1. **Lesson Plan 1**

Bernard Nkuyubwatsi

Winter 2011

ESLN312/032

TSLN688 Practicum

Writing Lesson Plan 1

**Date**: January 5, 2011

**Unit**: Exploring the Essay

Topic: Orientation

**Needed materials and Equipment**:

 - ESLN312 syllabus

 - Keith Folse, April Muchmore-Vokoum, Elena Solomon (2010*). Great Essays 3rd Edition*. Heinle Cengage Learning. PP. 1-10.

**Target language group**: ESLN 312/032 learners at Eastern Michigan University. These learners have a varied background and are studying English to develop their academic writing skills to cope with their studies at Eastern Michigan University. They were required to register in the class based on their level of Proficiency in English.

**Content objectives**:

* Help students identify general aspects of the course and know one another

**Language objectives:**

* Diagnose learners knowledge on paragraph structure

**SWBATS:**

1. Identify different what students are expected to do in the class
2. Identify different aspects of *Great Essay 3rd Edition*
3. Write a paragraph to show current writing ability.

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| **Activities and materials** |
| **Activity 1: Icebreaker** (11:00-11:10)**Type of interaction**: Whole class with teachers**Steps:*** Ts introduce themselves to ss
* Ss introduce themselves.

**Transition**: T informs Ss that the current lesson is mainly orientation to the course and the textbook and diagnosis of their current ability.  |
| **Activity 2: Course and Textbook orientation** (11:05-11:35)1. **SWBAT**: # 1and 2

**Materials**: * ESLN 312 syllabus
* Overview of *Great Writing 4* (appendix 1)
* Keith Folse, April Muchmore-Vokoum, Elena Solomon (2010*). Great Essays 3rd Edition*. Heinle Cengage Learning. PP. 1-10

**Type of interaction**: T to Ss, SS to T**Step** :* T asks Ss questions to brainstorm Ss’ writing experience with a particular focus on paragraph.

Q.1. Have you ever learned writing in English language? 1. Yes

Q.2. What kind of writing have you studied?A. Writing letter, writing sentences and writing paragraph.* T introduces the topic to Ss.
* T distributes the syllabus to Ss.
* T goes over the syllabus to give orientation of the course Ss.
* Ss listen to the T’s orientation.
* T asks questions to Ss to check their understanding of the course overview and the textbook.
* T gives time to Ss to ask questions for the clarification of the course.
* T distributes Overview of *Great Writing 4*
* T explains the overview of the book to Ss.
* Ss listen to explanations.
* T gives time to Ss to ask questions for the clarification of the textbook organization.
* T asks Ss some questions to check the overall understanding of the book organization

**Assessment**: The assessment consists of T’s questions to Ss to check their understanding of the course and textbook overview. |
| **Activity 3**: **Writing diagnostic** (11:00-12:00)**SWBATS**: #3**Type of interaction**: T with class**Steps:*** T asks Ss questions to diagnose their knowledge on paragraph structure.
* T asks Ss to write a paragraph with the topic sentence, details and concluding sentence in mind.

**Assessment:** Ss’ writing will be collected to monitor Ss writing skills. **Potential problems and solutions**: Students might have not studied paragraph structure. In this case, T will teach these paragraph features in subsequent sessions and the current writing will be free lance.**Homework:** T asks Ss to write *Example Essay 1* for further discussion in the next class. |

**Appendix 1.1: Overview of *Great writing 4***

1. **Aspects of the book**
	1. ***Activities and writing practice:*** The book has more than twenty full-length example essays on which most activities and practice exercises are based.
	2. ***Step by step Instruction:*** Mostly under the heading “Building Better Sentences” and exercises in Appendix 1.
	3. ***Contextualized activities:*** The example essays will provide you with input in English composition and essay organization and cohesion.
	4. ***Enhanced focus on vocabulary:*** This is done in six key ways: various vocabulary items, glossing (after the essays), recycling (vocabulary items were reused across units to foster a natural usage of words and phrases), practice of meaning (in each unit word association activities), practice of collocations (In each unit collocation activity, you will learn words than naturally and frequently co-occur with the target word) and active verb of vocabulary (You will be required to use a certain number of the vocabulary learned in writing your end of unit essay).
	5. ***Focus on quality:*** The activities in this book deal with grammar, logic and organization
2. **Text organization**

 The book has two sections:

* 1. ***Section 1***: This section consists of five units: Unit 1 focuses on the overall organization of an essay. It provides suggestions on writing a good introduction (including how to write a good hook and a strong thesis statement). Units 2 to5 discuss four kinds of essays: narrative, comparative, cause-effect and argumentative respectively.
	2. ***Section 2: Brief writer’s handbook with activities and appendices:*** This section helps in both mechanics and the process of writing. This section consists of four subsections and appendices.
* *Understanding the writing process* subsectionin which seven steps of the writing process ((1) choosing a topic, (2) brainstorm, (3) outline, (4) writing the first draft, (5) getting feedback from a peer, (6) revision of the first draft and (7) proofreading the final draft) are presented. Guidance on how to edit your writing is also provided.
* The *sentence types* subsectiondefines three basic sentence types in English and provide examples and practice activities.
* The *Connectors* subsection contains a list of useful connectors
* And the *citations and plagiarism* subsection contains information on how to cite borrowed information to avoid plagiarism.

**Appendices:** Appendix 1, *Building Better Sentences* will help you develop sentence combination skills while Appendix 2, *Peer Editing Sheets* will provide you with structured and focused guidance to help you make useful comments on your peers’ work.

1. **Content of a unit**

Each unit has information on the following features: Example essays, writer’s notes, language focus, building better vocabulary, building better sentences, completing an outline, completing a sample essay (from unit 2-5), analyzing an essay, topics for writing, timed writing and peer editing.

1. **Lesson Plan 2**

Bernard Nkuyubwatsi

Winter 2011

ESLN312/032

TSLN688 Practicum

Writing Lesson Plan 2

**Date**: January 12, 2011

**Unit 1**: An introduction to writing Essays

**Topic**: Body, conclusion and writing process

**Needed materials and Equipment**:

 - Folse, S.K. and Pugh, T.(2007*). Greater Essays*. Thomson Heinle. PP. 5-10.

**Target language group**:

ESLN 312/032 learners at Eastern Michigan University. These learners have a varied background and are studying English to develop their academic writing skills to cope with their studies at Eastern Michigan University. They were required to register in the class based on their level of Proficiency in English.

**Language objectives:**

* Help students identify components of the body paragraph and conclusion.
* Help student differentiate various writing process steps

**SWBATS:**

1. Differentiate the topic sentence, the supporting details and the concluding sentence
2. Differentiate different elements of a conclusion
3. Differentiate various steps of the learning process

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| **Activities and materials** |
| **Activity 1: Review** (11:00-11:05)**Type of interaction**: Whole class with teachers**Steps:*** Ts initiate a dialogue with Ss to review the components of an introduction.

T:What are different elements of a good introduction?Ss: the background information, the topic and the thesis statementT: what is the topic of an essay?Ss: the main subject of an essayT: what is the thesis statement?Ss: The writer’s idea, position or opinion about the topic**Transition**: T informs Ss that they are going to analyse similar components in a body paragraph and conclusion.  |
| **Activity 2: Body paragraph and conclusion** (11:05-11:35)**SWBAT**: # 1and 2 **Materials**: *Greater Essays*, pp. 5-7**Steps**: * T gives a lecture on body paragraphs
* Ss follow the lecture and interrupt to ask question when necessary
* T identifies the topic sentence, supporting sentences and the concluding sentence in the second paragraph of “Against e-voting” (p.3)
* Ss identify the topic sentence, supporting sentences and the concluding sentence in the third and fourth paragraphs of “Against e-voting”
* T continues his lecture on the conclusion
* T asks questions to ss to check their understanding of the lecture
* T asks ss to identify the summary and suggestion in the conclusion of e-voting

**Assessment**: Ss ability to identify topic sentences, details, concluding sentences, summary and suggestion will be monitored carefully. **Transition:** T informs asks students if an essay is written and completed at one session then inform them that they are going to explore steps of the writing process.  |
| **Activity 2: Choosing a topic and brainstorming** (11:35-11:50)**SWBAT**: # 3**Materials**: *Greater Essays*, pp. 8-11**Steps:*** T give a lecture on choosing a topic and brainstorming
* Ss listen to T’s lecture
* T take one topic and demonstrate brainstorming
* T asks ss to suggest a topics
* T groups ss into triad and asks them to choose a topic then brainstorm what they would write about it.
* T asks ss to report what they brainstormed in their small groups

**Assessment**: Ss collaborative brainstorm will be closely monitored. **Homework**: T assigns ss to read Greater essays from p 11-p17 |

**Appendix2. 1: Lecture**

1. The body of an essay

In this class, we will focus on the body that has three paragraphs. That is the whole essay will have five paragraphs: 1 for introduction, three for the body and one for the conclusion.

In the body of the essay, the writer explains and supports his ideas or position from the thesis statement. In a good essay, the body paragraphs develop the writer’s thesis statement so that the reader fully comprehends the writer’s points of view.

To make the supporting information of the body paragraph flow clearly, the writer uses transition words. These words help the reader follow the idea in the essay.

1. **Lesson Plan 3**

Bernard Nkuyubwatsi

Winter 2011

ESLN312/032

TSLN688 Practicum

Writing Lesson Plan 3

**Date**: January 14, 2011

**Unit 1**: An introduction to writing essays

**Topic**: Transition words and outlining

**Needed materials and Equipment**:

 - Folse, S.K. and Pugh, T. (2007*). Greater Essays*. Thomson Heinle. PP. 6-7, P. 11.

 - Appendix 1: Lecture on transition words

**Target language group**:

ESLN 312/032 learners at Eastern Michigan University. These learners have a varied background (Saud Arabia, China, Japan, Korea and Georgia) and are studying English to develop their academic writing skills to cope with their studies at Eastern Michigan University. They were required to register in the class based on their level of Proficiency in English.

**Language objectives:**

* Help students identify single word from phrasal transition in an essay and accurately use these transitions.
* Help student produce an outline about a specific topic

**SWBATS:**

* Differentiate single word transitions from phrasal transitions and accurately use these transitions.
* Write an outline about a specific topic

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| **Activities and materials** |
| **Activity 1: Review** (11:00-11:05)**Type of interaction**: Whole class with teachers**Steps:*** Ts initiate a dialogue with Ss to review transition words.

T:Do you remember what the write uses to connect the information his giving in her/his writing?Ss: transition wordsT: Last time we saw two types of transition words, which ones?Ss: Single word transitions and phrasal transition. T: Which two single word transitions does the book say they are very helpfulSs: *This* and *these***Transition**: T informs Ss that they are going to focus more on the two transition words. |
| **Activity 2: Single word transitions: *This* and *these*** (11:05-11:25)**SWBAT**: # 1**Materials**: *Greater Essays*, pp. 5-7**Steps**: * T explains the use of *this* and *these*
* Ss follow the explanations and interrupt to ask question when necessary
* T uses the first paragraph of “Against e-voting” (pp. 2-3) to demonstrate the use of *this* and *these* in the sentence and how they are followed by synonyms.
* T group students into four groups and assign each group one of the four remaining paragraph of “Against e-voting”.
* Ss analyse the use of *this* and *these* in the paragraphs and identify synonyms used and the words they replaced.
* Ss share what they found in groups.
* Ss do activity 3 (p. 7) in pairs.
* Ss report transitions (*this* or *these*) they used to complete sentences.

**Assessment**: Ss’ response on activity 3 will be monitored. **Transition:** T asks Ss steps that are accomplished prior to writing using transition, then, informs them that they are going to focus on outlining.  |
| **Activity 2: Outlining** (11:25-11:50)**SWBAT**: # 2**Materials**: *Greater Essays*, pp. 11-13**Steps:*** T explains to Ss what an outline is.
* Ss listen to T’s explanations.
* T demonstrates the outline of “Against e-voting”
* T groups ss into triad and asks them to generate a topic, brainstorm ideas about the topic and write an outline.
* Ss work in their groups
* Ss share what they worked on in their groups to the rest of the class.

**Assessment**: Ss’ collaborative outline will be monitored. **Homework**: T asks Ss to write an outline of the essay about the topic they wrote on in the diagnosis test and hand in the outline Monday.  |

1. **Lesson plan 4**

Bernard Nkuyubwatsi

Winter 2011

ESLN312/032

TSLN688 Practicum

Writing Lesson Plan 4

**Date**: Wednesday, January 19, 2011

**Unit 1**: An introduction to writing essays

**Topic**: Outlining and body paragraph

**Needed materials and Equipment**:

 - Folse, S.K. and Pugh, T. (2007*). Greater Essays*. Thomson Heinle. P. 11-13

 - Appendix 1: Lecture on outline and body paragraph (appendix 1)

**Target language group**:

ESLN 312/032 learners at Eastern Michigan University. These learners have a varied background (Saud Arabia, China, Japan, Korea and Georgia) and are studying English to develop their academic writing skills to cope with their studies at Eastern Michigan University. They were required to register in the class based on their level of Proficiency in English.

**Language objectives:**

* Help student produce an outline about a specific topic
* Help students write a coherent body paragraph.

**SWBATS:**

* Write an outline about a specific topic
* Write a coherent body paragraph on a specific topic

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| **Activities and materials** |
| **Activity 1: Review** (11:00-11:05)**Type of interaction**: Whole class with teachers**Steps:*** T initiates a dialogue with Ss to review the writing process steps.

T:Do you remember the writing process steps suggested in the book?Ss: choosing a topic, brainstorming, outlining, writing the first draft, peer editing, revising your draft, proofing the final paperT: Which two steps follows brainstorming?Ss: outlining and writing the first draft.**Transition**: T informs Ss that they are going to focus on outlining and later on, writing a body paragraph. |
| **Activity 2: Outlining** (11:05-11:30)**SWBAT**: # 1**Materials**: *Greater Essays*, pp. 11-13 Part one of Appendix 1**Steps:*** T explains to Ss what an outline is.
* Ss listen to T’s explanations.
* T demonstrates outlining using a topic of his choice
* T groups ss into triad and asks them to choose one of topics suggested at p. 25, brainstorm ideas about the topic and write an outline.
* Ss work in their groups
* Ss share what they worked on in their groups to the rest of the class.

**Assessment**: Ss’ collaborative outline will be monitored. **Transition:** T asks Ss the next step after writing an outline (writing the first draft) and informs them that they are going to focus on writing a body paragraph.  |
| **Activity 3: A body paragraph** (11:30-11:50)**SWBAT**: # 2**Materials**: Part two of appendix 1**Steps:*** T. Tells Ss what the body paragraph consists of.
* T explains what the topic sentence is.
* T demonstrates the topic sentence in paragraph 3 of *against e-voting*
* T explains what supporting sentences are.
* T demonstrates the supporting sentences in paragraph 3 of *against e-voting*.
* Ss work in group to discuss the topic sentence and supporting sentences in paragraph 4 of *against e-voting*
* Ss share what they discussed in group

**Assessment:** Ss’ group discussion and their report will be closely monitored.**Homework**: T asks Ss to revise and type the essay they wrote in the diagnosis test and make sure they include all the elements of an introduction and those of body paragraphs discussed so far.  |

**Appendix 4.1: Lecture on outline and body paragraph**

**Part one: An outline**

An outline is an organizational plan of an essay. An outline can be **general** or **specific** (also known as **detailed**). A general outline includes only main points of the essay. As for a specific outline, it includes notes on even the smallest pieces of information that will go into the essay. It is easier to write an essay from a specific outline than from a general outline. However, most writers start from a general outline. It is very helpful to have a well planned outline before starting to write an essay.

**Part two: A body paragraph**

The body of an essay is the essay’s main part. It follows a plan of organization or outline that the writer determines before s/he starts writing.

A good body paragraph has two essential elements: the **topic sentence** and **supporting sentences**.

**The topic sentence** tells the reader the main topic of the paragraph. Sometimes it also gives the reader a hint about the writer’s purpose. The topic sentence can be anywhere in a paragraph, but most writers make it the first sentence of the paragraph.

The **supporting sentences** in an essay are in the body. Supporting sentences always relate to the topic sentence of the paragraph in which they occur. Supporting sentences usually give examples, reasons, facts, or more specific information about the topic. Without supporting sentences, the essay would simply be a general outline.

1. **Lesson Plan 4/Reviewed**

Bernard Nkuyubwatsi

Winter 2011

ESLN312/032

TSLN688 Practicum

Writing Lesson Plan 4/Revised

**Date**: Friday, January 21, 2011

**Unit 1**: An introduction to writing essays

**Topic**: Body paragraph

**Needed materials and Equipment**:

 - Folse, S.K. and Pugh, T. (2007*). Greater Essays*. Thomson Heinle. P. 11-13

 - Appendix 2: Analysis of body paragraphs “Against E-voting”

 - Appendix 3: Isolated sentences of paragraph 3 of *Against E-voting*

- Appendix 4: Isolated sentences of paragraph 4 of Against E-voting

**Target language group**:

ESLN 312/032 learners at Eastern Michigan University. These learners have a varied background (Saud Arabia, China, Japan, Korea and Georgia) and are studying English to develop their academic writing skills to cope with their studies at Eastern Michigan University. They were required to register in the class based on their level of Proficiency in English.

**Language objectives:**

* Identify sentences and their roles in a paragraph.
* Help students produce a coherent body paragraph.

**SWBATS:**

* Identify paragraph sentences and their roles.
* Produce a coherent body paragraph on a specific topic

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| **Activities and materials** |
| **Activity 1: Review** (11:00-11:05)**Type of interaction**: Whole class with T**Steps:*** T initiates a dialogue with Ss to review what was introduced the previous class session.

T:Tell me what you what we studied in the Wednesday class.Ss: Sentences in a paragraph.T: What types of sentences do we often find in a well written paragraph?Ss: Topic sentence and supporting sentences. T. What do supporting sentences usually do?Ss. Provide example, figures, explanations and analyze. **Transition**: T informs Ss that they are going to learn in detail what the topic sentence and supporting sentences are. |
| **Activity 2: Presentation and Demonstration**(11:05-11:30)**SWBAT**: # 1**Materials**: *Greater Essays*, pp. 3 Appendices 1 and 2**Steps:*** T explains what a topic sentence is.
* T demonstrates the topic sentence in paragraph 2 of *against e-voting*
* T explains what supporting sentences are.
* T demonstrates the supporting sentences in paragraph 2 of *against e-voting* and explains how the writer support his/her idea presented in the topic sentence.

**Assessment:** T asks Ss questions to assess their understanding of his presentation and demonstration.**Transition:** T groups students based on the number of sentences in paragraph 3 and 4 of *against e-voting*.  |
| **Activity 2: Presentation and Demonstration**(11:05-11:30)**SWBAT**: # 2**Materials**: Appendices 2, 3, and 4* T gives isolated sentences of paragraph 3 and 4 of *against e-voting* and asks Ss to rearrange the sentences into coherent paragraphs.
* Ss demonstrate their arrangement.
* Ss work in groups to discuss how the writer support his/her ideas in paragraphs 3 and 4 of *against e-voting*
* Ss share what they discussed in group

**Assessment:** Ss’ group discussion, their report as well as the way they rearrange isolated sentences into a paragraph will be closely monitored.**Homework**: T asks Ss to revise and type the essay they wrote in the diagnosis test and make sure they include all the elements of an introduction and those of body paragraphs discussed so far.  |

**Appendix4.R.1: Explanations of the topic sentence and supporting sentences**

1. **A topic sentence**

A topic sentence is a sentence that presents the general idea of the paragraph. This idea of the paragraph is one of the elements presented in the thesis statement and, therefore, the topic sentence is generated from the thesis statement.

Characteristics of a good topic sentence:

* It has a logical connection to the focus of the thesis statement.
* It repeats the focus idea.
* It repeats one of the supporting points in the thesis but says it differently.
1. **Supporting sentences**

**Supporting sentences** in an essay are in body paragraphs. They always relate to the topic sentence of the paragraph in which they occur. Supporting sentences usually give examples, reasons, facts, specific information and analysis of the topic. Without supporting sentences, the essay would simply be a general outline.

**Appendix4.R.2: Analysis of body paragraphs “Against e-voting”**

* **Paragraph 2**

 In years past, people voted on paper ballots and marked them with ink or some similar means. Voters could see the choices they made. They could look back over their ballots to ensure they did not make a mistake. Also, if arguments arose over the outcome of an election, paper ballots allowed election officials to count votes by hand. This process may be tedious, but it has the benefit of being verifiable. Several areas of the country still use this system of voting, and it provides a crucial foundation for ensuring fairness.

**Analysis of the paragraph.**

In years past, people voted on paper ballots and marked them with ink or some similar means (Topic sentence). Topic: paper ballots.

Voters could see the choices they made (detail: information on advantages of paper ballot).

They could look back over their ballots to ensure they did not make a mistake (detail: more information on advantage of paper ballot).

Also, if arguments arose over the outcome of an election, paper ballots allowed election officials to count votes by hand (detail: more information on advantages of paper ballot).

**This** process may be tedious, but it has the benefit of being verifiable (Analysis).

Several areas of the country still use **this** system of voting, and it provides a crucial foundation for ensuring fairness (concluding sentence with observation of the current use of paper ballot).

* **Paragraph 3**

 Without this traditional system of voting, however, voters do not really know whether their votes are tallied accurately on e-voting systems. It is quite possible that a computer technician could develop a program so that a person could select one candidate on a computer screen, yet the vote would be counted for another candidate. Although some people might think this scenario sounds paranoid, consider how many stories you hear in the news about breaches in computer security. The simple fact is that hackers can gain access to many computer systems for illegal purposes. By illegally entering into a cyber-polling station, they could easily change the outcome of election.

**Analysis of the paragraph**

Without **this** traditional system of voting, however, voters do not really know whether their votes are tallied accurately on e-voting systems (Topic sentence).

Topic: Inefficacity or disadvantages of e-voting system.

It is quite possible that a computer technician could develop a program so that a person could select one candidate on a computer screen, yet the vote would be counted for another candidate (explanation of the topic).

**Although** some people might think this scenario sounds paranoid, consider how many stories you hear in the news about breaches in computer security (Consideration of opposing point of view with a related real life fact to show the weakness of the opposing idea and strength of the writer’s position).

The simple fact is that hackers can gain access to many computer systems for illegal purposes (explanation with fact).

By illegally entering into a cyber-polling station, they could easily change the outcome of election (summary of details).

* **Paragraph 4**

 If voting commissions decide to use these electronic voting machines in their districts, they would be well advised to ensure that all voters receive receipts for their votes that would be collected for subsequent verification. In this manner, voters could make sure that their receipts stated clearly that they did in fact vote for the candidate they desired. Furthermore, if any candidate suspected that election was unfair, these receipts could be counted by hand and checked against the results that the computers provided.

**Analysis of the paragraph**

If voting commissions decide to use **these** electronic voting machines in their districts, they would be well advised to ensure that all voters receive receipts for their votes that would be collected for subsequent verification (topic sentence).

Topic: If computers are used, voters should get the voting receipt.

**In this manner**, voters could make sure that their receipts stated clearly that they did in fact vote for the candidate they desired (detail: Explanation of the role of the receipt).

**Furthermore**, if any candidate suspected that election was unfair, these receipts could be counted by hand and checked against the results that the computers provided (detail: explanation of another role of the receipt).

**Appendix4.R.3: Isolated sentences of paragraph 3 of *Against E-voting***

Without this traditional system of voting, however, voters do not really know whether their votes are tallied accurately on e-voting systems.

It is quite possible that a computer technician could develop a program so that a person could select one candidate on a computer screen, yet the vote would be counted for another candidate.

Although some people might think this scenario sounds paranoid, consider how many stories you hear in the news about breaches in computer security.

The simple fact is that hackers can gain access to many computer systems for illegal purposes.

By illegally entering into a cyber-polling station, they could easily change the outcome of election.

**Appendix4.R.4: Isolated sentences of paragraph 4 of *Against E-voting***

If voting commissions decide to use **these** electronic voting machines in their districts, they would be well advised to ensure that all voters receive receipts for their votes that would be collected for subsequent verification.

**In this manner**, voters could make sure that their receipts stated clearly that they did in fact vote for the candidate they desired.

**Furthermore**, if any candidate suspected that election was unfair, these receipts could be counted by hand and checked against the results that the computers provided.

1. **Lesson Plan 5**

Bernard Nkuyubwatsi

Winter 2011

ESLN312/032

TSLN688 Practicum

Writing Lesson Plan 5

**Date**: Monday, January 24, 2011

**Unit 1**: An introduction to writing essays

**Topic**: Body paragraph

**Needed materials and Equipment**:

 - Appendix 1: Isolated sentences of paragraph 3 of *Against E-voting*

- Appendix 2: Isolated sentences of paragraph 4 of Against E-voting

**Target language group**:

ESLN 312/032 learners at Eastern Michigan University. These learners have a varied background (Saud Arabia, China, Japan, Korea and Georgia) and are studying English to develop their academic writing skills to cope with their studies at Eastern Michigan University. They were required to register in the class based on their level of Proficiency in English.

**Language objectives:**

* Identify sentences and their roles in a paragraph.
* Help students produce a coherent body paragraph.

**SWBATS:**

* Identify paragraph sentences and their roles.
* Produce a coherent body paragraph on a specific topic

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| **Activities and materials** |
| **Activity 1: Review** (11:00-11:02)**Type of interaction**: Groups with TMaterials needed: Appendix 1**Steps:**Step 1: T hands out isolated sentences to ss. Step 2: T asks ss what they chose as the topic sentence in the previous session. **Transition**: T informs Ss that since they found the topic sentence, the next step is to support that sentence in a coherent way using the remaining sentences  |
| **Activity 2: Group discussion/Practice 1** (11:02-11:20)**SWBAT**: # 1 and 2**Materials**: *Greater Essays*, pp. 3 Appendices 1 **Steps:**Step1: T asks ss to arrange isolated sentences of paragraph 3 in a coherent way.Step 2: Ss arrange sentences.Step 3: T asks ss who have the first supporting sentence in each group to stand up and read it. The class agrees on the first supporting sentence.Step 4: T asks ss who have the second supporting sentence in each group to stand up and read it. The class agrees on the second supporting sentence.Step 5: the activity continues as in step 3 and 4 for other sentences till all sentences of the paragraph are arranged coherently **Assessment:** Group arrangement of sentences will be monitored. **Transition:** T. Collects sentences of paragraph three and inform students that the activity is going to continue with sentences of paragraph four.  |
| **Activity 2: Group discussion/Practice 2**(11:20-11:50)**SWBAT**: # 1 and 2**Materials**: Appendices 2**Steps:**Step1: T distributes isolated sentences to ss.Step 2: T asks ss to identify the topic sentence and arrange the remaining sentences in a coherent order.Step 2: Ss arrange sentences.Step 3: T asks ss who have the topic sentence in each group to stand up and read it. The class agrees on the topic sentence.Step 3: T asks ss who have the first supporting sentence in each group to stand up and read it. The class agrees on the first supporting sentence.Step 4: T asks ss who have the second supporting sentence in each group to stand up and read it. The class agrees on the second supporting sentence.**Assessment:** Group arrangement of sentences will be monitored. **Homework**: T asks Ss to read *vocabulary for better writing* (Copies of *Greater essay* pp. 15-17) for the Wednesday class.  |

**Appendix5.1: Isolated sentences of paragraph 3 of *Against E-voting***

Without this traditional system of voting, however, voters do not really know whether their votes are tallied accurately on e-voting systems.

It is quite possible that a computer technician could develop a program so that a person could select one candidate on a computer screen, yet the vote would be counted for another candidate.

Although some people might think this scenario sounds paranoid, consider how many stories you hear in the news about breaches in computer security.

The simple fact is that hackers can gain access to many computer systems for illegal purposes.

By illegally entering into a cyber-polling station, they could easily change the outcome of election.

**Appendix5.2: Isolated sentences of paragraph 4 of *Against E-voting***

If voting commissions decide to use **these** electronic voting machines in their districts, they would be well advised to ensure that all voters receive receipts for their votes that would be collected for subsequent verification.

**In this manner**, voters could make sure that their receipts stated clearly that they did in fact vote for the candidate they desired.

**Furthermore**, if any candidate suspected that election was unfair, these receipts could be counted by hand and checked against the results that the computers provided.

1. **Lesson Plan 6**

Bernard Nkuyubwatsi

Winter 2011

ESLN312/032

TSLN688 Practicum

Writing Lesson Plan 6

**Date**: Wednesday, January 26, 2011

**Unit 1**: An introduction to writing essays

**Topic**: word associations/collocation and better sentences

**Needed materials and Equipment**:

 - Folse, S.K. and Pugh, T. (2007*). Greater Essays*. Thomson Heinle. P. 15-17

**Target language group**:

ESLN 312/032 learners at Eastern Michigan University. These learners have a varied background (Saud Arabia, China, Japan, Korea and Georgia) and are studying English to develop their academic writing skills to cope with their studies at Eastern Michigan University. They were required to register in the class based on their level of Proficiency in English.

**Language objectives:**

* Help student use words with accurate association
* Help students use words with the appropriate collocation.

**SWBATS:**

* Use words with accurate association
* Use words with the appropriate collocation.

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| **Activities and materials** |
| **Activity 1: Warm up** (11:00-11:05)**Type of interaction**: Whole class with teachers**Steps:****Step 1:** Ts give Ss a word or part of sentence and ask students to write down the word they think can follow the given word that comes first to mind 1. Computer... → technologies, programs, games, etc
2. A sentence consists ...→ of
3. Academic...→ writing, classes, program, debate

**Step2:** T. gives a word and asks Ss to write the word that they think precede the given word that comes to mind first.1. a crime → commit
2. evidence → convincing, strong.

**Transition**: T informs Ss that many English words are easily put together and others naturally occur together and that the present lesson focuses on such words.  |
| **Activity 2: Words associations** (11:05-11:30)**SWBAT**: #1**Materials**: *Greater Essays*, pp. 15**Steps:****Step 1:** T explains to Ss the association of words in academic writing. Ss listen to T’s explanations.**Step 2:** T demonstrates how words are appropriately associated by doing the first three exercises of *Activity 6*. **Step 3:** T groups ss into triad and asks them to choose the right association of words in the remaining exercises of *Activity 6*. Ss work in their groups**Step 4:** Ss share their group associations of words with the rest of the class.**Assessment**: Ss’ word association in *Activity 6* will be monitored. **Transition:** T informs students that there are some words that naturally require the association with one or two specific words and that the remaining part of the lesson is going to focus on that kind of word relationship. |
| **Activity 3: Word collocation** (11:30-11:50)**SWBAT**: # 2**Materials**: *Greater Essays*, pp. 16-17**Steps:****Step 1:** T explains the natural combination of words known as collocation. Ss listen to explanation**Step 2:** T demonstrates collocation in the first three exercises of *Activity 7***Step 3***:* Ss discuss in groups the collocation in the remaining exercises in *Activity 7***Step 4:**Ss share their group work with the class.**Assessment:** Ss’ word combination in *Activity 7* will be closely monitored.**Homework**: T asks Ss to read *Grammar for Better Writing* (pp.17-24) of the copy they have and be ready to ask questions on the materials during the next session.  |

**Appendix6.1: Lecture on paragraph sentences**

A good paragraph has **complete** and **varied** sentences.

To be complete, every sentence needs to have at least one subject and one predicate. If the sentence is complex, each dependent clause has to be completed by an independent clause.

e.g.

→Customers who do not get their receipts (incomplete)

→Customers who do not get their receipt cannot resell their books (complete)

A good paragraph also has varied sentences. That is, it has **simple**, **compound** and **complex** sentences rather than using only one of those three kinds of sentences.

**A simple sentence**

1. A simple sentence has one subject verb relationship.

e.g. *My cat is* gray

2. It can have two or more subjects.

e.g *France and Germany are* located in Europe

3. A simple sentence can have two or more verbs

E.g. *The cat yawned, moved around and went* to sleep

**A compound sentence**

1. A compound sentence has two subject-verb relationships connected by a coordinating conjunction (for, and, nor, but, or, yet, so). The most commonly used of those seven coordinating conjunctions are *and*, *but* and *so*.

e.g.

→It begun raining, so we stopped playing tennis.

→New university students often enroll in more than the required number of classes, yet many of them drop some classes a few weeks after the beginning of the semester.

**A complex sentence**

A complex sentence has at least one independent clause and one dependent clause joined by word such as because, after, although, that, who etc. Those words that connect clauses are called subordinating conjunctions.

E.g.

→The exam was very difficult because it had more than fifty questions.

→ After the house was damaged, some repairs were necessary.

A good paragraph has a mixture of simple, compound and complex sentences.

1. **Lesson Plan 6: Reviewed**

Bernard Nkuyubwatsi

Winter 2011

ESLN312/032

TSLN688 Practicum

Writing Lesson Plan 6/Reviewed

**Date**: Wednesday, January 26, 2011

**Unit 1**: An introduction to writing essays

**Topic**: word associations/collocation

**Needed materials and Equipment**:

 - Folse, S.K. and Pugh, T. (2007*). Greater Essays*. Thomson Heinle. P. 15-17

**Target language group**:

ESLN 312/032 learners at Eastern Michigan University. These learners have a varied background (Saud Arabia, China, Japan, Korea and Georgia) and are studying English to develop their academic writing skills to cope with their studies at Eastern Michigan University. They were required to register in the class based on their levels of Proficiency in English.

**Language objectives:**

* Help student use words with accurate association
* Help students use words with the appropriate collocation.

**SWBATS:**

* Use words with accurate association
* Use words with the appropriate collocation.

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| **Activities and materials** |
| **Activity 1: Warm up** (11:00-11:05)**Type of interaction**: Whole class with teachers**Steps:****Step 1:** T gives Ss a word or part of sentence and ask students to write down the word they think can follow the given word that comes first to mind 1. Computer... → technologies, programs, games, etc
2. A sentence consists ...→ of
3. Academic...→ writing, classes, program, debate

**Step2:** T. gives a word and asks Ss to write the word that they think precede the given word that comes to mind first.1. a crime → commit
2. evidence → convincing, strong.

**Transition**: T informs Ss that many English words are easily put together and others naturally occur together and that the present lesson focuses on such word relationships.  |
| **Activity 2: Words associations** (11:05-11:30)**SWBAT**: #1**Materials**: *Greater Essays*, pp. 15**Steps:****Step 1:** T explains to Ss the association of words in academic writing. Ss listen to T’s explanations.**Step 2:** T demonstrates how words are appropriately associated by doing the first three exercises of *Activity 6*. **Step 3:** T groups ss into triad and asks them to choose the right association of words in the remaining exercises of *Activity 6*. Ss work in their groups.**Step 4:** Ss share their group associations of words with the rest of the class.**Assessment**: Ss’ word association in *Activity 6* will be monitored. **Transition:** T informs students that there are some words that naturally require the association with one or two specific words and that the remaining part of the lesson is going to focus on that kind of word relationship. |
| **Activity 3: Word collocation** (11:30-11:50)**SWBAT**: # 2**Materials**: *Greater Essays*, pp. 16-17**Steps:****Step 1:** T explains the natural combination of words known as collocation. Ss listen to explanation**Step 2:** T demonstrates collocation in the first three exercises of *Activity 7***Step 3***:* Ss discuss in groups the collocation in the remaining exercises in *Activity 7***Step 4:**Ss share their group work with the class.**Assessment:** Ss’ word combination in *Activity 7* will be closely monitored.**Homework**: T asks Ss to read *What does the conclusion of an Essay do?* (pp.7) of the copy they have and of “Greater Essays Great writing 5” for the next session discussion.  |

**Appendix 6.R.1: Answers to activity 7**

1. **Make** a mistake
2. Long hours **of** toil
3. For the most **process**
4. With some other such **means**
5. To count votes **by** hand
6. A breach in **security**
7. It is **quite** possible
8. **Gain** access to
9. In this **way**
10. Computer **technologies**
11. All **of** society’s troubles
12. We should rely **on**
13. **Lesson Plan 7**

Bernard Nkuyubwatsi

Winter 2011

ESLN312/032

TSLN688 Practicum

Writing Lesson Plan 7

**Date**: Friday, January 28, 2011

**Unit 1**: An introduction to writing Essays

**Topic**: Concluding an essay

**Needed materials and Equipment**:

 - Folse, S.K. & Pugh, T.(2007*). Greater Essays*. Thomson Heinle. p. 7.

 - Folse, S.K. & Pugh, T.(2010*). Greater Essays: Great Writing 5*. Thomson Heinle. p. 7.

 - Appendix 7. 1: Peer Editing Sheet

 - Appendix 7. 2: Explanations on an Essay Conclusion.

**Target language group**:

ESLN 312/032 learners at Eastern Michigan University. These learners have a varied background and are studying English to develop their academic writing skills to cope with their studies at Eastern Michigan University. They were required to register in the class based on their level of Proficiency in English.

**Language objectives:**

* Help students identify components of the conclusion of an essay.
* Help student produce a conclusion of their essay.

**SWBATS:**

1. Differentiate different elements of an essay conclusion
2. Write an essay conclusion that includes all those elements.

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| **Activities and materials** |
| **Activity 1: Peer editing/Review** (11:00-11:20)**Type of interaction**: peer feedback in pairs**Materials needed:** Appendix 7. 1**Steps:**Step 1: T distributes the second draft of ss’ essays to the writers.Step 2: T ask ss to find partners.Step 3: T asks ss to trade essaysStep 4: T distributes peer editing sheetsStep 5: T ask ss to read their partner’s essay and answer questions on the peer editing sheet.Step 6: T asks partner to give back the essay to the writer with a completed peer editing sheet.Step 7: T asks the writer to read the feedback on the peer editing sheet.Step 8: T asks partners to ask question to each other about the feedback they received. **Transition**: T informs Ss that they are going to focus on the conclusion.  |
| **Activity 2: Conclusion: presentation and demonstration** (11:20-11:30)**SWBAT**: # 1**Materials**: * *Greater Essays*, p.7,
* *Greater Essays: Great Writing 5*, p. 7.
* Appendix 7. 2

**Steps**: Step 1: T explains the elements of an essay conclusion. Step 2: Ss follow the explanations and interrupt to ask question when necessaryStep 3: T demonstrates to ss the components of the conclusion in “Against e-voting” (p.3)Step 4: T asks questions to ss to check their understanding of components of an essay conclusion. **Assessment**: Ss’ answers to T’s questions will be monitored. **Transition:** T asks ss to take their essays.  |
| **Activity 3: Conclusion: Practice** (11:20-11:50)**SWBAT**: # 2**Materials**: Ss’ essay**Steps:****Step 1:** T asks ss to draft the conclusion of their essay and include the components of an essay conclusion studied. Ss write the draft of the conclusion.**Step 2:** T asks ss to trade their essay conclusion drafts with their partners. **Step 3:** Ss read each other’s conclusion and identify different components of a conclusion.**Step 4:** Ss discuss the conclusion with the writer (mutual discussion).**Step 5:** Ss report what they noticed about their peers’ conclusions to the class. **Assessment**: Ss conclusion drafts will be check to monitor their abilities to include the elements discussed. **Homework**: T assigns ss to:* Read Greater essays from pp. 17-19 and do activities 8 and 9.
* Write the final draft of their essays and hand in a final draft and previous drafts on Monday, January 31, 2011 at 11:00 AM. Students will also be asked to email both teachers the copy of their final draft by 10:00 AM, Monday, January 31, 2011.
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(See *Appendix 7.1* as a PDF file.

**Appendix7. 2: Explanations on an essay conclusion**

The conclusion of an essay summarizes the writer’s thesis statement.

Most of the time, the conclusion starts with a general restatement of the thesis statement, but the writer uses different words. Then, each body paragraph is summarized in one sentence. The conclusion often ends with a sentence that expresses a suggestion, an opinion or prediction. The writer suggests what should be done now, or s/he offers a final opinion about the topic or s/he predict what will happen next. In short, an essay conclusion has three elements:

1. A general restatement of the thesis statement in different words,
2. The summary of ideas in the body paragraphs, and
3. A suggestion, prediction or final opinion.

In the conclusion, the writer **does not introduce or add new information**. That is, s/he only talks about what s/he wrote about in the body paragraphs and the thesis statement.

1. **Lesson Plan 8**

Bernard Nkuyubwatsi

Winter 2011

ESLN312/032

TSLN688 Practicum

Writing Lesson Plan 8

**Date**: Monday, January 31, 2011

**Unit 1**: An introduction to writing Essays

**Topic**: Nouns, verbs, and adjectives

**Needed materials and Equipment**:

 - Folse, S.K. & Pugh, T.(2007*). Greater Essays*. Thomson Heinle. p. 17-19.

**Target language group**:

ESLN 312/032 learners at Eastern Michigan University. These learners have a varied background and are studying English to develop their academic writing skills to cope with their studies at Eastern Michigan University. They were required to register in the class based on their level of Proficiency in English.

**Language objectives:**

* Help students differentiate nouns and verbs.
* Help students identify the right position of adjectives.

**SWBATS:**

1. Differentiate nouns from verbs
2. Place adjectives in their right position in a sentence.

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| **Activities and materials** |
| **Activity 1: Warm up/Review** (11:00-11:05)**Type of interaction**: Whole class with the teacher**Steps:**Step 1: T initiates a dialogue with ss to introduce the lesson.T: Last time we say that in restating your thesis statement, you use two different things, what are the two things you change?Ss: Words and structure. T: How do you change words and structure?Ss: Use synonyms**Transition**: T informs Ss that another way of changing words and structure is changing verbs to nouns and vice-versa and that in the next twenty-five minutes the focus will be on verbs and nouns.  |
| **Activity 2: Nouns and verbs** (11:05-11:30)**SWBAT**: # 1**Materials needed:** Folse, S.K. & Pugh, T. (2007*). Greater Essays*. Thomson Heinle. pp. 17-18.**Steps**: Step 1: T gives explanations on nouns and verbs. Ss follow the explanations and interrupt to ask question when necessaryStep 2: T demonstrates nouns and verbs endings in the first three exercises of *Activity 8* (p.18)Step 3: Ss do exercises 4-12 of *Activity 8* in pairs. Step 4: Ss report their pair’s work to the class. **Assessment**: Ss’ answers in activity 8 will be monitored. **Transition:** T asks ss other kinds of words used in academic writing apart from verbs and nouns and tells them that the remaining part of the lesson will focus on adjectives.  |
| **Activity 3: Adjectives** (11:30-11:50)**SWBAT**: # 2**Materials**: **Materials needed:** Folse, S.K. & Pugh, T.(2007*). Greater Essays*. Thomson Heinle. p. 19. **Steps:****Step 1:** T explains the common adjective endings and position in a sentence.**Step 2:** T demonstrates the adjective position in exercise 1 of *Activity 9* (p19). **Step 3:** Ss do exercises 2-5 of *Activity 9* in pairs.**Step 4:** Ss report their pairs work to the class. **Assessment**: Ss pair work will be closely monitored. **Homework**: T assigns ss to read Greater essays from pp. 20-24 and do activities 10, 11, 12, 13 and 14. |