

UbD Lesson Plan

Course Name: Academic Writing Skills 1: Paragraphs

Code: 0910307

Lecture 8: A paragraph

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 a paragraph;2) identify the parts of a paragraph;3) explain each component of a paragraph; and4) apply the theories of a paragraph to write each type of paragraphs properly.	
Understandings: Students will understand how to write a paragraph; the parts of a paragraph; the components of a paragraph; and theories of a paragraph.	Essential Questions: What is a paragraph? Could you tell me each part of a paragraph and explain their functions?
Knowledge: Students will know the use of punctuations.	Skills: Students will be able to define a paragraph, explain the components of a paragraph, and write a paragraph effectively.

Stage 2 – Assessment Evidence

Performance Tasks:

1. Write the definitions of a paragraph.
2. Explain the components of a paragraph.
3. Write a paragraph about your routine. (Write at least 100 words)

Other Evidence:

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

Stage 3 – Learning Plan

Activity 1: Teacher tells the students work as a group of 4/5 to find out the meaning and the components of a paragraph and then report to the class (Time: 10 minutes).

Activity 2: Teacher present the theories of a paragraph to the students respectively (Time: 40 minutes)

1. Paragraph organization

Paragraph organization refers to the way sentences are ordered and structured to create a unified and cohesive body of text. A typical paragraph has a topic sentence, supporting sentences, and a concluding sentence (Byrne, 1979).

1.1 Topic sentence

The topic sentence is an important feature of a paragraph. It is the most general sentence in a paragraph, and it has two parts:

- a. A topic: the subject or issue being discussed, and
- b. A controlling idea: a point, opinion, or feeling about the topic.

Example:

- **Snow skiing** is **a challenging sport with important requirements.**

Note:

Snow skiing is a topic while **a challenging sport with important requirements** is a controlling idea.

The topic sentence is typically the first sentence in a paragraph.

Example:

- **Snow skiing is a challenging sport with important requirements.**

Bending your knees and putting your weight on the downhill ski during turns will help you

control your speed as you ski. If you do not adhere to these requirements, you may ski too fast and even fall.

The topic sentence can come later in a paragraph too.

Example:

- Bending your knees and putting your weight on the downhill ski during turns will help you control your speed as you ski. **Snow skiing is a challenging sport with important requirements.** If you do not adhere to these requirements, you may ski too fast and even fall.

1.2 Supporting sentences

Supporting sentences are the sentences that follow further explain and support the topic sentence.

Example:

- Snow skiing is a challenging sport with important requirements. Bending your knees and putting your weight on the downhill ski during turns will help you control your speed as you ski. If you do not adhere to these requirements, you may ski too fast and even fall.

1.3 Concluding sentence

The concluding sentence often repeats the information in the topic sentence in a different way.

Example:

- Snow skiing is a challenging sport with important requirements. Bending your knees and putting your weight on the downhill ski during turns will help you control your speed as you ski. If you do not adhere to these requirements, you may ski too fast and even fall. To conclude, snow skiing is one of many sports which is challenging with essential needs.

1.4 Process of a paragraph

A process paragraph is a group of sentences that tells this sequence. A process paragraph consists of connected steps. The steps must be logical and are often chronological in order. You can use time words and transition expressions to make the sequence of events or actions clear. Process writing is especially important when you want to explain the steps necessary to complete a task.

1.5 Tips for writing a good paragraph

Some tips for writing a good paragraph:

- 1) Choose a topic that you have some knowledge about.
- 2) Brainstorm all ideas which are related to the topic.
- 3) Consider your audience. Who are you writing for and what background information does your reader need to follow the steps?
- 4) Make sure that your topic sentence clearly states what you are going to explain and also makes a point that indicates your view of your topic.

5) Make sure that your topic sentence clearly states what you are going to explain and also makes a point that indicates your view of your topic.

6) Present the steps in the correct order. This helps avoid confusion.

7) Make sure that the paragraph is coherent, sentences are related clearly to the topic sentence or controlling ideas.

2. Types of Paragraphs

Here are some common types of paragraphs:

2.1 Descriptive paragraph: It describes specific sensory details about a person, place, or thing.

2.2 Narrative paragraph: It tells a story about an event, adventure, scene, or happening.

2.3 Compare and contrast paragraph: It shows and explains similarities and differences of one or two objects, places, people, or animals.

2.4 Cause and effect paragraph: It breaks the topic into its parts and then explaining how they are related to the whole. It carefully scrutinizes the relationship between cause and effect.

2.5 Opinion paragraph: It shows the readers the writer's opinion about people, things, animals, or ideas (Byrne, 1979).

3. Useful transitions

- To show addition: *further, furthermore, in addition, moreover, and, etc.*

- To give examples: *for example, for instance, in fact, specifically, etc.*

- To compare: *similarly, likewise, also, in the same manner, etc.*

- To contrast: *in contrast, on the contrary, even though, though, etc.*

- To summarize: *in short, in summary, on the whole, to sum up, etc.*

- To show time: *finally, then, until, when, while, then, etc.*

- To show place or direction: *to the left, beyond, below, above, etc.*

- To indicate logical relationship: *as a result, consequently, therefore, etc.*

(Indiana University, 2021)

4. Rubric for achievement

4.1 what is a rubric?

The rubric is a grading tool that describes the criteria, or "what counts," for an assignment or it is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria (Indiana University, 2021)

4.2 What is the main purpose of the rubric?

The main purpose of the rubric is to clarify the students' qualities of work (Indiana University, 2021)

Assessment					
The lecture content will be assessed based on the following criteria (Xuamolee & Phommanisone, 2019):					
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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:					

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References

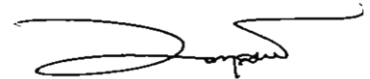
Byrne, D. (1979). *Teaching writing skills*. Longman. Retrieved from <http://www.time4writing.com/writing-resources/writing-process/>

Indiana University (2021). Writing tutorial services, Bloomington, IN. Retrieved from <https://wts.indiana.edu/writing-guides/paragraphs-and-topic-sentences.html#:~:text=A%20paragraph%20is%20a%20series,should%20be%20organized%20into%20paragraphs.&text=One%20of%20the%20most%20important%20of%20these%20is%20a%20topic%20sentence.>

Xuamolee, Th., & Phommanisone, S. (2019). *Academic Writing Skills 1: Paragraphs*. Souphanouvong University Press.

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Lecturer



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