Module 4: Productive Skills

Overall mark (delete the inapplicable)	Met
CPs should:	
Evaluate the activity before the lesson by referring to the criteria	Met
Adapt the activity and write a procedure for using it in class	Met
Evaluate the activity saying how successful it was from both the students' and the teacher's points of view	Met
Attach the teaching materials	Met
Use written language that is clear, accurate and appropriate to the task	Met
Tutor comments: Thank you for this assignment, Joel. You successfully highlighted the areas in which the coursebook materials lacked appropriacy, and your adaptation made the students more likely to succeed in their work. It sounds like you are encountering some typical problems in the world of online teaching, but that you are also working as hard as possible to make sure that the students still learn something of benefit. For that, you definitely deserve credit!	

The activity was to write a five paragraph compare and contrast essay on two different methods of writing.

The topic as written is not interesting to the learners because it sounds too abstract. It can be made more interesting by encouraging the learners to think about their own experience in schools.

The learners are given adequate time to formulate ideas by two prewriting stages ("Brainstorm" and "Plan") that occur prior to the "Write" stage. However there is not physical space in the book to write their ideas in these stages.

Evaluating whether or not input is given pre-task depends on whether this activity is judged in isolation, or as a cumulation of the unit The textbook is designed for this to be the culmination of the unit. During the unit, input is given on ideas and vocabulary related to the topic (p.92-110), as well as the structure of the essay type (p.111-115)

The activity in the textbook makes references to earlier pages in the unit that the textbook assumes were done on previous days. Assuming these pages were completed, the format and procedure is sufficiently clear.

The goal of the activity is to complete the essay.

As for feedback, the textbook includes a peer review stage, and a self-assessment stage. The textbook leaves ambiguous whether or not the

teacher will give feedback on the task, but tells students that they should be prepared to hand in their work or discuss it in class.

I adapted the material in a number of ways. Earlier in the unit, I tried to increase interest in the topic by having students compare their own experience learning to write in Vietnam with a video about the teaching of handwriting in the United States.

During the lesson, I adapted it by putting the textbook activities onto a Google Document. This was done to create physical space for the brainstorming and planning activities (which were not present in the textbook) and also allowed me to monitor the writing in real time. I also created a table for organizing the paragraph planning that the students could fill out. I also changed the pair work activities to group work activities because of classroom management issues with teaching online.

At the beginning of class, students were put into groups to brainstorm ideas. They were encouraged to reflect on what they had learned during the week during this time.

The students then planned their paragraphs using the table. I monitored and gave feedback on ideas.

The students then started to write their essays. They did not complete it in class, but I gave them feedback on what they did create.

From my perspective, the lesson successfully gave students practice in brainstorming and planning an essay. I believe the fact that the students did not complete the essay in class time is due to the lack of urgency and low-level of engagement that accompanies online teaching.

From the students' perspective, I believe the formal structure of this lesson met their expectations for what an EAP writing lesson would be like, although they probably found it a bit dull. They did, however, get feedback on their essay plans, which I think they value because they know this is of use to them on their upcoming assessment.

Appendix--Materials

Please find below the following materials in the following order

1. *Q Skills 4: Reading For Success*, Unit 4, pages 119-120
2. Self-created Worksheet for *Q Skills 4: Reading For Success*, Unit 4, pages 119-120. (This was in the form of a Google Document for the class.)
3. Task Sheets for Youtube Video (Self-created. from the beginning of the week)
4. *Q Skills 4: Reading For Success*, Unit 4, Writing Skill page 111-113 (This is from the previous lesson. The Writing Skill lesson in the textbook is actually pages 111-116, but I'm only attaching 111-113 because that is all we did in class.)

1. *Q Skills 4: Reading For Success*, Unit 4, pages 119-120

Unit Assignment Write a compare and contrast essay

UNIT OBJECTIVE

In this assignment, you are going to write a five-paragraph essay to compare and contrast two methods of writing. As you prepare your essay, think about the Unit Question, "How important is it to write by hand?" Use information from Reading 1, Reading 2, the unit video, and your work in this unit to support your essay. Refer to the Self-Assessment checklist on page 120.

iQ ONLINE **Go to the Online Writing Tutor for a writing model and alternate Unit Assignments.**

PLAN AND WRITE

Writing Tip

When you brainstorm ideas using both a point by point chart and a similarities and differences chart, it will help you discover which organization works best for your subject, and you may get more ideas.

A. BRAINSTORM Follow these steps to help you organize your ideas.

1. Work with a partner. Discuss pairs of methods of writing, such as writing in Chinese and writing in English or printed Arabic and handwritten Arabic, that you think have an interesting or important relationship to each other.
2. Choose the two methods of writing you would like to use as your subject to compare and contrast.
3. Write points to compare and contrast and similarities and differences for your subject. (Refer to the charts on page 113 to help you organize your ideas.)

B. PLAN Follow these steps to plan your essay.

1. Look at your ideas from question 3 in Activity A. Decide whether your essay would be best organized as a point by point essay or a similarities and differences essay.

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2. Go to the Online Resources to download and complete the graphic organizer for your compare and contrast essay (point by point or similarities and differences).
3. Go to the Online Resources to download and complete the outline for your compare and contrast essay.

iQ ONLINE **C. WRITE Use your PLAN notes to write your essay. Go to *iQ Online* to use the Online Writing Tutor.**

1. Write your essay comparing and contrasting two methods of writing. Be sure to include an introduction with a thesis statement, three body paragraphs, and a conclusion.
2. Look at the Self-Assessment checklist on page 120 to guide your writing.

REVISE AND EDIT

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A. PEER REVIEW Read your partner's essay. Then go online and use the Peer Review worksheet. Discuss the review with your partner.

B. REWRITE Based on your partner's review, revise, and rewrite your essay.

C. WRITE Complete the Self-Assessment checklist as you prepare to write the final draft of your essay. Be prepared to hand in your work or discuss it in class.

SELF-ASSESSMENT		
Yes	No	
☐	☐	Does the thesis statement explain the relationship between the two subjects or give reasons why the relationship is important?
☐	☐	Is the essay organized using one of the compare and contrast essay types?
☐	☐	Does the essay contain an introduction, three body paragraphs, and a conclusion?
☐	☐	Does the essay use subordinators and transitions to compare and contrast?
☐	☐	Does the essay include vocabulary from the unit?
☐	☐	Did you check the essay for punctuation, spelling, and grammar?

iQ ONLINE

D. REFLECT Go to the Online Discussion Board to discuss these questions.

1. What is something new you learned in this unit?
2. Look back at the Unit Question—How important is it to write by hand? Is your answer different now than when you started the unit? If yes, how is it different? Why?

2. Self-created Worksheet for *Q Skills 4: Reading For Success*, Unit 4, pages 119-120. (This was in the form of a Google Document for the class.)

A. Brainstorm

What two methods of writing are you going to write about?	
What are the similarities between these two types?	
What are the differences	

B. Planning

Introduction	
Body Paragraph one:	Main topic: Supporting Ideas:
Body Paragraph Two:	Main topic: Supporting Ideas:
Body Paragraph Three:	Main topic: Supporting Ideas:
Conclusion	

C. Write Your Essay:

3. Task Sheets for Youtube Video (Self-created. from the beginning of the week)

	Vietnam	America
1. In what grade do you first start learning to write?		
2. In what grade do you stop practicing writing in your lessons?		
3. How many different scripts do you learn in school? What are they?		
4. Do you learn how to use a word processor at school?		

A Farewell to Handwriting? https://youtu.be/RJFDDd3arhA

Vocabulary:
penmanship: the ability to write neatly, or the activity of learning to do this
script: a particular style of writing letters
cursive: Cursive writing is written with rounded letters that are joined together.
Cursive writing looks like this.
print: to write words without joining the letters together. (This is the opposite of cursive)
word processor: a computer or computer program that you use for writing letters, reports, etc
credibility: a quality that means someone can be believed and trusted:
legibility: the fact of being easy to read, or the degree to which something is easy to read
peak: to reach the highest level or value of something

1. How many emails and text messages are sent every day?

2. Nowadays, for adults, what is the tactile personal art of handwriting used for?

3. Tamara Plakins Thornton has written a history about what?

4. In the time of the pilgrims, not everybody could write. And there was something even more strange. What was even more strange?

5. Nowadays, what is Spencerian script known for?

6. Who was the penmanship emperor of the 20th century?

7. What is “graphology”?

8. Before the 1920s, what is the only type of handwriting that students were taught?

9. What is something that Abraham Lincoln never did?

10. According to Steve Graham, Which kids have better quality writing over time: those who write by hand, or those who write on word processors?

11. Some people believe writing by hand is more effective for stimulating what?

12. According to Steve Graham, people form judgements about the credibility of your ideas based upon what?

13. When does our legibility tend to peak? Why?

14. Former British Prime Minister Gordon Brown caused a national scandal because of his bad penmanship in one of his letters. Who had he written the letter to?

15. What percentage of people call their penmanship excellent?

A Farewell to Handwriting? https://youtu.be/RJFDDd3arhA

Vocabulary:
penmanship: the ability to write neatly, or the activity of learning to do this
script: a particular style of writing letters
cursive: Cursive writing is written with rounded letters that are joined together.
Cursive writing looks like this.
print: to write words without joining the letters together. (This is the opposite of cursive)
word processor: a computer or computer program that you use for writing letters, reports, etc
credibility: a quality that means someone can be believed and trusted:
legibility: the fact of being easy to read, or the degree to which something is easy to read
peak: to reach the highest level or value of something

1. How many emails and text messages are sent every day?
   294 billion emails and nearly 5 billion text messages (1:02)

2. Nowadays, for adults, what is the tactile personal art of handwriting used for?
   Shopping lists and credit card signatures (1:07)

3. Tamara Plakins Thornton has written a history about what?
   Handwriting in America (1:35)

4. In the time of the pilgrims, not everybody could write. And there was something even more strange. What was even more strange?
   Some people could read, but not write. (1:47)

5. Nowadays, what is Spencerian script known for?
   Coca Cola logo (2:37)

6. Who was the penmanship emperor of the 20th century?
   A.M. Palmer (2:57)

7. What is “graphology”?
   Handwriting analysis (3:49)

8. Before the 1920s, what is the only type of handwriting that students were taught?
   Cursive (4:19)

9. What is something that Abraham Lincoln never did?
Printed (4:27)

10. According to Steve Graham, Which kids have better quality writing over time: those who write by hand, or those who write on word processors?
Word processors (5:34)

11. Some people believe writing by hand is more effective for stimulating what?
Memory and language skills (5:59)

12. According to Steve Graham, people form judgements about the credibility of your ideas based upon what?
Your handwriting (6:14)

13. When does our legibility tend to peak? Why?
Around 4th grade. Because that's when instruction stops (6:28)

14. Former British Prime Minister Gordon Brown caused a national scandal because of his bad penmanship in one of his letters. Who had he written the letter to?
The mother of a soldier killed in Afghanistan (6:45)

15. What percentage of people call their penmanship excellent?
18% (7:10)

4. *Q Skills 4: Reading For Success*, Unit 4, Writing Skill page 111-113 (This is from the previous lesson. The Writing Skill lesson in the textbook is actually pages 111-116, but I'm only attaching 111-113 because that is all we did in class.)



UNIT OBJECTIVE

At the end of this unit, you will write an essay comparing and contrasting two forms of writing. This essay will include specific information from the readings, the unit video, and your own ideas.

Writing Skill Writing a compare and contrast essay

A **compare and contrast essay** describes the similarities and differences between two subjects. Comparisons show their similarities, while contrasts examine their differences.

Introduction

The introduction describes the two subjects being compared and contrasted. It has a thesis statement that explains the relationship between the two subjects or gives reasons why the relationship is important.

Body paragraphs

There are many different ways to organize the body paragraphs of a compare and contrast essay. Before you write a compare and contrast essay, it is important to decide which organization is best for your essay. Here are two ways to organize your ideas:

- In a **point by point essay,** you choose three or more key points to compare and contrast. Each body paragraph compares and contrasts one key point. This organization can be best when you want to balance your essay evenly between your two subjects.
- In a **similarities and differences essay,** the first body paragraph explains what is similar about the two subjects. The second body paragraph explains what is different about the two subjects. The third body paragraph discusses the most important similarities and differences. This organization can be best when you want to explain why one subject is better than the other subject.

Conclusion

The conclusion summarizes the similarities and differences and gives the writer's opinion about the topic. It can explain why one of the subjects is better than the other or why they are of equal value.

A. WRITING MODEL Read the model compare and contrast essay. Then answer the questions on page 113.

Writing in the Digital Age

As we move more firmly into the digital age, we are writing as much or more with keyboards as with pen and paper. Computers and smartphones are basic equipment in the business community, and students are more likely to have to type their papers than to write by hand. While both methods serve the purpose of putting words into visible text, there are also some important differences.



Both handwriting and typing are used to convey information. They both use the same groups of letters to form words and the same groups of words to form sentences. However, in handwritten text, all of the beauty and the flaws are attributed to the writer, and more information about the author, especially emotion, can come out. The appearance of handwritten text can change easily with fatigue or excitement, while typewritten words look the same regardless of whether they were produced by a tired author or by a delighted one. Because type is standardized, there are no flourishes or misshapen letters to worry about.

Speed is a second factor in writing. Writers like to be able to get their ideas down, in ink or electrons, as they come, moving them from the brain, through the hand, to the paper or screen. Taking notes in a meeting or a class, which requires the writer to process someone else's ideas, is facilitated by having fluency in writing or typing. Using a pen and paper requires an author to keep an eye on the words so that they are legible—in a line, not overlapping, not too big or too small. Learning to "touch-type," on the other hand, frees the writer from looking at the words, so more attention can be paid to the actual ideas.

Both types of writing convey information to a reader, whether the reader is a stranger, a close friend, or the writer himself. Misspellings, awkward sentences, and incorrect grammar can be found in both handwritten and typed text. It is much easier to get away with an error in handwriting than in print. In handwritten text, a character can be ambiguous—is that an *a* or an *o*?—whereas a choice must be made when a keyboard is used. Although a person writing by hand must usually rely on himself for spacing within and between words, for respecting margins, and for correcting errors, most word processing programs take care of such spacing and layout concerns automatically, and some will correct common misspellings and other errors.

In short, words convey ideas, whether they are handwritten or typed. They use the same symbols, with some minor variations, and can be produced at varying speeds. The more personalized handwriting lends itself to showing individualization, paying attention to the skill, and error, while the mechanized writing demonstrates regularity, automatic responses, and a nudge toward corrections. Which is better? That might be in the hands of the writer—or in the eyes of the reader. Either way, we will no doubt have both forms with us for years to come.