

UbD Lesson Plan

Course Name: Academic Writing Skills 1: Paragraphs

Code: 0910307

Lecture 1: Introduction to Academic Writing Skills 1: Paragraphs

Time: 90'

Lecturer: Mr. Thongsy XUAMOLEE

Year: 2

Semester: I

Academic Year: 2021-2022

Stage 1 – Designed Results	
Objectives: After the completion of the lecture, students will be able to: <ol style="list-style-type: none">1) define and explain writing skills, academic writing skills effectively;2) present the process of writing a paragraph;3) identify types of paragraphs;4) tell the components of a paragraph;5) compare sentences; and6) apply theories to write paragraphs appropriately.	
Understandings: Students will understand the overview of the course.	Essential Questions: What is writing? What is academic writing? What is writing skills? What are academic writing skills? What is paragraph?
Knowledge: Students will know the main content of the course.	Skills: Students will be able to define, explain, the process of writing, and write paragraphs more effectively. Students will be able to critique paragraph efficiently.

Stage 2 – Assessment Evidence

Performance Tasks:

1. Students explain the main content of the course to the teacher and their classmates.
2. Students tell the teacher the writing process.
3. Students explain the components of a good paragraph.

Other Evidence:

1. Quizzes, tests, observation, or homework.
2. Criteria for achievement.

Stage 3 – Learning Plan

Diagnostic test – paragraph writing. (Time: 20 minutes)

Task: Learning English is better than learning Chinese.

To what extent do you agree with the statement?

(Write at least **150** words)

Activity 1: Teacher will briefly present the following topics to the students prior to do activities in classroom (Time: 45 minutes)

1. Writing
2. Writing Skills
3. Academic Writing Skills
4. Academic Writing Skills 1: Paragraphs
 - 4.1 What is a paragraph?
 - 4.2 The importance of paragraph writing
 - 4.2 Paragraph structure
 - 1) Topic sentence
 - 2) Supporting sentences
 - 3) Concluding sentence
 - 4) Simple sentence
 - 5) Compound sentence

- 6) Complex sentence
- 7) Compound-complex sentence
- 8) Punctuations
- 9) Linking words and phrases

4.3 Kinds of paragraphs

- 1) Descriptive paragraph
- 2) Narrative paragraph
- 3) Compare and contrast paragraph
- 4) Cause and effect paragraph
- 5) Opinion paragraph

4.4 Writing process

- 1) Understanding the assignment
- 2) Brainstorming
- 3) Organizing ideas
- 4) Writing the first draft
- 5) Writing the second draft
- 6) Writing the next or final draft

4.5 Characteristics of writing

- 1) Coherence
- 2) Cohesion
- 3) Unity

Activity 2: It is time for questions and answers about the teaching content in order to clarify the students understanding. (Time: 5 minutes)

Activity 3: (Time:17 minutes)

1. Teacher tells the students to check their own written work whether it is aligned with the content of the lecture learned.
2. Teacher recollect the students' written work to check latter in order to give them feedback, feedforwards, and fed-up.

Activity 4: Setting assignments. (Time: 3 minutes)

1. Students find a paragraph from the internet and bring to the class to explain why is great or why is bad.

Assessment

Each test (diagnostic test, midterm test, and final test) will be assessed based on the following criteria:

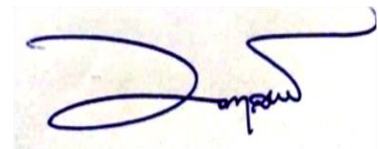
Souphanouvong University		Faculty of Education			
Name:	Examiner:				
Key components of this assignment	F	D/D ⁺	C/C ⁺	B/B ⁺	A
Paragraph organization (5%)	The paragraph is not organized (1%)	Only some parts of the paragraph are organized (2%)	Most parts of the paragraph are organized (3%)	The paragraph is well-organized (4%)	The paragraph is excellently organized (5%)
Topic sentence (5%)	Very poor topic sentence (1%)	Poor topic sentence (2%)	Better topic sentence (3%)	Strong topic sentence (4%)	Very Strong topic sentence (5%)
Supporting sentences (5%)	Very poor supporting sentences (1%)	poor supporting sentences (2%)	Better supporting sentences (3%)	Strong supporting sentences (4%)	Very Strong supporting sentences (5%)
Concluding sentence (5%)	Very poor concluding sentence (1%)	Poor concluding sentence (2%)	Better concluding sentence (3%)	Strong concluding sentence (4%)	Very Strong concluding sentence (5%)
Word count (5%)	Less than 69 (1%)	Between 70-99 (2%)	Between 100-129 (3%)	Between 130-149 (4%)	Over 150 (5%)
Grammar (5%)	A lot of grammar errors (1%)	Many grammar errors in the lesson plan (2%)	Some grammar errors in the lesson plan (3%)	Few grammar errors in the lesson plan (4%)	Free grammar errors in the lesson plan (5%)
Summary comment:					

References

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- Caulfield, J. (2020). *Academic writing: A step-by-step guide to the writing process*. Scribbr. Amsterdam. Retrieved from <https://www.scribbr.com/academic-writing/writing-process/>
- Devis, B. (2021). What is the importance of paragraph writing? Retrieve from <https://www.mvorganizing.org/what-is-the-importance-of-paragraph-writing/>
- Indeed Editorial Team (2021). Writing skills: Definition and examples. Retrieved from <https://www.indeed.com/career-advice/career-development/writing-skills>
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- Swales, J. M., & Feak, C. B. (2004). *Academic writing for graduate students: Essential tasks and skills* (Vol. 1). Ann Arbor, MI: University of Michigan Press.
- Wali, O., & Madani, A. Q. (2020). The Importance of Paragraph Writing: An Introduction. *organization*, 3(07). Retrieved from https://www.researchgate.net/publication/343449753_The_Importance_of_Paragraph_Writing_An_Introduction

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Lecturer



Thongsy Xuamolee