

Draft Textbook for ESL 923 OER Course

By Danielle Pelletier and Gerardo Pacheco

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- Understand the prompt and assignment
- Brainstorm topics
- Choose 1 topic to write about
- Brainstorm support for that topic
- ORGANIZE + OUTLINE:
 - Narrow down support to 2-3 main points
 - Choose supporting details for each main point
 - Compose simple outline with these 2-3 main points and support for each
 - Write detailed outline to include transitions and signals
- Stage 2: Writing steps
 - WRITE DRAFT 1
 - Follow detailed outline and make changes as necessary
 - Be sure to have a focused TS, sufficient SS, and a CS
 - Refer back to the writing prompt and assignment to be sure you're satisfying the requirements
 - Be prepared for a Peer Review
- Stage 3: Post-writing steps: Review, Revise, Rewrite, Repeat
 - Conduct a peer review
 - Refer back to the writing prompt, assignment, and grading rubric
 - Use the peer review checklist to guide you
 - Complete the tasks on the peer review checklist
 - Make revisions based on peer review
 - Rewrite = Draft 2
 - Submit Draft 2 to professor for feedback
 - REPEAT:
 - Study and understand professor feedback
 - Use proofreading symbols sheet
 - Incorporate professor feedback – make revisions
 - Rewrite
 - Submit final academic paragraph for a writing grade
- Canvas and/or Google feature instruction

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- Writing about routines, habits, traditions, and opinions
- Simple Present Verb Tense in a paragraph
- Canvas and/or Google feature instruction

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- Introduce and Prepare for the Midterm Assignment
- Journal writing (Discussion Boards)
- Grammar practice
- Canvas and/or Google feature instruction

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- Grammar practice
- Canvas and/or Google feature instruction

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- Journal writing (Discussion Boards)
- Grammar practice
- Canvas and/or Google feature instruction

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- Forms of plagiarism

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- How to “borrow” someone else’s ideas
- Canvas and/or Google feature instruction

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- What are the takeaways to help prep for final
- Review academic paragraph essentials
- Introduction to compare/contrast paragraph
- Canvas and/or Google feature instruction

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- Follow the writing process steps to compose a cause/effect paragraph
- Grammar practice
- Canvas and/or Google feature instruction

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 - Thesis statement
 - Introductory paragraph
 - Body paragraphs that follow academic paragraph structure
 - Concluding paragraph
- Analyze models
- Follow the writing process
- Write an essay!
- Canvas and/or Google feature instruction

TEXT:

WEEK 1:

- **Diagnostic** - Instructors will provide the assignments for these separately (not in the text)
 - **Paragraph writing**

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- **Grammar**
- **Syllabus intro, discussion, and assessment**
 - Instructors will provide the assignments for these separately (not in the text)
- **Introductions and Class norms and create class community**
- **Intro to Parts of Speech**
 - First, watch this [video](#) to learn more about this assignment.
 - Then review the information about [Parts of Speech](#) from our book [ESL Grammar The Way You Like It](#) (shared under a CC BY-NC 4.0 license and was authored, remixed, and/or curated by Don Bissonnette)
 - Important: Check the [Book 1 Module](#) for easy access to each Part of Speech.
 - [1.5.1: Articles](#)
 - [1.5.2: Nouns](#)
 - [1.5.4: Pronouns](#)
 - [1.5.5: Prepositions](#)
 - Prepositional phrases
 - Noun phrases
 - [1.5.7: Conjunctions](#)
 - [1.5.8: Adjective and Adverbs of Manner](#)
 - [1.8: Adverbs of Frequency](#)
 - [Verbs](#)
 - [interjections](#)
 - Next, select 2 to 3 parts of speech that you are not familiar with or that you want to learn.
 - On your Discussion Board reply, you must:
 - Define the 2-3 Parts of Speech
 - Write 4 original (your) sentences with your 2-3 parts of speech
 - Read and reply to one of your classmate's posts
- **General overview of Canvas and how it works**
 - Finding it on OneLogin
 - Logging in
 - General navigation:
 - Left sidebar (on computer)
 - Home
 - How to check for weekly lesson plans
 - How to check homework assignments
 - How to upload assignments to Canvas
 - How to see grade/s

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WEEK 2:

- **Parts of Speech activities, presentation, gallery walk**
- **Introduction to Academic Writing:**
 - Below materials taken from [College ESL Writers--Applied Grammar and Composing Strategies for Success](#) (CC/BY/NC/SA)
 - **Intro to Punctuation:**
 - 8.1: Commas
 - **Intro to Capitalization rules:**
 - 8.9: Capitalization
- **Sentence Structure: Intro and practice**
 - [1.1: Sentence Writing](#)
 - 1.2: [Sentence Structure](#)
 - 1.5: [Writing basics \(Exercise\)](#)
 - 7.1: [Sentence Structure](#)
- **Journal discussion board activity - Introduce yourself**
 - Instructors to provide journal assignments separately (not in textbook - on Canvas.)
 - **Canvas feature: discussion board**
 - How to participate
 - How to post
 - How to reply
 - How to “like”

WEEK 3:

- **Introduction to Academic Paragraphs -** (Shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by [Barbara Hall & Elizabeth Wallace](#) ([GALILEO Open Learning Materials](#))
 - [3.1: Effective Means for Writing a Paragraph](#)
 - [3.2: Purpose, Audience, Tone, and Content](#)
 - [3.3: Writing Paragraphs \(Exercises\)](#)
- **Introduction to the Writing Process - Steps of the writing process:**
 - **Stage 1: Pre-writing steps**
 - **BRAINSTORM:**

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- Understand the prompt and assignment
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 - Narrow down support to 2-3 main points
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 - Compose simple outline with these 2-3 main points and support for each
 - Write detailed outline to include transitions and signals
- **Stage 2: Writing steps**
 - **WRITE DRAFT 1**
 - Follow detailed outline and make changes as necessary
 - Be sure to have a focused TS, sufficient SS, and a CS
 - Refer back to the writing prompt and assignment to be sure you're satisfying the requirements
 - **Be prepared for a Peer Review**
- **Stage 3: Post-writing steps: Review, Revise, Rewrite, Repeat**
 - **Conduct a peer review**
 - Refer back to the writing prompt, assignment, and grading rubric
 - [Use the peer review checklist to guide you](#) (Source: Danielle J. Pelletier's creation)
 - Complete the tasks on the peer review checklist
 - **Make revisions** based on peer review
 - **Rewrite** = Draft 2
 - **Submit Draft 2** to professor for feedback
 - **REPEAT:**
 - Study and understand professor feedback
 - Use proofreading symbols sheet
 - Incorporate professor feedback – make revisions
 - Rewrite
 - Submit final academic paragraph for a writing grade
- **Introduce the basic academic paragraph**
- **Canvas and/or Google feature instruction**

The below materials taken from [ESL Intermediate Reading Writing OER Book](#) by Rebecca Al Haider under [CC BY 4.0](#). Please contact rebecca.alhaider@reedleycollege.edu for corrections or questions. July 2021

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The Basics of Paragraphs

(Pages 16-21 of *ESL Intermediate Reading Writing OER Book* by Rebecca Al Haider under [CC BY 4.0](#) on writing topic sentences, the writing process, titles vs. TS, and more including exercises)

In academic writing, a paragraph is a group of sentences about a single topic. Paragraphs can be different lengths depending on the writing situation.

A good paragraph has three parts:

1. a topic sentence that states what you will write about
2. supporting sentences (the body) that add explanations and details about the topic
3. a conclusion sentence that wraps up the paragraph, similar to the topic sentence

A paragraph is indented. Each sentence comes right after the other one, not on a new line. Each sentence ends with a period.

Exercise 8 Example Paragraph

Read the example paragraph below and answer the questions that follow.

There are several reasons why I am studying at Reedley College. First, the tuition is very low. I can take college classes at Reedley College for less than half of the cost of a university class. Second, Reedley College has great teachers and student support. My teachers really care about their students. Class sizes are small, and lots of free tutoring is available. Finally, Reedley College is close to my house. I live only five miles from Reedley College, so I can ride the bus there in less than 20 minutes. I could even ride my bike there in nice weather. For all of these reasons, I am taking classes at Reedley College.

1. Underline the topic sentence. What is this paragraph about?
2. How many reasons are given in the body of the paragraph?
3. What are they? Write a word or phrase for each reason.

- 1.
- 2.
- 3.

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4. Circle the conclusion sentence.
5. How many sentences are there in this paragraph?

WEEK 4:

- **Topic Sentences**
- **Titles versus Topic Sentences**
- **Review of the Writing Process**
- **Canvas and/or Google feature instruction**

Topic Sentences

(*ESL Intermediate Reading Writing OER Book* by Rebecca Al Haider under [CC BY 4.0](#) on writing topic sentences, the writing process, titles vs. TS, and more including exercises)

The topic sentence is usually the first sentence of a paragraph. A topic sentence should contain a topic and a controlling idea. Some topic sentences also make the plan of the paragraph clear. For example, the topic sentence might have a plan like, “for many reasons,” “several qualities,” “three things,” or “a few differences.” A good topic sentence is not too general and not too specific. It shows the reader what will come in the paragraph.

A good topic sentence does NOT:

- Announce the topic. WRONG: “I am going to write about Reedley College.”
- Ask a question. WRONG: “Why am I going to Reedley College? I’d like to tell you.”
- Stand above the paragraph. It is NOT a title. It is a complete sentence.
- State a fact. WRONG: “Reedley College is located in Reedley, California.”

Exercise 9

Read the following topic sentences about American cities. Do they contain both the topic and a controlling idea? Circle the topic and underline the controlling idea.

1. Washington, DC, is the capital of my country.
2. New Orleans is a very interesting city.

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3. There are many people in Los Angeles.
4. St. Augustine is a very beautiful city.
5. New York is the biggest city in the U.S.

Improve the topic sentences from the exercise above by adding controlling ideas.

- 1.
- 2.
- 3.
- 4.
- 5.

Exercise 10

Read the following paragraphs. Create a good topic sentence for each paragraph.

Paragraph 1: Good Neighbors

Topic Sentence:

First, a good neighbor is quiet. Even if a neighbor is nice, it is hard to tolerate loud music late at night or dogs that bark a lot. Second, good neighbors are respectful. It is nice to have polite conversation with your neighbor. Neighbors should also respect others by shoveling their sidewalk in the winter and leaving enough parking space for everyone. Finally, a really good neighbor is generous. A good neighbor might bring you cookies during the holiday, or give you some gas if your lawn mower runs out. These are some of the most important qualities of a good neighbor.

Paragraph 2: Reducing Stress

Topic Sentence:

One way to reduce stress is to exercise. Some people jog or play high-impact sports to relax. Others just take a walk or a short bike ride. Another idea is talking to a friend or family member. It helps just to express how you are feeling when you are stressed. Lastly, listening to music can help you relax. Quiet, classical music relaxes some people. Listening to loud pop music while singing and dancing also releases stress. We all have stress, and these are three ways to reduce it.

Paragraph 3: My Worst Job

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Topic Sentence:

I earned a lot of money from that job, but I was more miserable than I have ever been in my life. Working on an assembly line was very boring, and I had to concentrate the whole time with almost no breaks. All day long, I had to put DVDs into boxes, and I had to work very fast. The factory was hot and stuffy. Also, the supervisors watched us closely and yelled at us when we weren't working fast enough. Maybe the worst part of the job was the mood of my coworkers. It seemed like they all complained and gossiped. I didn't make a single friend in the eight months that I worked there. In sum, working in a factory was truly one of the worst experiences that I have ever had.

Titles versus Topic Sentences

(*ESL Intermediate Reading Writing OER Book* by Rebecca Al Haider under [CC BY 4.0](#) on writing topic sentences, the writing process, titles vs. TS, and more including exercises)

If your instructor asks you to write a title for your paragraph, there are rules that you should follow:

1. Use capital letters for the important words and the first word of the title. Don't use capital letters for prepositions (of, for), conjunctions (and, or), or articles (the, a, an).
2. Don't write a sentence. Don't end it with a period.
3. Write something short that gives the topic of your paragraph. Look back at the titles in the sample paragraphs of this chapter. Do they all follow the rules for title writing?

Exercise 11 What is the difference between a title and a topic sentence?

1. Location:

A title's location:

A topic sentence's location:

2. Capital Letters:

In a title, capitalized words:

In a topic sentence, capitalized words:

3. Grammar:

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A title is NOT:

It doesn't end with:

A topic sentence is:

It ends with:

4. A title is only required for formal compositions, usually written over a long time. A topic sentence is ALWAYS needed in a paragraph.

Read the following titles. What is wrong with each one? Write a few words to explain. One title is acceptable.

1. I want to visit Uzbekistan.
2. My Paragraph
3. Uzbekistan and Its Wonders

Exercise 12 Topic Sentence Practice

Choose the most effective topic sentence from the following sentence pairs.

1. a. This paper will discuss the likelihood of the Democrats winning the next election.
b. To boost their chances of winning the next election, the Democrats need to listen to public opinion.
2. a. The unrealistic demands of union workers are crippling the economy for three main reasons.
b. Union workers are crippling the economy because companies are unable to remain competitive as a result of added financial pressure.
3. a. Authors are losing money as a result of technological advances.
b. The introduction of new technology will devastate the literary world.
4. a. Rap music is produced by untalented individuals with oversized egos.
b. This essay will consider whether talent is required in the rap music industry.

The Writing Process

Good writing doesn't happen instantly or without some careful thought. To write with quality, good writers follow three steps of the writing process:

- 1) Pre-writing. In this step, brainstorm, choose the best ideas, and make a plan to organize the paragraph.

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2) Rough draft. In other words, write the paragraph. Keep the ideas flowing. Try to write a good topic sentence and follow the plan from your pre-writing.

3) Revise and edit. Try to improve your paragraph. Make sure all of the sentences stay on topic. Check organization and work on the conclusion sentence. When you are sure the content is good, check the grammar.

Chapter 1 “Writing Skills” is a derivative of “[Low Intermediate ESL Writing](#)” by Heather Zettelmaier licensed under [CC BY-NC-SA 4.0](#)

Writing Prompt

Consider the ideas from the informational diagram you completed from the reading. Create an outline and then a paragraph about what caused the factory fire disaster.

Exercise 13 Outline

- Topic sentence:
- Supporting point:
- Supporting point:
- Supporting point:
- Concluding sentence:

Exercise 14 Paragraph 1 Draft 1

Write a paragraph based on your outline above.

Exercise 15 Revise and Edit

Check your paragraph above based on this checklist.

- Title (follows the rules of titles)
- Topic sentence (topic and controlling idea)
- Sentences (complete with subjects and verbs, begin with capital letters, and end with periods)
- Content (the ideas are related to the topic and flow with transitions)

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*Now, do an in depth PEER REVIEW by using the peer review checklist that your instructor provides.

WEEK 5:

(Taken from Chapter 2: pages 27-29 of *ESL Intermediate Reading Writing OER Book* by Rebecca Al Haider under [CC BY 4.0](#))

Writing Skill-Opinion Paragraph

In American college classes, instructors will often ask you to “take a stand” or position and give reasons for your opinion. It is not important that your opinion be the same as the instructor or your classmates. A good writer will have strong, detailed, well-expressed support. With any writing assignment, you will begin brainstorming ideas, forming an outline, then writing a first draft. Look at the list below. This is an example brainstorming strategy for a writing assignment of an opinion paragraph on why people decide not to get married.

Reasons not to get married:
haven't found the right person
other priorities
 desire of freedom

The list above is not enough for an entire paragraph, so it should be expanded when put into an outline. See the outline below that was created based on the brainstorm.

Topic Sentence: Some people decide not to get married for several reasons.

Supporting Point 1: haven't found the right person

Supporting Detail 1: Sharon's story

Supporting Point 2: other priorities like career

Supporting Detail 2: example careers that make marriage difficult

Supporting Point 3: desire freedom

Supporting Detail 3: travel, move, choices

Concluding Sentence: People might decide not to get married because of finding the right person, making career a priority, and wanting freedom.

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Exercise 6 Practice Identifying Reasons

Read the following paragraph based on the outline example. Answer the questions that follow.

Some people decide not to get married for several reasons. First of all, maybe these people didn't meet the right person to marry. For example, my friend Sharon wants to marry someone who is smart, handsome, rich, and kind. She wants to wait until she falls in love with this perfect man, so she hasn't gotten married yet, and she is now 58 years old. Secondly, some people think getting married will take their focus away from their career. Some jobs require traveling or long hours at work. For instance, movie directors and journalists often have to travel for long periods of time, so marriage is difficult for those people. Finally, some people don't get married because they want total freedom. If you stay single, you can quit your job, move, date, and try many things without thinking of another person. For all of these reasons, some people decide not to get married.

1. Underline the topic sentence. Where is it located?
2. Circle the transition words. How do they help the reader identify the reasons?

"Writing Skill-Opinion Paragraph" and "Practice Identifying Reasons" are a derivative of "[Low Intermediate ESL Writing](#)" by Heather Zettelmaier licensed under [CC BY-NC-SA 4.0](#)

Writing Prompt

Brainstorm for your paragraph by writing a list, form an outline, and write a first draft for the topic why labor unions are important. Use ideas from the reading Workers' Rights and the History of Labor Unions to help you develop reasons why labor unions are important.

Exercise 7 Brainstorm

Write a list of reasons why labor unions are important.

- 1.
- 2.
- 3.
- 4.
- 5.

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Exercise 8 Outline

Transfer your strongest ideas from your brainstorm into an outline. Expand your ideas by putting examples and explanations.

- Topic Sentence:
- Supporting Point 1:
- Supporting Detail 1:
- Supporting Point 2:
- Supporting Detail 2:
- Supporting Point 3:
- Supporting Detail 3:
- Concluding Sentence:

Exercise 9 Opinion Paragraph Draft 1

Write a rough draft using the outline. Create full sentences that have signal words for each point and for examples.

Canvas and/or Google feature instruction

WEEK 6:

- **Review and Practice:** From Unit 1 of "[Low Intermediate ESL Writing](#)" by Heather Zettlmaier licensed under [CC BY-NC-SA 4.0](#) (pages 3-15)
 - Parts of speech
 - Sentence structure SVO
 - Capitals
- **Review the basics of academic paragraphs:** From Unit 3 of "[Low Intermediate ESL Writing](#)" by Heather Zettlmaier licensed under [CC BY-NC-SA 4.0](#) (pages 21-29)
 - Writing about routines, habits, and traditions
 - Simple Present Verb Tense in a paragraph
- **Canvas and/or Google feature instruction**

WEEK 7:

- **Introduction to narrative paragraphs:** From Unit 4 of "[Low Intermediate ESL Writing](#)" by Heather Zettlmaier licensed under [CC BY-NC-SA 4.0](#) (pages 30-37)
 - Writing about routines, habits, and traditions
 - Simple Present Verb Tense in a paragraph
- **Journal writing (Discussion Boards)**
- **Grammar practice**

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- Canvas and/or Google feature instruction

Week 8:

From Unit 2 of "[Low Intermediate ESL Writing](#)" by Heather Zettelmaier licensed under [CC BY-NC-SA 4.0](#) (pages 38-50)

- Narrative Writing
- Using the Simple Past
- Introduce and Prepare for the Midterm Assignment
- Journal writing (Discussion Boards)
- Grammar practice
- Canvas and/or Google feature instruction

Week 9:

- Introduction to summary writing: From Unit 2 of "[Low Intermediate ESL Writing](#)" by Heather Zettelmaier licensed under [CC BY-NC-SA 4.0](#) (pages 16-19)
- Work on the Midterm Assignment
- Take Midterm
 - [Link to Prof. Pacheco's Midterm Assignment](#)
- Journal writing (Discussion Boards)
- Canvas and/or Google feature instruction

Week 10:

- Academic paragraph writing: Supporting opinions with reasons: From Unit 2 of "[Low Intermediate ESL Writing](#)" by Heather Zettelmaier licensed under [CC BY-NC-SA 4.0](#) (pages 51-61)
- Journal writing (Discussion Boards)
- Grammar practice
- Canvas and/or Google feature instruction

Week 11:

- Complete the academic paragraph on opinion with reason
- Review learnings
- [Introduction to writing without plagiarizing](#) (sourced through Canada College's Library - www.turnitin.com | ©2021 Turnitin, LLC. All rights reserved.)

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- **Forms of plagiarism** - [“The Many Flavors of Plagiarism”](#) - Source: [plagiarismcheck.org](#)
- **Analysis of examples of plagiarism**
- **How to “borrow” someone else’s ideas correctly**
- **Use Library resources for this, too.**
- [How to paraphrase](#) - Source: [plagiarismcheck.org](#)
- **Canvas and/or Google feature instruction**

Week 12: (Links to be provided by instructors.)

- Debrief learnings from taking midterm
- What are the takeaways to help prep for final
- Review academic paragraph essentials
- Introduction to compare/contrast paragraph
- Canvas and/or Google feature instruction

Week 13: (Links to be provided by instructors.)

- Introduction to Cause/Effect paragraph
- Follow the writing process steps to compose a cause/effect paragraph
- Grammar practice
- Canvas and/or Google feature instruction

WEEKs 14-18: Multiple Paragraphs and Essays

- Introduction to the classic 5-paragraph essay
 - Thesis statement:
 - Purpose and style
 - Models to analyze
 - Introductory paragraph:
 - Funnel style
 - From general to specific
 - Lead to thesis statement
 - Thesis statement
 - Body paragraphs that follow academic paragraph structure
 - Clear and direct TS
 - Sufficient support:
 - 2-3 main points per body paragraph

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- A variety of types of supporting details
- Transitions (words and phrases) that lead from one main point to another
- End with a concluding sentence or bridge sentence that leads to next body paragraph
- Concluding paragraph:
 - Begin with a transition word/phrase
 - Summarize main points of essay
 - Refer back to/rephrase thesis statement
 - End with a final note/comment for the reader to consider
 - Do not introduce new ideas

From Chapter 4: pages 44-46:

Writing Skill-Multiple Paragraphs

All sentences in a paragraph should focus on one idea. Sometimes paragraphs can get long, and writers should reflect on the supporting points to see if the paragraph can be broken into two. For example, you will write about reasons why people immigrate. However, this can be broken down into reasons that push people out of their country and factors that pull people to the country they immigrate to. You will follow the writing process of brainstorming, outlining, and drafting about why people immigrate. You will write two paragraphs: why people leave their country (push) and why people enter another country (pull).

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Exercise 6 Brainstorm

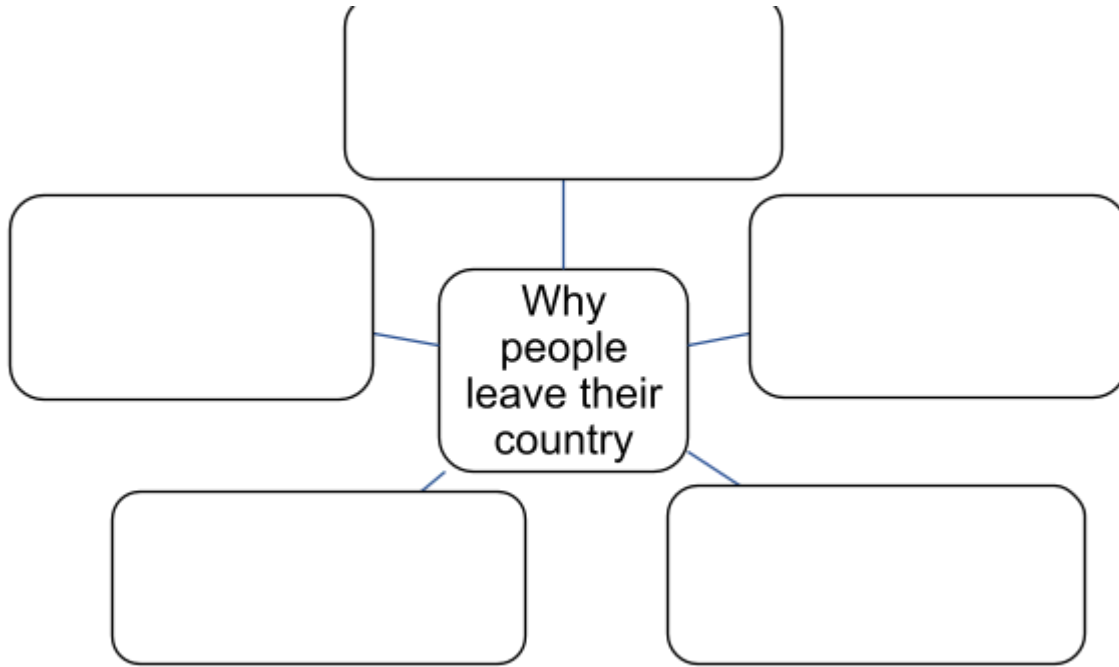


Figure 6 Why People Leave Their Native Country

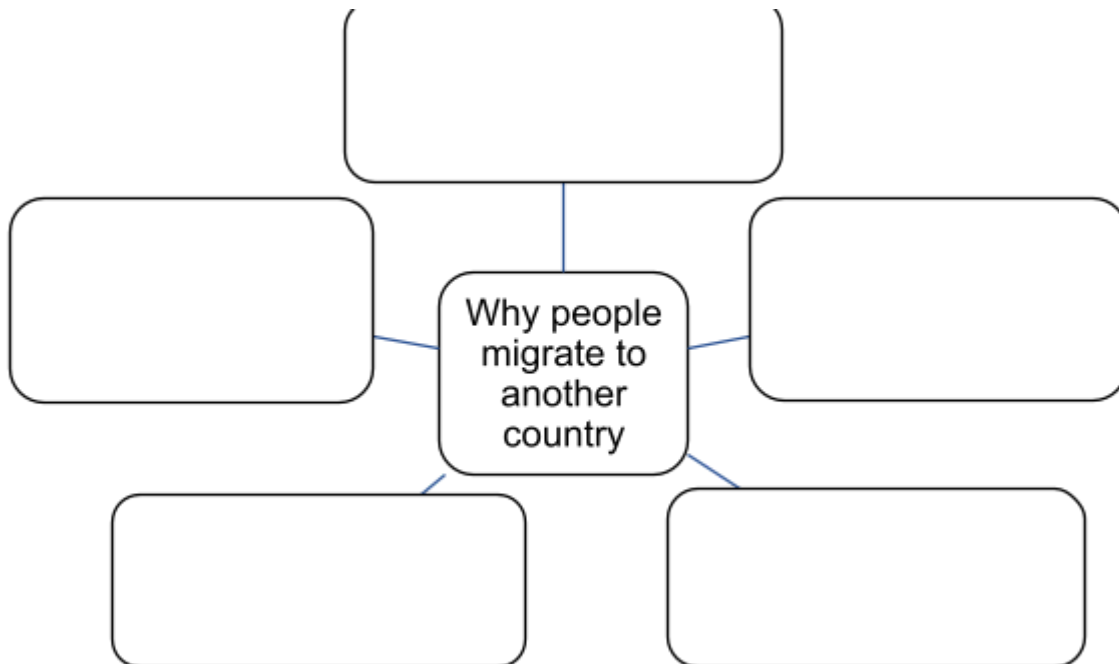


Figure 7 Why People Migrate to Another Country

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Exercise 7 Outline

Transfer your strongest ideas from your brainstorm into an outline. Expand your ideas by putting examples and explanations.

Topic Sentence:

Supporting Point 1:

Supporting Detail 1:

Supporting Point 2:

Supporting Detail 2:

Supporting Point 3:

Supporting Detail 3:

Concluding Sentence:

Topic Sentence:

Supporting Point 1:

Supporting Detail 1:

Supporting Point 2:

Supporting Detail 2:

Supporting Point 3:

Supporting Detail 3:

Concluding Sentence:

Exercise 8 Immigration Paragraphs Draft 1

Write a rough draft using the outline. Create full sentences that have signal words for each point and for examples. Use a separate piece of paper.

From Chapter 5: pages 52-54:

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Writing Skill-Introduction to Essays

Paragraph to Essay

Recall that a paragraph has three major components: a topic sentence (main idea), supporting details (the body), and a concluding sentence. An essay also has three major parts: an introductory paragraph, a body (supporting paragraphs), and a conclusion paragraph. In this unit, you will learn about the parts of an essay in more detail. In Chapter 4, you wrote two paragraphs about immigration. These paragraphs will be the body of your first essay.

Introductory Paragraphs

The first paragraph of an essay is called the introduction. Typically, instructors want a hook, connecting information, and a thesis statement. The hook is a sentence that attracts the reader's attention; however, it is important to note that once you have the reader's attention, you need to try to keep it. The thesis statement is similar to a topic sentence in that it states the main idea of the essay. In this section, we will focus on the first two parts of an introductory paragraph. We will learn about the thesis statement soon.

Strategies

There are several strategies for the introductory paragraph. More than one strategy can be used.

Definition: Define key concepts that are the focus of the essay.

Surprising facts or statistics: Provide statistics and facts

Funnel: A funnel is like an upside-down triangle. The paragraph begins with a general statement and then the sentences become more and more specific.

Historical Background: Explain the history of the topic. What is the relationship between groups involved? Has there been conflict? This strategy usually involves dates.

Quotation (Expert or Expression): Use a quote or expression related to the topic. The quote should be from an authority or expert on the topic. The expression can be cultural like a proverb.

Anecdote: Tell a story of someone or something that is related to the topic of your essay. For example, if your essay is about immigration (which it is!), then tell the story of an immigrant.

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Exercise 5

Look at the three example introductory paragraphs. Identify which strategies are used in each paragraph. More than one strategy per paragraph is possible. Underline the thesis statement.

Example Introduction 1

There is a famous expression in English: "Stop the world, I want to get off!" This expression refers to a feeling of panic, or stress, that makes a person want to stop whatever they are doing, try to relax, and become calm again. 'Stress' means pressure or tension. It is one of the most common causes of health problems in modern life. Too much stress results in physical, emotional, and mental health problems.

Example Introduction 2

First generation immigrants are people that decided to immigrate to another country looking for a better way of life. Through the years, most of these immigrants get established and overcome economical hardships. At the same time that these foreign people begin to form their families in the country where they immigrate, they start to provide to their children who are the second generation immigrants, better opportunities to live. As immigrants there are some contrasts between both of these groups, such as economic and educational success, social beliefs, and social relationships.

Example Introduction 3

United States immigrant history can be found since first English colonists stepped on this land. By the 1960s, United States had become first choice for immigrants. About one-fifth of world immigrants now live in United States (Zong, Batalova, and Hallock). By 2016, United States immigrant population already pass 43.7 million, about one-eighth of total US population. In this large group, Asians and Hispanics are the top two immigrant sources. A recent study shows there are big differences between the first generation and second generation of Asian and Hispanic immigrant by comparing data of education, social views, and identity from each.

Example introduction 1 strategies: List the strategies you find.

Example introduction 2 strategies: List the strategies you find.

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Example introduction 3 strategies: List the strategies you find.

Which introductory paragraph is your favorite? What features of this paragraph do you like?

“Example Paragraph 1” is derived from “[Writing for Success](#)” by Tara Horkoff and Scott McLean licensed [CC BY-NC-SA](#).

Immigration Essay Introduction Draft

Exercise 6

Write an introductory paragraph for the two body paragraphs you wrote about in Chapter 4. Your draft does not need to include a thesis statement because we will learn that skill in Chapter 6. Be sure to use one or more of the strategies you learned in this chapter.

There’s also some great grammar - sentence level stuff - in this material starting in Ch. 9.

The Writing Process: Steps of the writing process explained and chunked down piece by piece

- **Stage 1: Pre-writing steps**
 - **BRAINSTORM:**
 - Understand the prompt and assignment
 - Brainstorm topics
 - Choose 1 topic to write about
 - Brainstorm support for that topic
 - **ORGANIZE + OUTLINE:**
 - Narrow down support to 2-3 main points
 - Choose supporting details for each main point
 - Compose simple outline with these 2-3 main points and support for each
 - Write detailed outline to include transitions and signals
- **Stage 2: Writing steps**
 - **WRITE DRAFT 1**
 - Follow detailed outline and make changes as necessary
 - Be sure to have a focused TS, sufficient SS, and a CS
 - Refer back to the writing prompt and assignment to be sure you’re satisfying the requirements

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- **Be prepared for a Peer Review**
- **Stage 3: Post-writing steps: Review, Revise, Rewrite, Repeat**
 - **Conduct a peer review**
 - Refer back to the writing prompt, assignment, and grading rubric
 - Use the peer review checklist to guide you
 - Complete the tasks on the peer review checklist
 - Make **revisions** based on peer review
 - **Rewrite** = Draft 2
 - **Submit Draft 2** to professor for feedback
 - **REPEAT:**
 - Study and understand professor feedback
 - Use proofreading symbols sheet
 - Incorporate professor feedback – make revisions
 - Rewrite
 - Submit final academic paragraph for a writing grade
 - **Skill Building for each component of an academic paragraph:**
- **The PARTS OF A PARAGRAPH:**
 - **Intro:** Topic sentence (topic + controlling idea)
 - **Body:** Supporting sentences:
 - 2-3 main points
 - supporting details
 - transitions between main points
 - signal phrases/words to introduce reasons, examples, explanations, etc.
 - **Conclusion: CS:**
 - Summarize main points
 - Refer back to TS
- **Activities for skill building:**
 - Identifying parts of a paragraph - model paragraphs
 - Mix up sentences (sentence scramble)
 - Use true student models to show how it looks
 - Go from paragraph to outline
 - Go from outline to paragraph
- **Topic Sentence Skill building:**
 - **TS = T + CI**
 - **What is a topic?** Examples of broad and narrow (more specific) topics
 - **What is a controlling idea?** Helps to narrow topic to fit into 1 paragraph

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- **Activities:**
 - Models missing TS: multiple choice
 - Models missing TS: write the TS
 - Compare/contrast
- **Supporting Sentences Skill building:**
 - **Main points vs. supporting details**
 - **Main points:** examples from model paragraphs
 - Understanding main points: Categories such as advantages, disadvantages, types, steps, etc.
 - Transitioning between main points: phrases, etc.
 - **Supporting Details:** Reasons, examples, descriptions, explanations, details, facts, statistics, anecdotes
 - Use a variety of details
 - Choose the best supporting details for each main type
 - Provide sufficient support for the reader to understand
 - Signal words and phrases that introduce different types of supporting details
- **Concluding Sentence Skill building:**
 - What is the purpose of CS? To wrap up the paragraph (complete it)
 - CS must refer back to the TS
 - CS can summarize main points of paragraph
 - Only one sentence
 - Can include a final thought
- **Skill building for a Timed Writing:**
 - Practice with understanding the prompt
 - Practice with brainstorming
 - Practice with organizing and outlining paragraph
 - Practice a DETAILED outline
 - Practice writing the paragraph
 - Use a checklist to see if you've followed the steps and if you've included all necessary items

Part 2 of Textbook: Grammar for ESL 923 (GP)

The following exercises are taken from ESL Grammar The Way You Like It by Don Bissonnette

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1. High-intermediate-level grammar structures (Taken from ESL 923 COR)

A. Adjectives

- 1.5.8: Adjective and Adverbs of Manner
- 1.4: Adjectives and Adverbs (taken from College ESL Writers--Applied Grammar and Composing Strategies for Success)
-

B. Adverbs

- 2.6.1: The Comparative and the Superlative of Adjectives and Adverbs of Manner
- 2.6.2: Comparative of Adjectives and Adverbs
- 2.6.3: Superlative of Adjectives and Adverbs.

C. Noun clauses

- 5.5: Noun Clauses
- Phrases
- 1.5.5: Prepositions (Prepositional Phrases)
- 4.7.1.1.1.1.1: Relative Clauses (That)

D. Direct and reported speech

- 5.6: Quoted Speech versus Reported Speech

E. Sentence transitions

- 5.9: Academic Writing Overview
- 5.13: Transition Words (Review)
- 5.13.1: Transition Words Used as Conjunctive Adverbs versus Introducers and Interrupters
- 5.13.1.1: Conjunctive Adverbs- Sentence Connectors versus Inserters
- 5.13.1.1.1: Transitions Exercise- Traveling to Nashville by Bus or by Car

F. Expansion of structures from previous levels

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APPENDIX:

Appendix A:

The Writing Process: Steps of the writing process

a. Stage 1: Pre-writing steps

i. BRAINSTORM:

1. Understand the prompt and assignment
2. Brainstorm topics
3. Choose 1 topic to write about
4. Brainstorm support for that topic

ii. ORGANIZE + OUTLINE:

1. Narrow down support to 2-3 main points
2. Choose supporting details for each main point
3. Compose simple outline with these 2-3 main points and support for each
4. Write detailed outline to include transitions and signals

b. Stage 2: Writing steps

i. WRITE DRAFT 1

1. Follow detailed outline and make changes as necessary
2. Be sure to have a focused TS, sufficient SS, and a CS
3. Refer back to the writing prompt and assignment to be sure you're satisfying the requirements

ii. Be prepared for a Peer Review

c. Stage 3: Post-writing steps: Review, Revise, Rewrite, Repeat

i. Conduct a peer review

1. Refer back to the writing prompt, assignment, and grading rubric
2. Use the peer review checklist to guide you
3. Complete the tasks on the peer review checklist

ii. Make revisions based on peer review

iii. Rewrite = Draft 2

iv. Submit Draft 2 to professor for feedback

v. REPEAT:

1. Study and understand professor feedback
2. Use proofreading symbols sheet
3. Incorporate professor feedback – make revisions
4. Rewrite
5. Submit final academic paragraph for a writing grade

● **Introduce the basic academic paragraph**

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Appendix B:

(To be added to by instructors.)