

UbD Lesson Plan

Course Name: Academic Writing Skills 1: Paragraphs

Code: 0910307

Lecture 11: Opinion 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 the opinion paragraph;2) identify and explain the opinion paragraph;3) write the opinion paragraph more effectively; and4) critique the opinion paragraph more efficiently.	
Understandings: Students will understand how to write the opinion paragraph.	Essential Questions: What is an opinion? What is the opinion paragraph?
Knowledge: Students will know the opinion paragraph.	Skills: Students will be able to define the opinion paragraph; identify and explain the opinion paragraph; write the opinion paragraph; and critique the opinion paragraph.
Stage 2 – Assessment Evidence	
Performance Tasks: 1. Write the definitions of the opinion paragraph.	Other Evidence:

2. Explain the components of the opinion paragraph 3. Write an opinion paragraph. 4. Critique an opinion paragraph.	1. Quizzes, tests, observation, or homework. 2. Criteria for achievement.
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Stage 3 – Learning Plan

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

Activity 2: Teacher present to the students respectively (Time: 45 minutes)

1. What is an opinion paragraph?

An opinion paragraph is the paragraph that expresses the writer’s opinion about a topic. A good opinion paragraph should not only include ideas, but also facts to support the ideas or opinions (Savage & Shafiei, 2012).

2. Outline of the opinion paragraph

The opinion paragraph also has similar outline as other types of paragraphs, but the approaches of writing are quite different.

- 2.1 General information: The information that relates to the topic sentence.
- 2.2 Topic sentence: The sentence that identifies what is being argued for or against.
- 2.3 Supporting sentences: The sentences that support the topic sentence. They always include opinions, facts, and examples. All reasons are presented in order of importance – from the most to the least important.
- 2.4 Concluding sentence: The sentence that restates what is being argued for or against and why (state the writer’s opinion about the topic).

For example:

If a writer says "Smoking should not be allowed anywhere," the writer must give reasons for this opinion. One reason could be a fact, such as "Thirty thousand people died in the United States and Canada last year because of lung cancer-a known result of smoking." This fact supports the writer’s opinion (Savage & Shafiei, 2012).

3. The differences between facts and opinions

According to Savage & Shafiei, (2012), facts are true statements that do not come from someone’s thoughts while opinions are statements that come from someone’s thoughts about a certain topic. Some expressions that are commonly found:

- I believe*
- I think that*
- According to me,*
- From my point of view,*
- In my opinion,*

It seems to me that,
I totally agree/disagree with the opinion because
Personally, I think
I am convinced thatetc.

Examples between opinion and facts

Opinions	Facts
<i>The sun is beautiful this morning.</i>	<i>The sun rises in the east.</i>
<i>Many visitors would to visit Luangprabang rather than Vientiane capital because of many reasons.</i>	<i>Lunagprabang is smaller than Vientiane capital.</i>
<i>The most attracted natural site in Luangprabang is Kungxi waterfall.</i>	<i>There many natural and historical sites in Luangprabang province.</i>

4. Tips for writing the opinion paragraph

Some tips for writing the opinion paragraph are provided here:

- 1). gives the writer's opinions about a specific topic;
- 2). interprets or explains facts;
- 3). is about a controversial issue;
- 4). makes the reader think; and
- 5). considers both sides of an argument.

5. Useful transitional words and phrases

There are some common useful transitional words or phrases that writers should know prior to write an opinion paragraph. These are:

- 1) For extending or adding to an argument
 - also,
 - furthermore,
 - in addition,
 - moreover, etc.
- 2) For counter-argument
 - but,
 - however,
 - of course,
 - nevertheless,
 - although,
 - despite,
 - in spite of, etc.
- 3) For giving reasons
 - because,
 - since,
 - for this reason,
 - as, etc.

- 4) For indicating a result
 - therefore,
 - as a result,
 - thus,
 - consequently,
 - accordingly, etc.
- 5) For indicating time and sequence of ideas
 - first,
 - second,
 - third,
 - next,
 - finally,
 - at the same time,
 - subsequently,
 - in conclusion, etc.
- 6) For clarifying a point
 - in other words,
 - that is, etc.
- 7) For providing more detail or explanation
 - to be more precise,
 - in fact,
 - indeed,
 - more specifically, etc.

Activity 3: Teacher gives the students some exercises to do to check their understanding (Time: 20 minutes)

Exercise 1: Read the following question and answer them

- 1) What is a topic sentence?
.....
.....
- 2) What are supporting sentences?
.....
.....
- 3) What is a concluding sentence?
.....
.....
- 4) What is an opinion?
.....
.....
- 5) What is a fact?
.....
.....

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:					

Contact information:

Email: thongsy_su.la@yahoo.com

Mobile: +85620-28666877

References

Savage, A., & Shafiei, M. (2012). *Effective academic writing: The paragraph*. New York: Oxford University Press; 2nd ed. Retrieved from

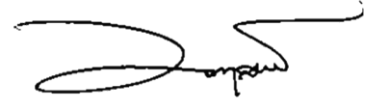
https://www.learnamericanenglishonline.com/Write_in_English/WL10_types_of_paragraphs.html

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

Souphanouvong University Press.

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Lecturer



Thongsy Xuamolee