Needs Analysis, Curriculum Development and Materials Creation for a
Weekly Recitation for International Students Enrolled in Mainstream CO150 Sections

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Abstract

Often, mainstream first-year composition courses at large universities do not address the unique needs of international students who speak English as a second/foreign language. Described here is a recitation course intended to provide international students enrolled in mainstream sections of Colorado State University’s required first-year composition course with extra instruction in order to address the unique needs of those students. A needs analysis was conducted in order to determine the areas of instruction in which international students struggle in CO 150. The course includes additional lessons for concepts covered in the mainstream lecture, as well as instruction on skills not taught in mainstream classes that are deemed crucial to international students’ development of academic writing abilities. Included as appendices are sample lesson plans and materials to teach this recitation course.
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Introduction

Cultural and linguistic differences brought to composition classrooms by international students “pose a unique set of challenges to writing teachers” (Matsuda, 1999, p. 700) and students alike. Non-native English speaking (NNES) international students typically bring varying background knowledge, cultural background, and strategic proficiency to composition classrooms, and these differences manifest in NNES students’ reactions to texts and topics (e.g., those that are culturally bound), classroom activities (e.g., group work), and the rhetorical structures typical of the academic discourse community (Connor, 2011; Ferris and Hedgcock, 2005; Matsuda, 1999). Furthermore, international students may lack awareness of what specific academic discourses entail, both intellectually and linguistically (Connor, 2011; Johns, 1995), and these factors can all serve as impediments to the success of NNES students enrolled in mainstream sections of first-year composition courses.

Some composition programs have attempted to address the differences in instructional needs between native and NNES students (Braine, 1996; Connor, 2011; Matsuda, 1999). NNES students who need to complete required composition courses at U.S. universities are often presented with the option to enroll in either mainstream or international sections. Matsuda and others have pointed out that despite rapid increases in international student enrollment at U.S. universities in the past couple decades, discussions concerning the advantages and disadvantages of placing NNES students into mainstream composition courses have been relatively rare in second language writing research (Braine, 1996; Costino & Hyon, 2007; Matsuda, 1999). However, existing research suggests that student retention and the development of NNES students’ skills in composition and academic writing is greater as a result of being enrolled in
international versus mainstream composition sections (Braine, 1996; Goldstein, 1993). Johns (1993) also believes that students who take an EAP reading/writing class in conjunction with their mainstream content class will increase their motivation and better their class performance.

Unfortunately, with the increase of international student enrollment at many universities in the U.S., the need for international sections of required composition courses is not always able to be met. Goldstein (1993) explains that the difficulty for NNES students is that, “At the same time that they are dealing with unfamiliar content in their academic courses, they are often still in the process of acquiring the language skills they need to succeed in these courses” (p. 290). Furthermore, these NNES students are concurrently faced with the often emotional burdens of “new social relationships with professors and advisors and extremely high expectations” (Fox, 2002, p.57, as cited in Connor, 2011, p. 70).

College Composition (CO150) is an intermediate composition course that Colorado State University requires all students to complete. The established mainstream CO150 curriculum currently focuses on issues high in the rhetorical hierarchy (e.g., purpose, audience, etc.), leaving little to no time to address areas such as grammar, style, and organization. However, these language-level concerns affect the clarity and cohesion of native and non-native writing alike, which in turn affects CO150 course outcomes, and potentially outcomes in other academic courses requiring written work. The researchers believe that the establishment of an optional recitation to supplement the established curriculum in mainstream courses would help NNES students succeed not only in their required composition courses, but theoretically, would also better prepare students for future classes that emphasize writing and critical reading. The need for a CO150 recitation for NNES students is further underscored by the recent CSU/INTO initiative, which has resulted in an increase in the number of international students at CSU and,
therefore, in the number of students enrolled in both international and mainstream CO150 courses at the university.

A needs analysis was conducted in order to achieve the following goals:

1. Assess whether international students in these courses are receiving the quantity and quality of instruction they need to successfully reach the state-mandated intermediate composition course objectives;

2. Delineate areas of language ability (e.g., grammatical, textual; Bachman, 1996) in which non-native speaking students’ instructional needs are not being met by the established CO150 curriculum;

3. Develop a syllabus and curriculum for an optional, weekly recitation with the objective of addressing the unique, unaddressed needs of NNES students in the area of U.S. academic writing.

**Needs Analysis**

Course development in English for Specific Purposes (ESP)—which includes English for Academic Purposes (EAP)—is (or should be) anchored in the principle that foreign-language instruction should be based upon the specific needs of specific groups of learners (Dudley-Evans & St. Johns, 1998; Long, 2005). Long (2005) points out “the increasing importance attached to careful studies of learner needs as a prerequisite for effective course design” (p. 1), highlighting the fact that the use of generic syllabi and materials based on teacher or course developer intuitions often results in language teaching curriculum that is ill-suited for a particular group of students studying English for a particular purpose. Methodological concerns in conducting needs analyses meant to inform curriculum development now emphasize the need for triangulation, a process through which researchers and course developers consult and compare data gathered from two or more sources (e.g., interviews with field experts, analyses of authentic texts) in
order to validate data and increase the reliability of curricular decisions made based on that data (Long, 2005).

In order to ensure that the proposed CO150 recitation course syllabus reflected the actual instructional needs of NNES students, as well as reached the desired level of triangulation suggested by Long (2005), data from the following sources was analyzed:

1. Interview with CO150 International section instructor Jenny Levin (conducted asynchronously via email correspondence);
2. Analysis of and comparison between both mainstream and international sections CO150 course syllabi;
3. Current CO150 NNES students’ responses to open-ended survey question that elicits student opinions on needs not met by established mainstream curriculum.

Asynchronous interview procedures and results

In order to obtain information as to what extra elements of instruction would benefit NNES students enrolled in mainstream CO150 courses, an asynchronous email interview was conducted with Jenny Levin. Levin is a Special and Temporary Faculty member and instructor of composition at CSU, and has experience teaching both mainstream and international sections of CO150.

Procedures

Levin was contacted via email and asked for her observations concerning international students’ unique needs in composition classes. Levin responded by listing several suggestions for important topics either not currently covered through mainstream instruction, or not sufficiently covered to meet the needs of NNES students.
Results

Levin’s suggestions for additional topics addressed the areas of critical reading, writing, and grammar:

- Reading strategies
- Summary writing for different purposes
- Different kinds of response and analysis writing (e.g. how does Composition compare with English, history etc?)
- Paragraph organization and development
- Familiarization with US news sources, focus groups, advocacy groups and their biases
- Question formation (both grammatical and for guiding research)
- Citations styles other than MLA
- Grammatical issues with verb tenses, word form, certain prepositions, etc.
- Conventions for other kinds of writing (e.g., email, letters, etc.)

Comparison of mainstream and international section syllabi

Procedures

Universities often open at least a few sections of required composition courses that are specially designated for NNESs (Braine, 2001). Every semester at CSU, a few of these special sections are opened for international students (although never enough to satisfy demand, as is demonstrated through wait lists). The syllabus that is used for international sections of CO150 is slightly different than that used for mainstream sections. As part of the needs analysis for this project, the mainstream and international section CO150 syllabi were analyzed and compared in order to discern how the instruction and focus differs between the two class types.
Results

The results of the syllabus comparison indicate that the following elements are covered in the international sections of CO150, but are absent in the mainstream sections:

Unit 1

- Discussion of intercultural rhetoric (class theme)
- Objectivity in summaries
- Transitions
- Paragraph development
- Editing practices

Unit 2

- Skimming and scanning texts
- Synthesizing ideas
- Avoiding plagiarism
- Essay organization
- Revision strategies

NNES Student Survey

Procedure

Students in the international section of CO150 were surveyed by researchers to determine areas in which students desire additional instruction. The following open-ended question was presented to students in order to elicit their authentic responses: What are three things you would have liked to learn or focus more on during this first assignment?

Results

Students responded to the survey question by listing the following elements they desire to be addressed with further instruction. The left-hand column indicates the skill area, and the right-
hand column indicates the number of students that listed that skill in their response. As indicated in the table, the skills pertaining to finding main ideas in texts, grammar, and discussing rhetorical features were most common, followed by varied word choice and citation skills.

*Table 1*  
NNES student-defined needs

<table>
<thead>
<tr>
<th>Student Needs:</th>
<th>Number of students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Varied word choice</td>
<td>4</td>
</tr>
<tr>
<td>Citations</td>
<td>4</td>
</tr>
<tr>
<td>Accurate use of language</td>
<td>1</td>
</tr>
<tr>
<td>Essay Organization</td>
<td>4</td>
</tr>
<tr>
<td>Finding main ideas</td>
<td>7</td>
</tr>
<tr>
<td>Additional workshop</td>
<td>1</td>
</tr>
<tr>
<td>Critical thinking skills</td>
<td>3</td>
</tr>
<tr>
<td>Sentence structure</td>
<td>3</td>
</tr>
<tr>
<td>Grammar</td>
<td>5</td>
</tr>
<tr>
<td>Additional article discussions</td>
<td>1</td>
</tr>
<tr>
<td>Supporting thesis with evidence</td>
<td>2</td>
</tr>
<tr>
<td>Discussing rhetorical features</td>
<td>5</td>
</tr>
<tr>
<td>Transitions</td>
<td>1</td>
</tr>
<tr>
<td>Academically expressing opinion</td>
<td>1</td>
</tr>
<tr>
<td>Brainstorming</td>
<td>1</td>
</tr>
<tr>
<td>Audience appeals</td>
<td>1</td>
</tr>
<tr>
<td>Showing reliability of sources</td>
<td>1</td>
</tr>
<tr>
<td>Writing with academic language</td>
<td>1</td>
</tr>
</tbody>
</table>
The results of the needs analysis resulted in the development of a semester-long, adjunct course held once per week for two hours that would serve as an avenue through which NNES students could receive:

1. Support in those language areas covered in the established CO150 curriculum
2. Instruction in those language areas relatively ignored by the established CO150 curriculum

**Syllabus, Curriculum and Materials Development**

Based on the needs analysis described above, the following schedule was created for the first twelve weeks of the semester:

*Table 2* Schedule for a CO150 recitation

<table>
<thead>
<tr>
<th>Week</th>
<th>Skills and Concepts Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td>Reading Strategies</td>
</tr>
<tr>
<td>Week 2:</td>
<td>Summary Concerns: objectivity, paraphrasing</td>
</tr>
<tr>
<td>Week 3:</td>
<td>Responding to Texts: rhetorical features, editing/revising practice</td>
</tr>
<tr>
<td>Week 4:</td>
<td>Evaluating English Sources</td>
</tr>
<tr>
<td>Week 5:</td>
<td>Question Formation, Skimming &amp; Scanning</td>
</tr>
<tr>
<td>Week 6:</td>
<td>Paragraph Development, Transitions</td>
</tr>
<tr>
<td>Week 7:</td>
<td>Citations, Quote Sandwich</td>
</tr>
<tr>
<td>Week 8:</td>
<td>Synthesizing Sources</td>
</tr>
<tr>
<td>Week 9:</td>
<td>Analyze Effective Arguments</td>
</tr>
<tr>
<td>Week 10:</td>
<td>Thesis Development: Supporting reasons w/ evidence</td>
</tr>
<tr>
<td>Week 11:</td>
<td>Transitions in relation to counterarguments, refutations, conceding to opposing viewpoints</td>
</tr>
<tr>
<td>Week 12:</td>
<td>Logical Fallacies</td>
</tr>
</tbody>
</table>
A course syllabus that is to be handed to students during the first week’s meeting was developed and is included in Appendix A. A fully-articulated lesson plan has been developed for selected weeks, and is included in Appendix B. Weekly objectives and lesson outlines have been articulated for all weeks, and are included in Appendix C.

**Discussion**

The researchers acknowledge that these methods of conducting a needs analysis were neither sufficient nor ideal. If not for unavoidable constraints in time and resources, the needs analysis methodology would have differed in important ways. For example, the researchers would have preferred to have included the following in their needs analysis:

1. Extended interviews with NNESs in mainstream sections of CO150 at various points during the semester;
2. Interviews with several mainstream instructors of CO150 who currently have international students in their classes;
3. Collection and textual analysis of samples of NNESs writing assignments for each of the major writing assignments submitted during the semester.

One of the unexpected values of conducting this needs analysis and curriculum development project was that as current and future instructors of the CO150 international sections, the needs analysis provided us insights about our students and how we can better support their learning and academic success.
References


Appendix A

CO 150 Recitation Syllabus
Meeting time: Once weekly for 75 minutes

Course Description

During your academic career, you may ask the following questions: How can I develop my close and critical reading skills? How can I deepen my critical thinking abilities? How can I write effectively for different audiences? How can I conduct research and avoid plagiarism? College Composition (CO150) is designed to answer these questions and give you a set of reading and writing skills that you will use during and after your college career.

The recitation for your CO 150 class is designed to help you develop the skills you learn in lectures through practice and application. We will expand on concepts and skills that are critical for your success in English composition as well as future classes in the American education system. In addition to expanding on lecture materials, this recitation class will address issues that non-native speakers of English commonly struggle with. These issues range from grammar to organization to critical reading and writing skills. As the CO 150 curriculum focuses on the higher rhetorical concerns, the recitation will also emphasize how to effectively use rhetorical features high on the pyramid to appeal to your audience for a given purpose.

Our recitation class will be structured around the common syllabus of CO 150 and focus on further explaining and practicing skills and concepts taught each week. We will meet for 1:15 for each class, and we will use that time primarily for group work and class discussions. This is an interactive environment that is an open space for you to ask questions about the material you’re presented with in lecture and get some practice in applying the skills through writing and discussion with your classmates.

By the end of the class, you will be able to:

1. Closely read texts for the thesis and main ideas.
2. Critically read the texts to analyze rhetorical features.
3. Apply writing strategies to rhetorically appeal to your audience and purpose.
4. Evaluate sources for their appropriateness in an academic essay, credibility, bias, and relevance to your topic.
5. Recognize the organization of different written genres and apply that organization to your own writing across genres.
6. Collaborate with your peers to apply critical thinking and writing skills and to build a writing community.
7. Research and synthesize sources to support an academic argument.
## Calendar

Over the next 14 weeks, we will cover the following areas:

<table>
<thead>
<tr>
<th>Week</th>
<th>Skills and Concepts Taught</th>
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</thead>
<tbody>
<tr>
<td>Week 1:</td>
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<tr>
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</tr>
<tr>
<td>Week 3:</td>
<td>Response--rhetorical features, editing/rewriting practice</td>
</tr>
<tr>
<td>Week 4:</td>
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</tr>
</tbody>
</table>
LESSON OBJECTIVES

- Students will be able to identify instances of objective and subjective language
- Students will be able to paraphrase from a scholarly source.

MATERIALS

- Subjective/Objective language overhead
- Sample text that displays both objective and subjective language

(5 minutes) Management

- Attendance
- Announcements
- Review important information from previous week’s lesson: Reading strategies

(40 minutes) Objective vs. Subjective Language

- (10 minutes) Review the meanings of objective and subjective language with students. Elicit information from them before putting the following text (adapted from http://www.differencebetween.net/language/difference-between-objective-and-subjective/) on the overhead and asking students to read:

Subjective and Objective Language

In a variety of written and spoken texts, people all over the world try to convince others to think as they do. They use both objective and subjective language to achieve their purposes with their intended audiences.

An objective statement is a statement that is unbiased. It is not touched by the speaker’s previous experiences or tastes. It is verifiable by looking up facts or performing mathematical calculations.

A subjective statement is a statement that expresses the feelings, attitude, or opinion of the speaker or writer. It often has a basis in reality, but reflects the perspective through which the speaker views reality. It cannot be verified using concrete facts and figures.
• Ask students to identify which of the following statements is objective and which is subjective:

  o We think that it is shameful that Big Tobacco has been concealing the dangers of smoking for decades.
  o In the United States, smoking kills more people than AIDS, alcohol, car accidents, murders, suicide, drugs and fires combined.
  o It’s time the American public heard that sobering fact from the companies that have profited from the loss of life.


• (10 minutes) Show students a sample of a text that contains instances of subjective language.
  o Ask students where subjective language is primarily used here. Ask students about the relationship between subjective language and the text they are currently working on in their mainstream class: the academic summary. Elicit them to explain this relationship. Lead students to the answer that the purpose of summarizing a source is to provide an accurate and objective account of that source that does not include the summary writer’s opinion, attitude, evaluation, speculations, etc., and thus subjective language is inappropriate for this genre.

• (20 minutes) With students, analyze and discuss the specific lexico-grammatical elements of the text that create subjectivity. Together, discuss and experiment with ways to alter these lexico-grammatical elements in order to create an objective language.

(30 Minutes) Paraphrasing

• Transition into a discussion about paraphrasing by connecting it to objective language. Make sure students understand the relationship between accurate paraphrasing and objective language.

• (10 minutes) Project the following paragraph so that all students can see:
Many students struggling to become more skillful users of the discourses required in college-level classes have become convinced that they are simple ‘bad writers’. Stuck in these negative identities and fearful of failure in academic writing tasks…students may subtly or overtly resist writing assignments by turning them in late, leaving them undone or incomplete, or even plagiarizing in an attempt to approximate school’s required discourses.


- Ask students to note important ideas from the quote down on paper, using different words. Then, ask them to turn those ideas into 1-2 sentences that are in their own words.
- Ask for students to volunteer their paraphrases. Analyze these as a class.
- Discuss changes in wording and structure. Point out words or structures that they create which are too close to the original source. Point out objective language, or subjective language that should be modified to be objective. (~3-5 minutes)
- (3-5 minutes) Discuss pros/cons of using a thesaurus (It can help them find other ways to say something, but if they don’t know the precise meaning of the word, they shouldn’t use it because it could be used in a different context).
- (20 minutes) Put another, longer paragraph onto the board (preferably from a text students are working with in their mainstream CO150 course). Students should:
  - Take ten minutes to create a paraphrase. Emphasize the use of author tags, objective language, and the smooth flow of ideas and sentences (topics being discussed concurrently in mainstream CO150 classes).
  - For the next ten minutes, put students in pairs. They trade paraphrases, and annotate. They then discuss their annotations, thoughts, and suggestions with each other.

HOMEWORK

- Students should revise the paraphrases they completed for the final class activity, and publish the revised, polished version to the classroom forum.
Week 1 Critical Reading Strategies

LESSON OBJECTIVES

- Establish class rapport
- Activate student awareness of critical reading strategies
- Reinforce student knowledge of the language used to talk about the rhetorical situation

LESSON OUTLINE

- (~15 minutes) Welcome students to class and take attendance. Coordinate some kind of get-to-know-you activity in order to establish class rapport and get students comfortable with speaking and participating during class.
- (~20 Minutes) Introduce rhetorical situation vocabulary with definitions in context and examples of their use (writer, audience, text, purpose, context). Present a couple simple models and ask students to use rhetorical situation language to describe models.
- (~40 Minutes) Lead a discussion to find out what strategies students currently utilize while critically reading. Facilitate an activity that will allow students to gain awareness of and practice critical reading strategies.

See Appendix A for Week 2 Summary Concerns: Objectivity & Paraphrasing fully-articulated lesson plan

Week 3: The Analytic Response and Rhetorical Elements

LESSON OBJECTIVES

- Students will understand how an analytic response differs from an agree/disagree or interpretive/reflective response
- Students will be able to identify rhetorical elements in a text
- Students will be able to analyze the effective use of rhetorical elements in a text
LEsson Outline

1. (~15 minutes) Coordinate an activity that elicits from students information about different types of responses that they have received from their mainstream class. Perhaps give students a couple minutes to discuss this in small groups, and then in columns on the board, record the information they know about these different kinds of responses.

2. (~20 minutes) Gauge how comfortable students feel with the language we use to talk about the rhetorical features they have learned about in their mainstream course: purpose, audience, thesis, main ideas, argument, organization, focus, evidence, language, tone and style. Lead a lecture/discussion about what the writer of a response might focus on (e.g., whether specific rhetorical features are working well, suggestions for how an author might have made the text more effective).

3. (~40 minutes) Give the students several short texts with which they can first identify, and then analyze rhetorical features. Perhaps scaffold this activity with a 5-10 minute “think-aloud” example, during which the instructor models the mental processes that are typical of analyzing a text in this way.

Week 4: Evaluating English Sources

Lesson Objectives

- Differentiate between a reliable and an unreliable source.
- Evaluate articles for reliability of author and publication.

Lesson Outline

- (~20-25 minutes) Project a website, a blog, and a journal article on the same topic. Read sections of each aloud.
  - For each source, ask students:
    - What do we know about the place of publication just by looking at the source? (.com versus .gov, etc; publishing company: university, business, organization, etc.; references; length of article)
    - What do we know about the author by looking around the website? By Googling his/her name?
    - What types of evidence does the source provide?
    - Is there any bias? (language, evidence, tone)
• Would this be an appropriate source for this assignment? Why or why not?
• (~40-45 minutes) Put students into groups of 2-3. Give each group a different kind of source on the same topic (website article, blog, scholarly journal article, newspaper article [national publication], article from an advocacy group).
  o Students have 5-7 minutes with each source. They need to decide if it’s credible or not, and write down why or why not. These evaluations should be based on the questions that were used for the class activity above. They also need to discuss if there’s any bias.
  o After all groups have evaluated every article, come back together as a class and discuss the credibility of each source.
• (~5 minutes) Connect activity back to their research for CO 150.

Week 5: Creating Good Inquiry Questions & Skimming/Scanning

LESSON OBJECTIVES

• Students will be able to identify and create good inquiry questions for guiding research.
• Students will develop an awareness of their own skimming/scanning strategies.
• Students will be able to effectively skim and scan a document to efficiently: identify the author’s purpose or argument and recognize the most important details.

LESSON OUTLINE

4. (~40 minutes) Lead a discussion during which students offer their opinions about good/bad questions. Segue into a discussion about the kinds of inquiry questions that lead to conducting research and writing argument papers. Give students several examples of good and poor inquiry questions, and ask them to evaluate those questions and provide explanations for their evaluations in light of the previous discussion. Ask students to volunteer some inquiry questions that they think they might want to pursue during the research stage of CO150, and lead a class evaluation of those questions.
5. (~15 minutes) Lead a discussion about skimming/scanning, and elicit from students what they know about these reading strategies, if they understand the differences between the two, if they practice skimming and scanning, under what circumstances they practice them, how useful they believe them to be,
etc. (The following is a useful, simple resource from Anne Arundel Community College that can be used in class or given to students: http://www.aacc.edu/tutoring/file/skimming.pdf)

6. (~20 minutes) Facilitate opportunities for students to practice these two reading strategies.

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**Week 6: Paragraph Development & Transitions**

**LESSON OBJECTIVES**

- Identify strengths of good paragraphs.
- Write a developed paragraph with a topic sentence, incorporation of evidence, analysis of evidence, and transitions.

**LESSON OUTLINE**

- (~15 minutes) Project an example of a bad paragraph (no topic sentence, switches ideas, random quotes, no transitions).
  - Ask for a volunteer to read the paragraph. Give students 5 minutes to discuss what’s good and bad about the paragraph.
  - Call on pairs to make a comment about the paragraph. T writes comments on paragraph as students talk.
- (~20 minutes) Now, project an example of a good paragraph.
  - Give students 5 min to discuss what’s good and bad.
  - Call on pairs to make a comment about the paragraph and compare to previous example.
  - Analyze good paragraph by eliciting students to break it down into its elements (topic sentence, author tag introducing evidence, analysis after evidence, transitions)
- (~5 minutes) Pass out list of common transitions and their functions. Briefly explain handout
- (~25 minutes) Put students into new pairs. Project the topic of an essay, the topic of a paragraph, and a piece of evidence that connects to that topic. Also, explain what the previous paragraph would have been about. Students need to write a paragraph with a topic sentence which transitions from the previous paragraph, incorporate the evidence, connect the evidence to the topic sentence, and conclude the paragraph.
- (~10 minutes) Put 1-2 examples on doc cam and analyze as a class.
Week 7: Citations and the “Quote Sandwich”

LESSON OBJECTIVES

- Students will understand the importance of being precise in citations (formatting, genre-dependency, etc.)
- Students will be aware of the various resources available to them for formulating and checking citations.
- Students will be familiar with the “quote sandwich.”

LESSON OUTLINE

1. (~20 minutes) Lead a discussion/lecture during which you elicit from students their experiences with reference citations, and how they are accustomed to providing citations in their native countries/languages. Emphasize to students the importance of precision in citations, for example that it is necessary to know what genre of text you are creating a citation for, as the citations for a blog would be slightly different than that for a letter to the editor.

2. (20 minutes) Model the process of creating citations; perhaps ask a couple students to volunteer sources they are using in their research, or use classroom technology to “pretend” to conduct research and choose a couple sources, and through a mix of modeling and elicitation, create accurate citations for students. Through this modeling, students should be made aware of the fact that they have access to the necessary resources for creating accurate citations.

3. (15 minutes) Introduce students to in-text citations, and the proper way to do this in MLA format. Familiarize students with the “quote sandwich” (there are many resources on the web available for visually helping students understand this concept).

4. (20 minutes) Facilitate an opportunity for students to practice and receive feedback on creating an accurate reference-page citation, in-text citation, and “quote sandwich.”

Week 8: Synthesizing Sources

LESSON OBJECTIVES

- Analyze effective uses of evidence in a paragraph.
- Synthesize sources to support a stakeholder and write a paragraph using multiple sources to support a main idea.
LESSON OUTLINE

• (~15 minutes) Project example of a good paragraph from a previous student’s stakeholder analysis.
  o Read through as a class and analyze how the student used evidence to support the stakeholder’s point of view.
  o Discuss why it’s more effective to have 2-3 sources per paragraph (more representative of that stakeholder. It’s hard to claim that one source can speak for all video game players, for example).

• (~5 minutes) Review quote sandwiches.

• (~40 minutes) Put students into pairs. Project an inquiry question and stakeholder. Pass out two short articles for each group on the same issue about the same stakeholder.
  o In pairs, students need to read through the articles and highlight important pieces of evidence.
  o Students then need to write a paragraph that has a topic sentence which explains the stakeholder, incorporate 2 pieces of evidence, and conclude the paragraph.

• (~10 minutes) Share examples and discuss as a class.

Week 9: Analyzing & Crafting Effective Arguments

LESSON OBJECTIVES

• Students will be able to use rhetorical language to talk about the rhetorical elements necessary to craft an effective argument.
• Students will be able to identify and analyze rhetorical elements in an argumentative text.
• Students will be able to use rhetorical elements to craft an effective argument.

LESSON OUTLINE

11. (~20 minutes) Elicit from students what they have covered in their mainstream classes so far in regards to analyzing and writing effective argument papers. Have some kind of lecture material available in order to make sure students are aware of and able to talk about the elements of an effective argument (e.g., claims, evidence/facts/support, warrants). Model the identification and analysis of rhetorical elements in a short argumentative text.

12. (~20 minutes) Facilitate an opportunity for students to identify and analyze the rhetorical elements in an argumentative text.
13. (~35 minutes) Facilitate an activity during which students can practice using rhetorical elements to craft effective arguments.

**Week 10: Thesis Development: Supporting Reasons with Evidence**

**LESSON OBJECTIVES**

- Identify effective components of a thesis statement.
- Write a thesis statement with an explanation of the topic and an opinionated argument.

**LESSON OUTLINE**

- (~5-10 minutes) Ask students what the purpose of a thesis statement is (to explain the topic and argument of the essay)
- Ask students what a good thesis statement should include (topic, argument with opinion, specificity)
- (~20 minutes) Project 4-5 examples of both good and bad theses on the board.
  - Ask students if each example is good or bad, and explain why.
  - For bad examples, ask for ways to fix the thesis and do so as a class.
  - For each thesis, ask what information and arguments students would expect to read about in the essay. Connect this to why a thesis is so important.
- (~20-25 minutes) Put students in pairs to create thesis statements.
  - Provide each pair with a list of topics. Ask them to write a thesis for each topic. They can make any relevant argument for the topic that they want.
  - Call on each pair to share one of their thesis statements with the class. Discuss effectiveness.
- (~15-20 minutes) Ask students to write a thesis that they could use for their CO 150 Assignment #4 (Argument).
  - Have students exchange thesis statements with a different person.
  - Each person evaluates the thesis for the following questions which you write on the board. Each time you ask a question, ask students to switch theses with another person.
    - Is there a clear topic and opinionated argument about the topic? Underline each piece.
    - Write next to the thesis which stakeholder the argument represents.
- Are you left asking “how” or “so what”? If so, ask questions in the margin about what else you want to know.
- Is the wording of the thesis specific? Give suggestions for vague words. (Hint: look for words like thing, stuff, people, everyone, etc.)
  - Ask students to exchange theses and revise their statements based on their feedback.

**Week 11: Transitioning in the Argument Paper**

**LESSON OBJECTIVES**

- Students will be able to use rhetorical language to talk about counterarguments and refutations in an argument paper.
- Students will be able to identify and analyze counterarguments and refutations in an argumentative text.
- Students will be able to recognize logical connectors that provide transitions between counterarguments and refutations.

**LESSON OUTLINE**

14. (~20 minutes) Elicit from students what they have covered in their mainstream classes so far in regards to the major sections of their argument paper. Make sure they are aware of and comfortable with terms like counterexample, counterargument, refutations, conceding to opposing view, etc.

15. (~30 minutes) Facilitate a large-group opportunity for students to identify and analyze counterarguments and refutations in several argumentative texts, as well as identify the logical connectors that the author uses to transition between those sections.

16. (~25 minutes) Facilitate an opportunity for students to brainstorm and draft the transitional statements in their own argument papers.

**Week 12: Logical Fallacies**

**LESSON OBJECTIVES**

- Identify logical fallacies in media and text through analysis of rhetoric.
- Use logical fallacies to form an argument in order to discuss the impact on the quality of an argument.
LESSON OUTLINE

- (~5 minutes) Watch youtube video: logical fallacies explained through Beatles lyrics.
- (~5 minutes) Pass out list of logical fallacies and their definitions. Briefly explain when logical fallacies occur and why (to manipulate the audience).
- (~25 minutes) Analyze advertisements and political pamphlets for logical fallacies in groups.
  o Put students in groups of 4 and give each group either an advertisement or a political pamphlet. Ask students to use their handout to determine which type of logical fallacy is in each text. Give students 3-4 minutes with each example and then pass it to the next group until each group has seen every example.
  o Discuss as a class which logical fallacy is found in each example.
- (~40 minutes) Provide students with an issue that they have to argue for or against in groups.
  o Put students in groups of 2-3 and give each group a type of logical fallacy.
  o Groups on one half of the room are for the issue, the others are against it.
  o Students need to make an argument based on their type of logical fallacy. Their argument should be 2-3 sentences and explain whether they’re for or against the issue in addition to their logical fallacy argument.
  o Class debates issue using logical fallacies.
    • Call on groups from alternating sides to make their argument.
  o Discuss effectiveness of arguments. What’s the primary problem with logical fallacies? (They can’t be supported and are an exaggerated form of the truth or a lie)
Weeks 13 & 14: Student Presentations

LESSON OBJECTIVES:

- Assess student skills acquired over the semester through student presentations of their essays and their writing process.

LESSON OUTLINE

- (~1:15) Ask students to sign up to present one of their four essays written over the semester. Over the next two class periods, students will give presentations in which they read excerpts from their essay and explain the process of writing from start to finish and where they succeeded and struggled in the process. They should also address how they overcame their struggles, and what skills they applied from both lecture and recitation. The presentations should be approximately 10 minutes per student.