

## **Lesson Plans for English 1110-ESL Weeks 1-6**

**Important notes** - Make sure you:

- check all assignment sheets and handouts before providing them to students, as the due dates will have to be changed
- remember this is an outline of what should be accomplished during the first part of this course; you may have to make a few changes to make it fit your semester schedule and class
- plan ahead for all library sessions you intend to have with your students! Contact Suhasini Kumar to schedule class time in advance! One day in the unit is slotted for web research and information about Library Guides and online database searches. There's also an optional day in the library for further research and additional lecturing on finding credible and readable sources. This second research day can take place in the regular classroom if desired by the instructor.

## ENGL 1110-001-ESL: *College Composition I*

### **Unit One: Resources and Documentation**

**Learning Objectives (for the unit):** By the end of this unit, students will be able to demonstrate proper use of direct quotations; articulate an author's writing in their own words; summarize an author's complete work (i.e. journal article, book, magazine and/or newspaper article, webpage, etc.) and begin constructing thesis statements; identify the difference between credible and non-credible websites; locate readable sources; recognize what plagiarism is and when it occurs; and exhibit basic knowledge of MLA format and guidelines.

### **The Unit Schedule:**

#### **Week 1: Orientation/Interviews**

- **Day 1:** Introductions; go over syllabus; discuss "controversy"
- **Day 2:** Discuss transcript part of Interview Paper and how to write an email

#### **Week 2: Interview Paper Preparation**

- **Day 1:** Discuss Interview Paper with example
- **Day 2:** Discuss how to paraphrase and quote professor to avoid plagiarism; practice paraphrasing and quoting with proper citations

#### **Week 3: Outlines and First Drafts**

- **Day 1:** Create outline for Interview Paper; **Interview Transcripts Due**
- **Day 2:** **First Draft Interview Paper Due**; guided peer review of interview paper

#### **Week 4: Library Session; Interview Final; Research Proposal Intro**

- **Day 1:** **Final Draft Interview Paper Due**; Receive library instruction from Suhasini Kumar/other librarian on finding credible websites and other readable sources. Search for one academic source.
- **Day 2:** Introduce Research Proposal Paper with example

#### **Week 5: Academic Sources and Research Questions**

- **Day 1:** Research day either in library or in class with laptops/tablets - Search for four more academic sources
- **Day 2:** Go over MLA bibliography entries using the students' 5 sources; discuss what makes a good research question

**Week 6: Peer Review and Final Research Proposal; Response Essay Intro**

- **Day 1: First Draft Research Proposal Paper Due**; guided peer review of proposal paper
- **Day 2: Final Draft Research Proposal Paper Due**; introduce Response Essay with example

**\*Send syllabus via email (or upload on Blackboard) before first day and tell students to read and bring in on first day.\***

**Lesson 1 (Week 1 Day 1) - \*bring note cards for the students to write information on\***

Arrive early and write the following on the board (or have in PowerPoint):

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<Your Name>

ENGL 1110: English Composition I, < section number>

1. Introductions/Syllabus
2. Discuss “controversy”
3. Discussion of diagnostic writing
4. Choose controversial topics

Please write the following on the note card I give you:

Your name

Your phone number

UT e-mail address

Home country

Major, if you’ve chosen one

Year in school (e.g, first year, sophomore, junior, senior)

Primary language

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Hand each student a note card as s/he enters the room and direct them to write down the instructions on the board. Also verify that everyone is in the right classroom.

**Class Business:** Introduce yourself to the class; you can use the information students copied down from the board as a prompt to tell them about yourself. Go around the room and have students say their name, home country, major, etc. Also take attendance by looking at your class roster, in order to make sure all who are on the list are there. **Be sure to collect these note cards before the end of class.**

**Lesson Core:** Distribute the syllabus. Go over the item “Course eligibility” and make sure everyone thinks they are in the right place. Emphasize that students are responsible for knowing their placement score and registering for the right class.

Talk about the syllabus in class and ask if there are any questions about it. If you are unable to finish the syllabus by the end of class, inform students that discussion of the syllabus will

continue in the following class; also have them look over the entire syllabus and bring questions they have for the following class time.

Explain that over the course of the semester, the students will be doing research on a single controversial topic in their major. Explain what the word controversial means: **A controversial topic is one that people have different opinions about, that people have disagreements over.** Give students some examples.

Then, have the students discuss different controversial topics in their majors. Students should be prepared to choose a topic they would like to discuss during their interview and possibly use throughout the semester. Have students discuss where the controversy lies in each topic suggestion to make sure it is truly controversial. End by stating how the students can discover more controversial topics in their major - use Google to search for "controversial topics in [major]" to get ideas and make sure there is an argument over the topic.

**HOMEWORK:** Tell students to choose a controversial topic in their major. They should e-mail you this topic by 11PM tonight so you can tell them whether or not it is controversial and whether or not they need to find another topic.

**Lesson Closure:** Tell students that next time, they will be doing a writing *assignment in class*. Tell them that it will be graded as in-class writing, but everyone will get full points on it if they show up and do it correctly. Tell them that the reason they will be doing it is so you can understand their writing strengths and weaknesses so that you can better help them during the semester. They can use a dictionary.

**Note:** It is important that students do the writing next time in class, not out of class, so that you can see what students can accomplish without any outside assistance.

\*\*\*At the end of class, make sure any latecomers stay after and fill out note cards.

**After Class:** Check the UT ESL Composition Website for instructions about how to see if all your students are eligible for your course. Steps are provided for you there. Here is the website address: <https://sites.google.com/site/uteslcomp/>

If a student is not eligible, either because they have no test score at all, or their score is '1020,' please inform them both via e-mail and in person when/if you see them in class again. If a student has a score of 1020, tell the student that s/he must drop the course immediately and register for English 1020 either this semester or later. If the student has no score, please tell the student to go to the Test Center in the Field House immediately and to ask for the ESL placement test. You must also e-mail me IMMEDIATELY to tell me the name and Rocket ID# of any student in your course without a placement test score. *This is a*

*very important aspect of your duties, and you will cause a lot of problems if you do not carry it out correctly.*

## **Lesson 2 (W1D2)**

**On the Board** (or PowerPoint):

1. Writing Warm Up
2. Show flow chart that overviews all assignments for the semester
3. Discuss Transcript part of the Interview Paper
4. Discuss how to find professors in their majors and e-mail them

HOMEWORK: E-mail one of the professors by tonight and CC me to receive points - must have interview sometime next week, so if no response by this Friday from first professor, email the second professor. ***Also, if you find you are having trouble getting a response from a professor, find out his/her office hours and go to the professor's office with your interview questions!***

In-class writing: *Write about your major or possible major. How did you choose it? Have you taken any classes in this area yet or read anything about it? What do you already know about your major? What are your career goals? What do you consider to be important topics in your major? What are some controversial topics in your major?*

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**Class Business:** If not completely finished, read over the rest of the syllabus with students. Occasionally, ask students if they have questions about it. Wait 15-30 seconds to see if they do. *Emphasize again that students are responsible for knowing their placement score and registering for the right class. This is extremely important.*

Next, make sure all students have given you a good controversial topic in their major.

**Warm Up:** Tell students to complete the warm up on the board. Students may use dictionaries.

**Note:** While students are writing, take attendance in your grade book, and make sure students see you doing this. You should have a section in your grade book devoted to recording absences; any time a student is absent, you should record the date in the absences section on a line corresponding to that student's name. Also, when a student is more than a few minutes late, you should record the date and write "late" next to it. Please keep this and all your records *very neat*; they are not only a record for you, but for me, the English Department, and the university. Take attendance every day without fail, and record absences neatly and clearly. ***This is very important.*** If a student challenges his/her grade at the end of the semester, it is very important to have a record of his/her attendance and tardiness.

Collect the Warm Ups from the students.

**Lesson Core:** Remind students that this course requires them to choose a controversial topic in their major because they will write all their assignments about this one topic. [IMPORTANT NOTE: *These are firm requirements! The topic must be in the student's major, and the topic must be controversial. There are many reasons for this: One reason is that this makes it much harder for students to use a generic paper from the internet or borrow a friend's paper from a previous class; another is that it helps students build vocabulary and subject-matter knowledge in their major, and get to know a professor in their major. Please do not deviate from this requirement!*]

Show students the flow chart that is on the 1110 page of the ESL composition website. It is near the top, where the syllabus and lesson plans are. Emphasize to students that all assignments build on each other. All the assignments build up to the final argumentative research paper. *Show this flow chart to students every time you introduce a new assignment!*

The first paper is an interview with a professor. They should interview the professor about the controversial topic in their major that they would like to pursue. If they have not found one yet, one of their main objectives in the interview should be to ask the professor to tell them about some controversial topics in their major and to discuss one.

***Remind them that they will use the information from their interview in their final research paper!***

Hand out copies of the assignment sheet, copies of the grading rubric, and copies of the sample interview transcript for the interview report (**or have the students print them all out from Blackboard and bring them to class**). *All three of these documents can be found on the ESL composition website. Be sure to give all three to your students now! Go over these three documents, asking for students' questions. You will need to fill in the due dates on the assignment sheet. Be careful not to get behind because students have a lot of work to complete this semester!* Discuss the transcript part of the Interview Paper and tell students what they must do during the interview to complete the transcript.

After telling the students what they have to do for the transcript, show students how to find professors in their major using the UT website. Show them how to open the department page and find the faculty members and email addresses.

Then, discuss how to write an e-mail for an interview. You can start by showing and discussing the PowerPoint presentation about writing an e-mail to a professor.

Next, compose a sample e-mail to a professor together. You can actually send the e-mail to yourself. Ask students how to do each step, and give them suggestions and corrections as



you go. Be sure that in this sample e-mail, you show that the writer should address the professor appropriately, introduce him/herself as a student in English 1110 who has to interview a professor about a controversial topic in his/her major, and tell the professor what that topic is. Also, be sure to show that the student writer should respectfully suggest a time during the professor's office hours but should also ask the professor to suggest another time if that time doesn't work.

Finally, briefly discuss the Word document on interview tips and discuss a few good interview questions.

**HOMEWORK:** E-mail one of the professors by tonight at 11PM and CC me to receive points - must have interview sometime next week, so if no response by this Friday from first professor, email the second professor. Also, send me 8 interview questions via e-mail no later than this Friday at 11PM.

**Closure:** Remind students of the due date for the interview transcript. Tell them that next time, you will continue discussing the interview paper, and you will show them how to format it.

After class, check your e-mail several times, and give students homework credit for their e-mails. If you wish, you can respond to each e-mail, telling students what they did well and what mistakes they made. If you see any serious problems in the e-mail that would cause students difficulty with getting an interview, please e-mail them about it immediately. Also, respond to students' e-mails regarding their interview questions. Tell them if any need to be changed.

### **Lesson 3 (W2D1)**

**On the Board** (or PowerPoint):

1. Discuss how course assignments are connected
  2. Discuss Interview Paper
  3. Discuss example
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**Warm Up:** Briefly review transcript paper and make sure all students understand what they must do. Ask students how many have received an answer from the professor they e-mailed. Ask students how many have scheduled an interview already. Ask students how many received an answer of ‘no,’ or have received no answer, and ask them what their plan is now for getting an interview in time to turn the transcript in on time—one week from today. Provide suggestions, e.g., e-mail another professor, go to a professor’s office hours, ask a departmental secretary for names. Tell students that the time is getting short, and if they don’t have an interview yet, they need to get one right away by being persistent!

**Lesson Core:** Have students get their syllabi out. Explain all the assignments for this semester so that students have the “big picture.” Emphasize that all their papers will be about the same topic—the controversial topic in their major. Tell them the reasons for this: So that they can build vocabulary about a topic in their major as well as expertise on it. It is easier to write a research paper if you make yourself an expert on the topic.

\*A good way to show students how the assignments are connected is to create a chart displaying how each assignment builds up with sources and information to create the final research paper.\*

Next, discuss the Interview paper and what the requirements are. Show and discuss two documents: the “Interview Paper First Page Formatting Sample” and the “Interview Paper Template.” Then, provide an example of the Interview Paper (this can be found on the ESL website), and discuss the elements of the sample. Remind students that their papers do not

have to look exactly like samples shown in class, they only have to make sure they follow each assignment's requirements.

**Closure:** Restate the due dates for all of the drafts and papers in the Interview assignment.

#### **Lesson 4 (W2D2)**

**On the board** (or PowerPoint):

1. In-class writing followed by discussion of plagiarism
2. Discuss how to quote and cite an interviewee
3. Practice citations

HOMEWORK: Transcript due next class.

In-class writing: *Refer to the syllabus for a description of what plagiarism is. Have you heard this word before this class? If so, when? What was said about it? Have you heard about plagiarism in your home country? How does your home country view using information from other authors? How do you give the other authors credit in your paper? If this is not discussed in your home country, please write about the types of papers you have written in your home country and your experiences with them.*

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**Warm Up:** Tell the students the definition of plagiarism that is in the class syllabus again. Have the students do an in-class writing assignment answering the questions above.

**Lesson Core:** Discuss plagiarism as a class by asking the questions and having students freely answer. Discuss what is said by students.

Then, tell the students how plagiarism can play a role in the Interview Paper. Explain how students have to give credit to the professor when using information stated by the professor. Using the Purdue OWL website, show students how to write a bibliography entry of an interview (remind them this is what needs to be on the first page of their Interview Paper), and show students how to properly introduce the professor in the paper with credentials, how to use and cite a direct quote, and how to paraphrase information stated while still using in-text citations.

After that, tell the students that it is always good to introduce a quote or piece of paraphrased information. Show them the Word Document “Introductory Phrases for Quotes” (on the ESL website) and go over the meanings of various verbs. Explain which verbs/phrases would be useful for the interview paper. Explain that it’s nice to use a variety of verbs when introducing a quotation. Also explain that quotations have to be introduced with these phrases rather than simply plopped down in the middle (or beginning or end) of a paragraph.

Next, ask students to pair up and to interview each other about their first day in Toledo. As they interview each other, they should take notes in order to be able to write one quotation. Have them write one quotation. You can circulate and check that they have punctuated everything properly and make sure they have included an introductory phrase. If you can’t check everyone’s, collect the un-checked papers at the end of class and return them next time with feedback.

**HOMEWORK:** Transcript due next class.

**Closure:** Collect the Warm Up. Remind students of upcoming due dates and tell the students we will be creating an outline next class that will help us write our Interview paper.

## **Lesson 5 W3D1**

**On the board** (or PowerPoint):

1. In-class writing
2. Check Transcripts
3. Discuss using outlines in the writing process
4. Create an outline for the Interview Paper

HOMEWORK: First drafts of Interview Paper due next class; bring 2 copies of your paper as well as 2 copies of the peer review sheets.

In-class writing: *What is your writing process? Do you just start writing, or do you take certain steps? Do you brainstorm first to get your ideas out (e.g. write ideas down on a paper first, make lists, write connections between ideas, etc.)? Once you have a specific idea/topic in mind, what do you do next (e.g. write a thesis statement, create an outline, etc.)? When you write your paper, do you prefer to go in order of the paragraphs (e.g. start with the introduction, work on body paragraphs, then write conclusion), or do you like to write out of order and then place them in order (e.g. write the introduction and conclusion first, then write body paragraphs)? Do you proofread your paper after you write?*

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**Warm Up:** Have students work on the warm up you have provided. While they are writing, walk around and check each transcript to make sure students have completed them. Record a check mark or zero in your gradebook. Do not take the transcripts! The students will need them to write the first draft of the interview paper, which is due next time.

**Lesson Core:** Tell the students that there are many different processes people use when it comes to writing papers, and it depends on the writer which process they prefer using. Some writers find that certain processes help them have an easier time writing than others; this is why it is good to experiment with different ways to find which way works best for you.

Ask a student to briefly explain their writing process - they may read off of their paper. Once finished, ask the students if anyone does something different in their own writing process.

Tell the students that today we will be experimenting with the outline option of the writing process. (There is an interview outline document on the ESL composition website that you can use.) Outlines are helpful because they allow you to take the ideas and information that you know you want to include in your paper and organize them in a logical way. Remind them that organization of information is a big part of their assignments.

Pull up an Interview Paper Outline document (you can create your own or you can use the one on the ESL composition website) on the computer screen so all students can see it. (Make sure you have pulled it up in document form so you may type in it.)

Explain that one way you can create an outline is by separating the sections of the paper into the introduction, body, and conclusion. By looking at the assignment sheet and grading rubric, you know there are a few things required in each section. \*\*As you state and go through the following sections and information, type examples for each. Be sure to come to class prepared with information you can fill in.\*\* For example, the introduction requires a sentence containing the interview meeting information and professor's credentials, as well as a thesis statement. We know the body paragraphs must include information from at least 4-8 of the interview questions, so we can make bullet points for those paragraphs. We also know we must include quotes from the professor in the body paragraphs - make sure you are using quotation marks and proper citations! The conclusion is essentially a summary of what we learned from the professor during the interview. With this information and with our completed transcripts, we should be able to fill out an outline for our papers.

Tell students that an outline contains only the main points of the paper, and they will have to write more sentences than what's in the outline in order to complete their paper.

Pass out the Interview Paper Outline sheet to the students and have them use their transcripts and what was just discussed to create their own outlines for the interview paper. Circulate and comment on student progress/answer any questions students have. Make sure all students are participating and filling it out.

**HOMEWORK:** First drafts of Interview Paper due next class; bring 2 copies of your paper as well as 2 copies of the peer review sheets.

**Closure:** Check outlines before students leave - make sure they have their outlines to write their first drafts. Collect Warm Up.

**Lesson 6 (W3D2) -**

**On the board** (or PowerPoint):

1. Discuss peer review.
2. Peer review today.
3. For next time, please staple together these items in this order:
  - a. The grading rubric for the Interview Paper.
  - b. Your final draft of your Interview Paper.
  - c. Your first draft. This is the draft you wrote for today.
  - d. The peer review sheets that your classmates completed about your paper.
  - e. Your transcript.

HOMEWORK: Turn your final Interview Paper in, along with the other necessary papers.

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Bring a stapler to class. Arrive early, and as students come in, provide the stapler as needed, and collect two copies of each student's paper. That way, you will be ready to go when class starts and you won't have to waste time collecting and stapling papers.

**Class Business:** Go over the information on the board and see if anyone has questions. Tell them that next time, you will collect this packet of information, and that you will read their revised draft and give them feedback on it. After that, you will return it to them, they will revise it, and then they will hand it in for a grade.

Make sure students know what the term *revise* means. Tell them it means more than correcting grammar!

**Warm Up:** Ask students if they have ever heard the terms *peer review*, *peer response*, *peer feedback*, or *peer editing* before this class. Ask them what they think the terms mean. Correct any misconceptions they have. Tell them that for peer review today, they will not be giving grammar feedback, but instead will be giving their classmates advice about the content, organization, and formatting of their papers.

Ask them what kind of comments they should make. Should they be mean? (No.) Should they be honest? (Yes! That way, they will help their classmates get a better grade.)

**Lesson Core:** Go over the peer review sheet and explain what each question means. Ask if students have questions.

Briefly discuss (and show via writing on board or PowerPoint) the following information with the students.

A few tips to remember:

1. Capitalize:
  - a. "I"
  - b. the first word of a sentence.
  - c. names/titles:
    - i. I went to see Professor Smith. BUT I went to see the professor.  
(Professor is not capitalized in this sentence.)
  - d. names of departments or colleges: the English Department, the College of Language, Literature, and Social Sciences, the Economics Department (BUT do not capitalize areas of study when they are not part of a department's name: "I am studying economics." Of course, we write "I am studying English" and capitalize "English" because we capitalize the names of languages.)
2. You cannot join two independent clauses with just a comma:
  - a. WRONG: I like my English class, it is fun.
  - b. Show them how to fix it by replacing the comma with a period or semicolon, or by removing the comma and adding "because."

Next, collect one copy of the students' papers and hand them to other students in a random order. Make sure every student has one paper to read. Then, collect the second copy from each student for yourself (or to pass out to different students).

Tell students to work through the peer review sheet and answer each question. They can also write directly on the student's paper. Tell the students that when they are done, they



should have you check their work, and then they should return the peer response paper and the student paper to the student writer. When they do this, they should go over the comments they made about the author's paper and state general comments as well.

\*If you have chosen to have students read two papers each, this part is not necessary.\*  
As students work, briefly look through the copies you have collected for yourself. Make quick notes on the paper and only focus on organization and elements that are required (professor credentials, quotes, etc.). When finished with all, hand them back to the students and answer any questions they have.

**HOMEWORK:** Turn your final Interview Paper in, along with the other necessary papers.

**Lesson Closure:** Remind students of the information on the board. Tell students that next class will take place in the library for a session on finding academic sources in room xxxx.

**Right after class:** Send students an e-mail reminding them of all the information on the board. That way, no one will have any excuses for having missing materials. Also, if you clearly communicate to students that you require them to give you all these papers stapled together in a specific order, it will help you avoid organizational headaches and make your job easier. Next time, bring a stapler and paper clips to let students use in case they forgot—that way, you won't have to deal with loose papers.

## **Lesson 7 (W4D1)**

### **Library Day!**

**\*\*Make sure when you schedule a library day you tell the librarian that you want to give your students at least 20 minutes at the end of class to search for one source.\*\***

Bring a stapler. Arrive early and collect students' final Interview Papers (and other necessary papers) as they come in.

At the beginning of class, remind students that they will begin looking for 5 academic sources for the rest of their papers in this class. Today's library session will help you in finding these sources.

At the end of the library session, make sure you have collected all final Interview Papers. Tell the students they must spend the rest of this class time searching for one academic source on their controversial topic they plan to use. The source must be approved before they can leave. If they need help searching, they can ask you or the librarian.

**HOMEWORK:** If students did not find one academic source, they must e-mail you a source by tonight 11PM to get it approved.

## **Lesson 8 (W4D2)**

**On the board** (or PowerPoint):

1. In-class writing
2. Discuss assignment sheet and rubric for Research Proposal
3. Discuss example of Research Proposal Paper

*In-class writing: After speaking with a professor in your field about your controversial topic, you should have a better understanding of what it deals with. What is your controversial topic? Where does the controversy lie (i.e. what are the different sides of the argument)? What do you find interesting about your topic? What do you hope to find out/learn more about while researching your topic?*

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**Warm Up:** Have students complete the in-class writing activity. Tell them it will help prepare them with ideas for their next assignment.

**Lesson Core:** Ask any students if they want to tell the class about their controversial topic. They may read off of their papers.

Introduce the next assignment: Research Proposal Paper. Pull up the document and go over the assignment sheet with the class. Ask the students if they have any questions about what

they are being asked to do. Then, go over the grading rubric to show students how the elements are weighted.

After that, pull up the example of the Research Proposal Paper (can be found on the ESL website). Go over the example with the students. Be sure to remind them that examples do not represent the only way to write a paper; they are only examples of how one can write the paper alongside the requirements.

**Closure:** Collect the Warm Up. Tell students that next class is a research day (either state it is in library room xxxx or in class. \*Make sure you tell students to bring a laptop/tablet if this is held in class, or rent a cart\*).

## **Lesson 9 (W5D1)**

Research day, either in library or in class with laptops/tablets.

Briefly review library session information.

Tell students to search for four academic sources and have them show you before the end of class to have approval (one should already be approved from library day). When they have five approved sources, they may leave.

For students who are not able to find four more, they must send more sources to you via e-mail by tonight 11PM for approval.

**HOMEWORK:** Print out all 5 sources and bring them to the next class. If a source is very long (such as a book chapter), the student can just print out the page containing the copyright information.

## **Lesson 10 (W5D2)**

**On the board** (or PowerPoint):

1. Discuss MLA bibliography entries
2. Discuss research questions

HOMEWORK: bring 2 copies of your first draft of the Research Proposal Paper and 2 copies of the peer review sheet.

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**Lesson Core:** Remind students of the bibliography entry in MLA format they had to write at the top of their Interview Paper. Tell them they have to write entries for each source they have and, depending on the type of source (whether book, article, etc.), the format will differ.

Using the Purdue OWL website, show the students the different ways to format their bibliography entries depending on the source. Show them examples that are on the website.

Next, have students take out their 5 sources they should have printed out for homework. Have the students use the information discussed in class to write the bibliography entries of each source on a sheet of paper. Circulate and help students when necessary.

Tell students that these entries will be placed at the end of their Research Proposal paper, as well as the end of their Research paper at the end of the semester. Stress the importance of writing the correct information in the bibliography entry. Having these entries is one way to avoid plagiarism in papers.

After that, discuss what makes a good research question - make sure students know that these questions are not only required in this assignment, but also help with the response essay, casebook entries, and structure of the final Research paper. Tell the students these questions should not just be related to the topic, but the controversy that lies in the topic (e.g. the advantages, the disadvantages, what some believe, the positive effects, the negative effects, etc.). These questions should be things they want to find out about their controversial topics.

Have students suggest a few questions about their topic or other topics of classmates. Have the class discuss whether or not the questions would help in writing argumentative research papers.

**Closure:** Remind the students of their homework - bring 2 copies of your first draft of the Research Proposal Paper and 2 copies of the peer review sheet.

### **Lesson 11 (W6D1)**

**On the board** (or PowerPoint):

1. Peer review today.
2. For next time, please staple together these items in this order:
  - a. The grading rubric for the Research Proposal Paper.
  - b. Your final draft of your Research Proposal Paper.
  - c. The peer review sheets that your classmates completed about your paper.
  - d. Your first draft.

HOMEWORK: Turn your final Research Proposal Paper in, along with the other necessary papers.

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**Lesson Core:** Go over the peer review sheet and explain what each question means. Ask if students have questions.

(You can definitely try another peer review activity if you have one in mind. You can also use the one stated earlier, or the new one stated below.)

Place students into groups of three (this number will depend on class size and how many copies you asked them to bring). Have students give their copies of their drafts to their group members. The group members should read all papers first and make comments.

Then, when the group members are done, they may start discussing each paper one at a time. Circulate and make sure every group member is reading and providing comments. Also, you can briefly check each student's paper to make sure they have met basic requirements.

**HOMEWORK:** Turn your final Research Proposal Paper in, along with the other necessary papers.

**Closure:** Remind students of the information on the board.

## **Lesson 12 (W6D2)**

**On the board** (or PowerPoint):

1. Collect final Research Proposal assignment in this order:
  - a. Research Proposal rubric
  - b. Final draft
  - c. First draft
  - d. Completed peer review sheets
2. Introduce Response Essay
3. Discuss Response Essay example

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**Lesson Core:** Introduce the next assignment: Response Essay. Pull up the document and go over the assignment sheet with the class. Ask the students if they have any questions about what they are being asked to do. Then, go over the grading rubric to show students how the elements are weighted.

After that, pull up the example of the Response Essay (can be found on the ESL website). Go over the example with the students. Be sure to remind them that examples do not represent the only way to write a paper; they are only examples of how one can write the paper alongside the requirements.

**Closure:** Tell students that next class we will discuss summary writing and how to avoid plagiarism in this assignment.