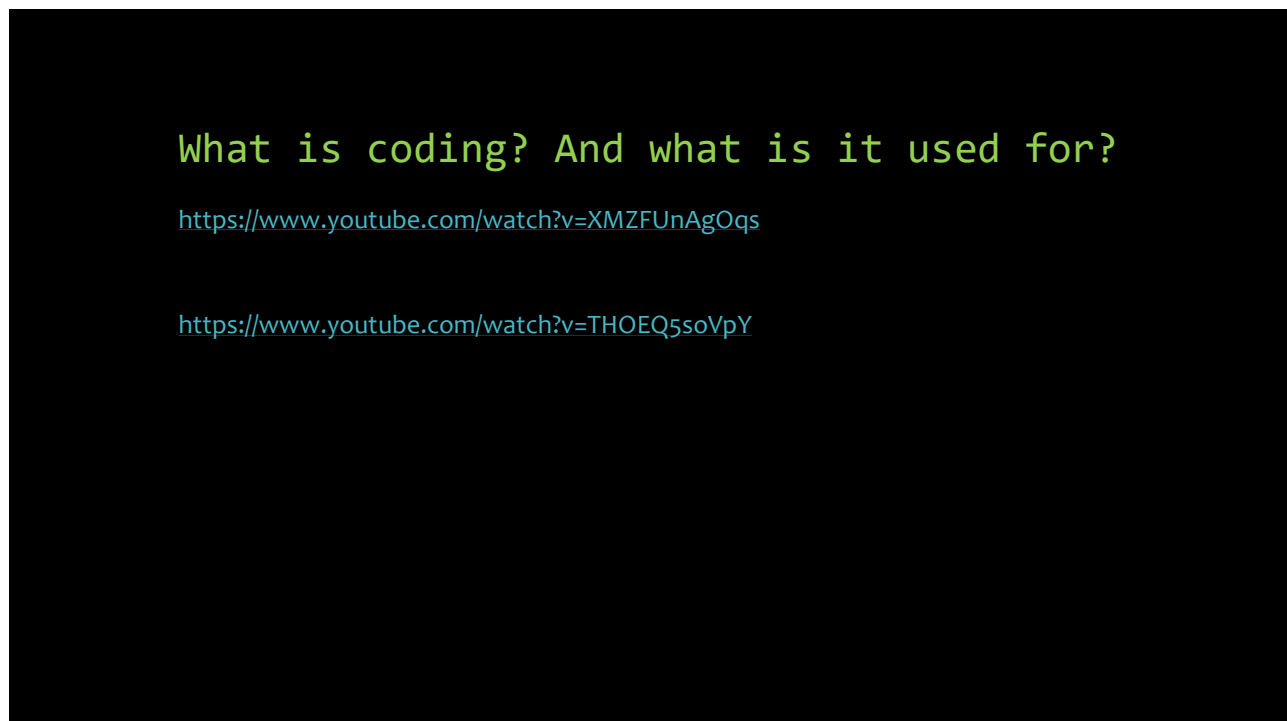
At the end of the week, students will turn in a printed copy of their HTML code and what their webpage looks like when they run the code. This will be just a completion check-in for a few points. As long as they tried and turned in their two files, then they should get their points. As the teacher, you will want to go through these and figure out if there's any errors in the code or any comments that need to be made. You will hand these back to them on Monday to make any changes they need to make to their HTML code before proceeding to CSS.

Attachments

- “Why are we Coding” Presentation
- Coding Cheat Sheet (with the code used to make it)
- Example HTML code sheet for the Narrative



1



2

What does this have to with English class?

- Well, a lot actually! Every website you go to has been developed with code to appear on your screen. The cool thing about coding is you can develop the *entire* webpage from scratch!
- You can design so many things with code! You can create a journal, a blog, a website, an advice page, and so on.
- This unit, I want us to learn basic code to see that our writing doesn't have to strictly be pen-and-paper or typed on a computer.

3

Coding Languages

- I will be implementing two coding languages with our project: HTML and CSS
- HTML = HyperText Markup Language
- CSS = Cascading Style Sheet
- But there's so many more you can use that can be used for different things; it just depends on what you want to do!
 - Python
 - C++
 - Java
 - PHP (Just to name a couple!)

4

What can you do with your coding files?

- We will be creating a simple webpage for our personal narratives. These webpages won't have a web address and won't be able to be found on the internet. If you wanted to have them published online and available online, you could get a domain that you could link up with the files and have them published online.
- (Just a tip: You probably won't want to do that with this project, but if you further your interest in coding, you can make some pretty sweet looking websites that you'll definitely want to share with the world, I'm sure!)

5

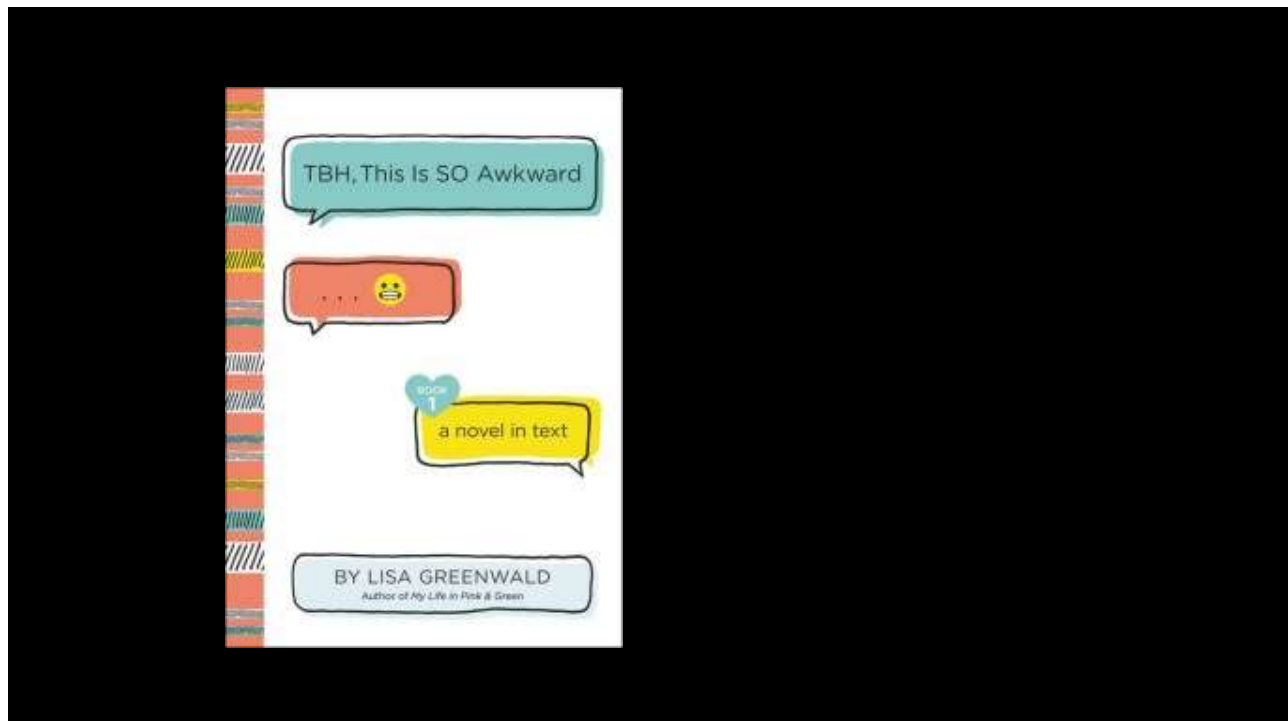
Why are we doing this with our Personal Narratives?

- Personal narratives will be easy for you to write, so I want to make it more interesting for you and give you a new challenge.
- We will go through the coding together in class, so your main focus is still your personal narrative. You should continue working on it throughout the week and as homework.
- You will have weekly check-ins where you turn in your code. Please don't worry if you're getting it right or wrong or if your webpage is not showing anything. These check-ins are to help you fix your code, should I find anything wrong.
- Another reason for this entire unit is that I want to show you that your creative writing isn't limited to words on a page. You can take your words, imagination, and creativity to different levels when you use technology. This is just one example! Here are a few more:

6



7



8

- <https://www.youtube.com/watch?v=tdYlu88Hlo8>

ASL Poetry & ASL Metal Interpretati on

- <https://www.goodmorningamerica.com/culture/story/sign-language-interpreter-slays-heavy-metal-concert-56646939>

9

Remember:

- The coding is something we will learn together as a class. I don't expect everyone to get it on their first try. I don't expect it to be perfect. Have fun with it!
- Don't forget about your personal narratives! They are the bulk of the unit grade!

10

```
1 <!DOCTYPE HTML>
2
3 <html>
4
5     <head>
6         <title>Learning How To Code</title>
7
8         <link type="text/css" rel="stylesheet" href="StoryCSS.css"/>
9     </head>
10
11     <body>
12         <header>
13             <hgroup>
14                 <h1>My Brief Journey in Learning How To Code</h1>
15                 <h2>By: William Lewandowski</h2>
16             </hgroup>
17         </header>
18
19         <main>
20             <p>When I met my partner, Jeremy, I knew he was extremely smart. He had
recently graduated from a private college in Minneapolis with a degree in Software
Engineering. He knows how to develop and fix coding, and works as a developer for a
company that assists with clinical trials. His work and skills amaze me every day.
</p>
21             <p>One day, when I was staying at his house, I had nothing to do. I had
no homework; it was Friday night, so the weekend was free; and Jeremy had a lot of
stuff to do over the weekend, so I was kind of on my own to do whatever. I noticed on
his bookshelf he had a few books on learning how to code that he picked up at a
discount. One was a coding book for kids and a coding-made-easy book for all ages.
This is when I began my journey into coding.</p>
22             <p>I decided to begin with the <em>Coding for Kids</em> book, since it
seemed like a simple starting point. I immediately became enthralled with the
information I was learning. HTML, CSS, JavaScript, tags, elements, font, style,
images, padding, margins... Everything was so new yet so interesting. I quickly began
doing the exercises and in no time was flying through the book.</p>
23             <p>I started to notice as I paged through the book and absorbed the
lessons that I needed more than what I was getting. They would mention something,
like tables, and I had to know what kind of tables I could do: How do I style them?
Is there a way to color the top row of boxes and leave the rest blank? could I add
different text colors to specific boxes? My inquisitiveness wouldn't stop. Soon I was
researching my questions and building a cluttered HTML page filled with a plethora of
exercises and trials of different things I wanted to learn and try coding.</p>
24             <p>Within a week or so, I had finished the kid's coding book. I moved on
to another one, where I kind of skipped around, finding what I wanted to find. I
really wanted to know more about JavaScript, since the kid's book didn't go too in-
depth with this coding language.</p>
25             <p>My interest in coding has grown even more since starting about a month
ago. So much so that I chose to integrate it into my Unit Project for my college
course. I think giving students a tiny glimpse into the world of coding can be
exciting as well as an opportunity for others to find something they enjoy that they
may never have thought of doing in the first place. Who knows... If I had been
introduced to coding when I was growing up, maybe my life would've headed in a
completely different direction.</p>
26             <p>With the help of my boyfriend, I started venturing into the great big
world of coding and programming. I wish I had known about this sooner because I
definitely would've enjoyed something like this as a teenager. My journey into coding
is short, but I have a feeling that it's just getting started.</p>
27         </main>
28
29     </body>
</html>
```

```
30         
31         <p class="authorbio">William Lewandowski is a college graduate persuing
his second bachelor's degree. He is a published author and proud LGBTQ+ and mental
health advocate. Coding is a new hobby for Lewandowski, which he hopes will make for
a great lesson plan and can provide an opportunity for his future students to thrive.
</p>
32         </footer>
33
34     </body>
35
36 </html>
```

HTML Cheat Sheet

Mr. Lewandowski's 7th Grade Creative Writing Unit

Coding Mini-Project

HTML Terms and Definitions:

Class

A class is a selector. When you want to change the look or aspect of one specific element in particular, rather than all of the same elements, you can identify it with a class.

CSS

CSS stands for Cascading Style Sheets and allows us to define style rules for our HTML. (This is where we can get fancy with fonts, colors, and much more!)

Element

An element is a complete piece of data within a set of tags. For example, when you see <body> with some information in between with a closing tag of </body>, this is a 'body' element.

HTML

HTML stands for HyperText Markup Language and is a framework on which websites are built.

Tag

A tag is an identifying marker in HTML that specifies what kind of element is being coded. Tags typically come in sets--an opening tag and a closing tag.

HTML Tags:

<!DOCTYPE HTML>

This tag tells the processor what coding language to follow, in this case, we are using HTML5. This tag is the very first item typed into all of our HTML tags. This tag does not need a closing tag. Note: We do not need to declare our CSS file with a doctype as the webpage doesn't display text within our CSS document.

<html>

This element will contain everything in your document. Think of it as the "bread" tags of your coding sandwich.

<head>

The head element pertains to information about the page, style rules, and links to other files that the page needs (such as our CSS file). *This is not the same as the <header> element!*

<body>

The body element is where your "ingredients" go for your sandwich. This is where your header, paragraphs, and footer go for your story.

<header>

The header is the stuff that goes before your story. This would be the story's title and the author's name.

<h1>, <h2>, ...

These are your header elements. As you go from h1 to h2 to h3, your headers start to decrease in size. The furthest you can go is to h6. Here's what they look like:

Header 1

Header 2

Header 3

Header 4

<main>

The main element is where your story will go. This is the meat (or meat alternative) within your sandwich. Your paragraphs will be here.

<p>

This element is for paragraphs. Each time you want to start a new paragraph, you will put a closing tag on your current paragraph, start a new line of code, and begin with a new paragraph element.

<footer>

This element begins after the body element. This is a footnote that comes at the end of your page. (For your project, you will use this section to write your Author Bio.)

CSS Terms and Definitions:

When it comes to CSS, this is where the fun formatting occurs. For the second half of the project, you will need to add the following to a CSS document:

class

A class can be added to an element that you want to change specifically. For example, if you have eight paragraphs and you want every even paragraph to be blue, you can assign the same class to each even numbered paragraph element. In your CSS document, you would call out the class and adjust the color to blue.

color

Color can be added in your CSS document to change the font color of the element you specify.

font-family

Font-family refers to what type of font you want. The nice thing about the IDE we use, it suggests the fonts that are offered. When you specify an element and provide a font-family, it will adjust the font used for that element throughout your code.

font-style

Font-style will change the way the font appears. You can do things like bold an element, italicize an element, underline, strikethrough, etc. This will change an entire element's font style though. If you want a specific word, you can do this in HTML. (I can help you if you need this.)

px

Px means pixels. When adjusting the font or setting sizes, we can use px to determine the size. For example, a size-12 font is 16 px. (We don't need to specify font size for everything. Paragraphs are automatically set to size 12, and our H1, H2, etc. headers are all automatically set for us as well.)

text-indent

We will specify our paragraph element in our CSS document and add this aspect. When we add the 'text-indent' we will set it to 50px.

Information gathered from w3schools.com and "Coding for Kids" by Adam Crute.

If you would like to learn more or have a deeper look into coding, check out both resources for more coding fun!

Crute, Adam. Coding for Kids. 2019 ed., Flame Tree, 2019.

```

1 <!DOCTYPE HTML>
2
3 <html>
4   <head>
5     <title>HTML Cheat Sheet</title>
6     <link type="text/css" rel="stylesheet" href="CheatSheetCSS.css"/>
7   </head>
8
9   <body>
10    <hgroup>
11      <h1>HTML Cheat Sheet</h1>
12      <h2>Mr. Lewandowski's 7<sup>th</sup> Grade Creative Writing Unit</h2>
13      <h2>Coding Mini-Project</h2>
14    </hgroup>
15
16    <h2>HTML Terms and Definitions:</h2>
17    <dl>
18      <dt>Class</dt>
19      <dd>A class is a selector. When you want to change the look or aspect of
one specific element in particular, rather than all of the same elements, you can
identify it with a class. </dd>
20      <dt>CSS</dt>
21      <dd>CSS stands for Cascading Style Sheets and allows us to define style
rules for our HTML. (This is where we can get fancy with fonts, colors, and much
more!)</dd>
22      <dt>Element</dt>
23      <dd>An element is a complete piece of data within a set of tags. For
example, when you see <body> with some information in between with a closing
tag of </body>, this is a 'body' element.</dd>
24      <dt>HTML</dt>
25      <dd>HTML stands for HyperText Markup Language and is a framework on which
websites are built.</dd>
26      <dt>Tag</dt>
27      <dd>A tag is an identifying marker in HTML that specifies what kind of
element is being coded. Tags typically come in sets--an opening tag and a closing
tag.</dd>
28    </dl>
29
30    <h2>HTML Tags:</h2>
31    <dl>
32      <dt><!DOCTYPE HTML></dt>
33      <dd>This tag tells the processor what coding language to follow, in this
case, we are using HTML5. This tag is the very first item typed into our HTML page.
This tag does not need a closing tag. <u>Note:</u> We do not need to declare our CSS
file with a doctype as the webpage doesn't display text within our CSS document.</dd>
34      <dt><html></dt>
35      <dd>This element will contain everything in your document except the
doctype tag. Think of it as the "bread" tags of your coding sandwich.</dd>
36      <dt><head></dt>
37      <dd>The head element pertains to information about the page, style rules,
and links to other files that the page needs (such as our CSS file). <em>This is not
the same as the <header> element!</em></dd>
38      <dt><body></dt>
39      <dd>The body element is where your "ingredients" go for your sandwich.
This is where your header, paragraphs, and footer go for your story.</dd>
40      <dt><header></dt>
41      <dd>The header is the stuff that goes before your story. This would be
the story's title and the author's name. </dd>
42      <dt><h1>, <h2>, ...</dt>

```



```

43         <dd id=spaced>These are your header elements. As you go from h1 to h2 to
h3, your headers start to decrease in size. The furthest you can go is to h6. Here's
what they look like:
44         <br><h1 class="example">Header 1</h1></br>
45         <br><h2 class="example">Header 2</h2>
46         <br><h3>Header 3</h3>
47         <br><h4>Header 4</h4></dd>
48         <dt>&lt;main&gt;</dt>
49         <dd>The main element is where your story will go. This is the meat (or
meat alternative) within your sandwich. Your paragraphs will be here.</dd>
50         <dt>&lt;p&gt;</dt>
51         <dd>This element is for paragraphs. Each time you want to start a new
paragraph, you will put a closing tag on your current paragraph, start a new line of
code, and begin with a new paragraph element.</dd>
52         <dt>&lt;footer&gt;</dt>
53         <dd>This element begins after the body element. This is a footnote that
comes at the end of your page. (For your project, you will use this section to write
your Author Bio.</dd>
54     </dl>
55
56     <h2>CSS Terms and Definicions:</h2>
57     <p>When it comes to CSS, this is where the fun formatting occurs. For the
second half of the project, you will need to add the following to a CSS document:</p>
58
59     <dl>
60         <dt>class</dt>
61         <dd>A class can be added to an element that you want to change
specifically. For example, if you have eight paragraphs and you want every even
paragraph to be blue, you can assign the same class to each even numbered paragraph
element. In your CSS document, you would call out the class and adject the color to
blue.</dd>
62         <dt>color</dt>
63         <dd>Color can be added in your CSS document to change the font color of
the element you specify.</dd>
64         <dt>font-family</dt>
65         <dd>Font-family refers to what type of font you want. The nice thing
about the IDE we use, it suggests the fonts that are offered. When you specify an
element and provide a font-family, it will adjust the font used for that element
throughout your code.</dd>
66         <dt>font-style</dt>
67         <dd>Font-style will change the way the font appears. You can do things
like bold an elemenet, italicize an element, underline, strikethrough, etc. This will
change an entire element's font style though. If you want a specific word, you can do
this in HTML. (I can help you if you need this.)</dd>
68         <dt>px</dt>
69         <dd>Px means pixels. When adjusting the font or setting sizes, we can use
px to determine the size. For example, a size-12 font is 16 px. (We don't need to
specify font size for everything. Paragraphs are automatically set to size 12, and
out H1, H2, etc. headers are all automatically set for us as well.)</dd>
70         <dt>text-indent</dt>
71         <dd>We will specify out paragraph element in our CSS document and add
this aspect. When we add the 'text-indent' we will set it to 50px.</dd>
72     </dl>
73 </body>
74
75 <footer>
76     <p>Information gathered from w3schools.com and "Coding for Kids" by Adam
Crute. <br>If you would like to learn more or have a deeper look into coding, check
out both resources for more coding fun!</br></p>
77     <p>Crute, Adam. Coding for Kids. 2019 ed., Flame Tree, 2019. </p>

```

```
78     </footer>  
79 </html>
```

```
1  html {
2      font-family: "Times New Roman", serif;
3  }
4
5  hgroup {
6      text-align: center;
7      line-height: 10px;
8  }
9
10 h1 {
11     font-size: 16px;
12 }
13
14 h2 {
15     font-size: 14px;
16 }
17
18 footer {
19     padding-top: 50px;
20     font-style: italic;
21 }
22
23 h1.example {
24     font-size: 2em;
25     padding: 5px;
26     margin: 2px;
27     line-height: 5px;
28     padding-bottom: 0%;
29     margin-bottom: 0px;
30     margin-top: 5px;
31 }
32
33 h2.example {
34     font-size: 1.5em;
35     padding: 5px;
36     margin: 2px;
37     line-height: 0px;
38     padding-top: 0%;
39     margin-top: 0px;
40 }
41
42 h3, h4 {
43     padding: 5px;
44     margin: 2px;
45     line-height: 0px;
46 }
47
48 dt {
49     font-style: bold;
50 }
51
52 #spaced {
53     margin-bottom: 5px;
54     padding-bottom: 5px;
55 }
```

William Lewandowski

Dr. Sills

Engl. 357; Unit Project Lesson Plan 2

11 December 2020

Writing an Author Biography

Overview

Even for advanced authors, writing an author bio can be challenging. It's hard to know what to put in or to leave out, sometimes it's hard to present oneself without appearing too boastful, and oftentimes, there's a word or space limit that could be difficult to stay within. For students, this is a lesson is a quick way to understand how to write an author bio in a direct and concise manner, while making sure they have all the necessary components. The students will also have the opportunity to have their bios peer reviewed before inputting them into their code.

Grade Levels

- Middle school and up
- The coding aspect is very simple. I have chosen to have students work with me instead of on their own just so they aren't pressured into thinking they have to get all the right answers the first time around (as coding can be delicate sometimes). The coding aspect is an opportunity for them to grow and be creative, not to be assessed and criticized. But an adjustment could be made to have students learn the coding aspects on their own, depending on the grade level.

Learning Objectives and MN Standards

- Experiment with coding languages to produce and present their writing and discover new ways to see their projects or writing (7.7.6.6 / 7.9.7.7).
- Apply technology to share their writing with an audience and publish their material (7.9.7.7 / 7.9.8.8).

Vocabulary

Author biography, Concise language

Preparation / Prerequisites

- All that needs to be prepared is that the teacher has the Author Bio Tips handout available for after the quick activity. Students will just need their computers and internet access for the opening activity.
- No prerequisites.

Time Needed

- Two standard 50-minute class periods
- For the first class:
 - The first 15 minutes will be used for students looking up example author bios and taking note about similarities among them.
 - Another 10 will be used to discuss what they saw as a class.
 - The next 20 minutes students will work on writing their own author biography.
- For the second class, students will use most of class to peer review their author bios and personal narratives.
- If students have time, they can work on applying changes that need to be made to their HTML and print their HTML and Webpage.

Materials and Equipment

- PLDs and internet access
- Author Bio Tips handout

Step-by-Step Procedures

1. For the first fifteen minutes of class, have the students look up examples of author bios. They should note some of the similarities they find among them.
2. Afterward, discuss as a class and note together what they found.
3. Next, distribute the Author Bio Tips handout and discuss what goes into an author bio and what does not. Go through the example of a bad author bio and a good author bio.
4. Give the students the rest of class to work on their author bio.
5. During the first half of the next class period, have students work together with one another to peer edit their author bios (as well as their personal narratives).
6. The second half of the class period should be given to the students to work on making changes to their narrative and HTML pages. The author bio should be added to the footer element in their HTML code, even it's just a rough draft.

Notes on Pedagogy

This lesson is straightforward but having the students research and make observations on their own before being instructed allows them to make their own evaluations and notes on what they see and find. I prefer to have them start the lesson out instead of the teacher lecturing. There could be an added component to take this further and have the class as a whole make their own dos and don'ts list for author bios and go through a good and bad example together using their own list.

Assessments

More will be done to the author bio next week with the CSS, but since the author bio should be added to HTML this week, it should appear on their print outs as mentioned in Lesson Plan One. You should dock a point if students have not added their author bio to their HTML.

(As stated in Lesson Plan one): At the end of the week, students will turn in a printed copy of their HTML code and what their webpage looks like when they run the code. This will be just a completion check-in for a few points. As long as they tried and turned in their two files, then they should get their points. As the teacher, you will want to go through these and figure out if there's any errors in the code or any comments that need to be made. You will hand these back to them on Monday to make any changes they need to make to their HTML code before proceeding to CSS.

Attachments

- Author Bio Tips handout

Author Bio Tips

Writing an author bio can be tricky. You don't want it to be too long or too boastful. You want to sell yourself without being too in-your-face but not too shy. Sometimes publishers want a specific word count or space amount. There's a lot of aspects to consider when writing your author bio. Here are some Dos and Don'ts when considering your own author bio.

Dos	Don'ts
<ul style="list-style-type: none">• Keep it short. No more than a paragraph.• Write about past accomplishments, especially your writing ones—awards, degrees, certificates, stuff published.• Stay true to yourself.• Write as if you are writing about someone else (third person).• When formatting, be consistent and use a professional, standard font, nothing goofy.• Be proud of who you are and show who you are, but don't be a show-off.	<ul style="list-style-type: none">• Write your life's story. Keep it to-the-point.• Write about all your accomplishments you've ever had. A few of your most important ones will be enough to impress your audience• Don't create some crazy, imaginative, "what I want others to think of me" falsity.• Don't use the "I" as it gets repetitive and personal, rather than professional.

Bad Example of an Author Bio:

John Jacobs is a magazine writer based in New York city. His writing focuses on basketball and has appeared on ESPN and NBC to discuss college basketball. He has worked for multiple magazine companies, such as O, People, Life, Examiner, Sports Illustrated, Basketball NYC, and has received awards with each of them and got the pleasure of having one handed to him personally by Oprah herself. He has two degrees: one from Princeton in Sports Marketing and the other from Brown in Athletic Training. He is 28 and loves sport and fishing with his wife, Fiona Jacobs and three dogs, Loofa, Paulie, and Reggie.
(104 Words)

Good Example of an Author Bio:

John Jacobs is a magazine writer who specializes in sports and basketball. He has two degrees in athletic training and sports marketing, which has helped him write award-winning articles. Jacobs' writing has been published in a variety of magazines including Sports Illustrated and Time. He continues to write and provide commentary for ESPN as a freelancer.
(56 Words)

William Lewandowski

Dr. Sills

Engl. 357; Unit Lesson Plan 3

11 December 2020

CSS Demonstration and Walkthrough

Overview

Now that we have our headers, the body, and the footer written out, our webpage looks pretty boring. It looks like a standard word document, basically. Now comes the customization, artsy part of the project. CSS allows us to customize and alter how our text appears on the webpage. This lesson demonstrates and walks students through how they can adjust how their webpage appears.

Grade Levels

- Middle school and up
- The coding aspect is very simple. I have chosen to have students work with me instead of on their own just so they aren't pressured into thinking they have to get all the right answers the first time around (as coding can be delicate sometimes). The coding aspect is an opportunity for them to grow and be creative, not to be assessed and criticized. But an adjustment could be made to have students learn the coding aspects on their own, depending on the grade level.

Learning Objectives and MN Standards

- Experiment with coding languages to produce and present their writing and discover new ways to see their projects or writing (7.7.6.6 / 7.9.7.7).
- Apply technology to share their writing with an audience and publish their material (7.9.7.7 / 7.9.8.8).

Vocabulary

Body, Class, Color, CSS, Element, Footer, H1, H2, Head, Header, Font-family, Font-style, Main, P, px

Preparation / Prerequisites

- Students do need to have the majority of their HTML pages done, as the CSS document needs the HTML elements to work off of. If there are parts of the HTML missing, the CSS may not work properly, and the students may be lost when trying to catch up.
- No prior CSS or coding knowledge needed to do this project.
- The Coding Cheat Sheet will come in handy, as well as the HTML and CSS project example pages. The teacher can use the example to walkthrough the code, and students can use the examples to work on their own later as well.

Time Needed

- Two standard 50-minute class periods
- The basics of CSS will be demonstrated while the students follow along on their own computers during the first class.
- The second class period will be to erase or edit the example the students have entered to be how they want it to be.

Materials and Equipment

- The Coding Cheat Sheet
- The Example CSS and Example Webpage for the narrative
- Computer with ability to present to the class
- Student PLDs with Visual Studio Code (IDE) for Mac or Windows installed

Step-by-Step Procedures

1. Have students put their author photo or selfie in the folder they are keeping their coding work in. Then, on their HTML file, under the footer element, before the author bio <p> tag, create a tag that looks something like this, to add their image:

```

```

This will insert their image prior to their author bio. To break this tag down, this tag is a self-closing tag, meaning there is no separate tag to close this. This is an image tag. Next, we want to assign a class so we can directly edit the image itself. Here, I've called it "Selfie". (The quotes are required in the code where seen.) Next is src, which is source. This is where we put the name of our image file with the extension or image type. Last is alt or alternative text. This appears if the image fails to load on the webpage. This text will appear instead. This is followed by the closing />.

2. Walk through coding the CSS page with the students. You may have the live update up to show how things change as you add them. The CSS page starts with a new document. You will want to name this new document the same as the document you listed here in the HTML:

```
<link type="text/css" rel="stylesheet" href="StoryCSS.css"/>
```

Make sure when you first save the document, you add the .css to the end of the name, so it saves as a CSS document.

3. Start to go through each element listed on the example CSS page and have students follow along (top-down). If all elements are completed in the HTML, everything should appear as they are in the example webpage. Some of the aspects we are changing in CSS I would just have students put in and keep, especially the author bio and image information. This will guarantee their photo and bio don't appear on the webpage in a funny manner.
4. Students will have a chance during the next class period to alter their CSS page. They can add other stuff if they want to by looking up how to do it if they would like or by asking the teacher for assistance. They can move around parts to see what happens. They can take out changes the example has put into their webpage. This is where they can play around with the technology and add some creativity.
5. There will be a day later this week that students will be able to ask questions on how to do different things they want to know about, like adding a border or background colors or anything else they would like to know as long as it's simple enough to show quickly and within HTML and CSS.

Notes on Pedagogy

This lesson may be a completely new concept for both the students and the teacher. An easy resource to use is *Coding for Kids* by Adam Crute, who walks through coding and coding projects in an easy, straightforward manner. This could also be a good resource for students if they learn better through reading and testing it themselves at their own pace rather than keeping up with the class on the overhead projector.

Assessments

Much like last week, students will print a copy of their HTML and CSS code and their webpage to turn in for a check-in and feedback. This is a completion check-in for a few points. Again, with this check-in, you'll want to see if there's any errors that need to be fixed in the code and given them the fixes. These will be returned to the students on Monday to make any changes they need to their code.

Attachments

- Example CSS code sheet for the Narrative
- Example Webpage for the Narrative

```
1 p {
2   text-indent: 50px;
3 }
4
5 h1 {
6   font-style: italic;
7 }
8
9 h1, h2 {
10  font-family: fantasy;
11  color: rgb(14, 213, 80);
12 }
13
14 footer {
15   font-style: italic;
16   font-family: 'Gill Sans', 'Gill Sans MT', Calibri, 'Trebuchet MS', sans-serif;
17   color: rgb(198, 15, 226);
18 }
19
20 img.Selfie {
21   width: 10%;
22   float: left;
23   padding-right: 20px;
24 }
25
26 p.authorbio {
27   position: relative;
28   top: 35px;
29   margin-right: 20px;
30   margin-left: 120px;
31   text-align: justify;
32   padding-left: 0px;
33   overflow: auto;
34 }
```

My Brief Journey in Learning How To Code

By: William Lewandowski

When I met my partner, Jeremy, I knew he was extremely smart. He had recently graduated from a private college in Minneapolis with a degree in Software Engineering. He knows how to develop and fix coding, and works as a developer for a company that assists with clinical trials. His work and skills amaze me every day.

One day, when I was staying at his house, I had nothing to do. I had no homework; it was Friday night, so the weekend was free; and Jeremy had a lot of stuff to do over the weekend, so I was kind of on my own to do whatever. I noticed on his bookshelf he had a few books on learning how to code that he picked up at a discount. One was a coding book for kids and a coding-made-easy book for all ages. This is when I began my journey into coding.

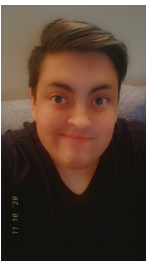
I decided to begin with the *Coding for Kids* book, since it seemed like a simple starting point. I immediately became enthralled with the information I was learning. HTML, CSS, JavaScript, tags, elements, font, style, images, padding, margins... Everything was so new yet so interesting. I quickly began doing the exercises and in no time was flying through the book.

I started to notice as I paged through the book and absorbed the lessons that I needed more than what I was getting. They would mention something, like tables, and I had to know what kind of tables I could do: How do I style them? Is there a way to color the top row of boxes and leave the rest blank? Could I add different text colors to specific boxes? My inquisitiveness wouldn't stop. Soon I was researching my questions and building a cluttered HTML page filled with a plethora of exercises and trials of different things I wanted to learn and try coding.

Within a week or so, I had finished the kid's coding book. I moved on to another one, where I kind of skipped around, finding what I wanted to find. I really wanted to know more about JavaScript, since the kid's book didn't go too in-depth with this coding language.

My interest in coding has grown even more since starting about a month ago. So much so that I chose to integrate it into my Unit Project for my college course. I think giving students a tiny glimpse into the world of coding can be exciting as well as an opportunity for others to find something they enjoy that they may never have thought of doing in the first place. Who knows... If I had been introduced to coding when I was growing up, maybe my life would've headed in a completely different direction.

With the help of my boyfriend, I started venturing into the great big world of coding and programming. I wish I had known about this sooner because I definitely would've enjoyed something like this as a teenager. My journey into coding is short, but I have a feeling that it's just getting started.



William Lewandowski is a college graduate pursuing his second bachelor's degree. He is a published author and proud LGBTQ+ and mental health advocate. Coding is a new hobby for Lewandowski, which he hopes will make for a great lesson plan and can provide an opportunity for his future students to thrive.

Name: _____

Coding My Narrative Unit Reflection Worksheet

Please answer the following questions as you reflect on the personal narrative/coding unit we just completed. I hope you truly enjoyed the project. I would like your honest answers, as they help me develop this unit for future years. Please write at least three to five sentences for each question. Don't forget the fifth question on the back!

- 1. What did you like and what did you dislike about the unit?**
- 2. Did you enjoy the unit? What did you find to be the most interesting or surprising?**
- 3. What did you take away from the unit?**
- 4. What could Mr. Lewandowski do differently the next time he teaches this unit (if he should teach this again)?**

Name: _____

- 5. What did you think about coding? Do you think this made the personal narrative more fun to complete or did it add more stress?**