

Lesson Plan 1 (3.3.14): Introductions & “What is a Thesis-Part I”

Objective: Students will be able to define what a thesis is and start to identify strong and weak theses.

Activity	Materials	Details
Writing Prompt (10 min.)	-Notebook -Something to write with	10 minute writing prompt for assessment. 5 paragraph essay: “Why are you studying music?”
Introductions (15-20 min.)	-Notebook -Something to write with	<p>Have students pair up and introduce one another with these questions:</p> <ol style="list-style-type: none"> <li>1.) Name</li> <li>2.) Where are you from?</li> <li>3.) How long have you been studying English?</li> <li>4.) How long have you been in the U.S.?</li> <li>5.) What are you studying?</li> <li>6.) Why did you decide to take this class?</li> </ol> <p>Once finished: ask students where they are in their writing: Dissertation, GWE, Proposal, research class, etc.</p>
Describe objective of class/guidelines (5 min.)	n/a	<p>-Objective: Prompt each week. Improve writing; we will also go over grammar and anything that comes up.</p> <p>-Guidelines:</p> <ol style="list-style-type: none"> <li>1. Not a required class but please let me know if you can’t make it.</li> <li>2. Keep cell phones silent</li> <li>3. Open zone, no silly questions.</li> <li>4. Bring notebook to class</li> </ol> <p><b>Ask: Do any of you have something you want to go over, study?</b></p>
What is a Thesis? (5-10 min.)	-Something to write on	<ol style="list-style-type: none"> <li>1. Ask students what they think a thesis is</li> <li>2. Define</li> </ol>
Ex. of Good/Bad Theses (5-10 min.)	n/a	-List example sentences

Great link to what a thesis is: <https://writingcenter.unc.edu/handouts/thesis-statements/>

Lesson Plan 2 (3.12.14): Introductions & “What is a Thesis-Part II”

Objective: Students will review what defines a thesis and identify strong and weak theses.

Activity	Materials	Details
Welcome Back/Announcements (3 min.)	n/a	Welcome students back and announce English conversation hang on Thursday, 3.13.14.
Go over critiques from first essay sample from last week (10 min.)	-Notebook -Board to write on/computer	1.) Explain my rubric (see below, from Nation, 2009) and go over vocabulary that could present problems: coherence, richness, accuracy, complexity, content 2.) Discuss the overall issues: a.) Grammar, tense agreement b.) Transitions, lack of focus 3.) Pass these out and let students know they can ask questions after class.
Review what defines a thesis (10 min.)	-Notebook -Board to write on/computer	1.) Have class lead this discussion. Have them read the guidelines of a thesis again and expand. 2.) Review 3-part essay to remind students what to focus on for their prompt.
Writing Prompt (10 min.)	-Paper to write on (notebook)	“Why is practicing important?”
Identifying Good/Bad Theses (10 min.)	-Handout from me	1.) Have the students partner up and discuss if these are good or bad theses and why. 2.) Ask students to share in class, discuss together.

Rubric from Nation (2009)

Student Name:

Date of writing:

Aspects of writing	Comments
<b>Richness of vocabulary</b> 1-----2-----3-----4-----5	
<b>Mechanics (spelling, punctuation)</b> 1-----2-----3-----4-----5	
<b>Grammatical accuracy and complexity</b> 1-----2-----3-----4-----5	
<b>Organization and coherence</b> 1-----2-----3-----4-----5	
<b>Content</b> 1-----2-----3-----4-----5	

Other Comments:

## To Review

- 1.) A thesis combines two things:
  - a. What is the topic
  - b. What is important about it?
- 2.) It is a complete sentence that is NOT a question
- 3.) A thesis narrows down a topic to a specific focus of research
- 4.) It establishes a direction for your entire paper
- 5.) Everything in the body of your paper should point towards your thesis
- 6.) It is always stated in the introduction

## Some questions you want to ask yourself when writing a thesis:

- 1.) Is this a complete sentence (and not a question)?
- 2.) Does it have an opposing argument?
- 3.) Is every word clear and unambiguous in meaning?
- 4.) Is the sentence a dead end or does it call for additional information and explanation?
- 5.) Does the statement make such a large claim that you believe the writer has no hope of proving it to be true?

The North and South fought the Civil War for many reasons, some of which were the same and some different.

Not just empty stories for kids, fairy tales shed light on the psychology of young children.

Stravinsky's *Rite of Spring* was a very important piece.

Violence on television can be harmful to children.

Grades should be eliminated because they cause anxiety and put unnecessary pressure on students.

Essay writing is a process that can be learned, but it takes time, patience, and hard work.

Lesson Plan 3 (3.13.14): "What is a Thesis-Part III"

Objective: Students will identify strong and weak theses and practice writing their own thesis statements.

Activity	Materials	Details
Welcome and hand back essays (5 min.)	n/a	Discuss some of the main issues in the essay: 1.) Clear thesis statements 2.) Grammar
Review the Good/Poor activity from yesterday and practice more sentences (15 min.)	-Handout -Writing utensil	Put class in small groups to discuss the worksheet. Make sure students explain why the thesis statement is good or bad. Have students fix poor thesis statements in their own words.
Writing your own thesis statement (15-20 min.)	-Handout -Writing Utensil	Use hand out below with titles of possible writing prompts and have students write a thesis statement in relation to the title. Students can work alone or in pairs. A discussion in class will follow as we critique each other's statements.
If time: Writing Prompt (10 min.)	-Paper to write on (notebook)	"How is the U.S. different from your country of origin?" 1.) Review 3-part essay to remind students what to focus on in their essay.

**Good or Bad Thesis Statements? Explain:**

This paper will consider the advantages and disadvantages or certain restrictions on free speech.

Teenagers should not get married because it isn't good for them or their families.

High school graduates should be required to take a year off to pursue community service projects before entering college in order to increase their maturity and global awareness.

Female musicians are becoming more popular throughout the world.

The number of persons infected with AIDS in the continent of Africa continues to grow due to the inhabitants' lack of education about the sexually transmitted disease and its methods of prevention.

Because our planet's health may depend upon biological diversity, we should save the whales.

**Create a possible thesis statement from the essay title below:**

“Why is practicing important?”

“Is learning how to read music more important than being able to play by ear? Why or why not?”

“Research is important to the field of music.”

Lesson Plan 4 (3.17.14): “What is a Thesis-Part IV (Review)”

Objective: Students will identify strong and weak theses and practice writing their own thesis statements.

Activity	Materials	Details
Welcome and hand back essays (5 min.)	n/a	Discuss some of the main issues in the essay: 1.) Clear thesis statements 2.) Grammar
Review what makes a strong thesis statement (5 min.)	-Computer worksheet from Lesson 1	Quickly review what makes a strong thesis with the class. Simply refresh their memory.
Practice identifying good and bad thesis statements (7 min.)	-Handout below -Writing utensil	Put class in small groups to discuss the worksheet. Make sure students explain why the thesis statement is good or bad. Have students fix poor thesis statements in their own words.
Discuss why the thesis statements were strong or weak (10 min.)	-Handout	Discuss out loud with class why the statements were strong or weak.
Writing your own thesis statement (15-20 min.)	-Handout -Writing Utensil	Use hand out below with titles of possible writing prompts and have students write a thesis statement in relation to the title. Students can work alone or in pairs. A discussion in class will follow as we critique each other’s statements.
If time: Discuss student written thesis statements (10 min.)	n/a	Put a few thesis statements on the board anonymously. Have students turn in thesis statements to critique.

Student Name:

Date of writing:

Aspects of writing	Comments
<b>Richness of vocabulary</b> 1-----2-----3-----4-----5	
<b>Mechanics (spelling, punctuation)</b> 1-----2-----3-----4-----5	
<b>Grammatical accuracy and complexity</b> 1-----2-----3-----4-----5	
<b>Organization and coherence</b> 1-----2-----3-----4-----5	
<b>Content</b> 1-----2-----3-----4-----5	

Other Comments:

## To Review

- 1.) A thesis combines two things:
  - a. What is the topic
  - b. What is important about it?
- 2.) It is a complete sentence that is NOT a question
- 3.) A thesis narrows down a topic to a specific focus of research
- 4.) It establishes a direction for your entire paper
- 5.) Everything in the body of your paper should point towards your thesis
- 6.) It is always stated in the introduction

Some questions you want to ask yourself when writing a thesis:

- 1.) Is this a complete sentence (and not a question)?
- 2.) Does it have an opposing argument?
- 3.) Is every word clear and unambiguous in meaning?
- 4.) Is the sentence a dead end or does it call for additional information and explanation?
- 5.) Does the statement make such a large claim that you believe the write has no hope of proving it to be true?

**Good or Bad Thesis Statements? Explain:**

Music is a worthwhile career because it's fun and nice.

It is important to receive a college degree because it can help you get a job.

Facebook has significantly contributed to globalization, by allowing relationships and partnerships to develop despite national borders and time zones.

Children should all eat more ice cream because it will make them happy.

Nursing requires not only substantial education but also perfect self-discipline and enhanced professional ethics.

*The Adventures of Tom Sawyer* is Mark Twain's best novel because of its use of satire, imagery, and symbolism.

**Create a possible thesis statement from the essay title below:**

“Why is practicing important?”

“Is learning how to read music more important than being able to play by ear? Why or why not?”

“Research is important to the field of music.”

Lesson Plan 5 (3.13.14): Transitional Words & Organizing Our Thoughts

Objective: Students will receive a list of transitional words to use in their essays and learn how to effectively organize their thoughts before they begin to write.

Activity	Materials	Details
Welcome and hand back essays (5 min.)	n/a	Discuss some of the main issues in the essay: <ol style="list-style-type: none"> <li>1.) Specificity</li> <li>2.) Grammar</li> </ol>
Transitional Words (5-10 min.)	-Website -PDF of Transitional words	Show students pdf of transitional/linking words. Put students on the spot to try and use some of these words/phrases. This will be more of a tool for their private use.
Organizational Tools-Cluster Chart (10 min.)	-Handout (or computer) -Notebook -Writing utensil	Discuss how organizational tools can help them before they write. <ol style="list-style-type: none"> <li>1.) Cluster Chart: Ask how they think this is used. Have student give an example. Ask for understanding.</li> <li>2.) Partner up and try! Topic: "Why is practicing important?"</li> <li>3.) Have students share some examples.</li> </ol>
Organizational Tools-Venn Diagram (10 min.)	-Handout (or computer) -Notebook -Writing utensil	<ol style="list-style-type: none"> <li>1.) Venn Diagram: Ask what this is for: specifically for an essay asking you to choose a side.</li> <li>2.) Partner up (new partner) and try! Topic: "Is it better to play by ear or read music? Defend your point of view and address the opposition."</li> <li>3.) Have students share some examples.</li> </ol>
Organizational Tools-Brainstorming an Essay (10 min.)	-Handout (or computer) -Notebook -Writing Utensil	<ol style="list-style-type: none"> <li>1.) Organizing an Essay: Have a student explain how they think you could use this? Clarify anything. State how you can use your transitional words here.</li> <li>2.) Partner up (new partner) and try! Topic: "Why is music important to society?"</li> </ol>

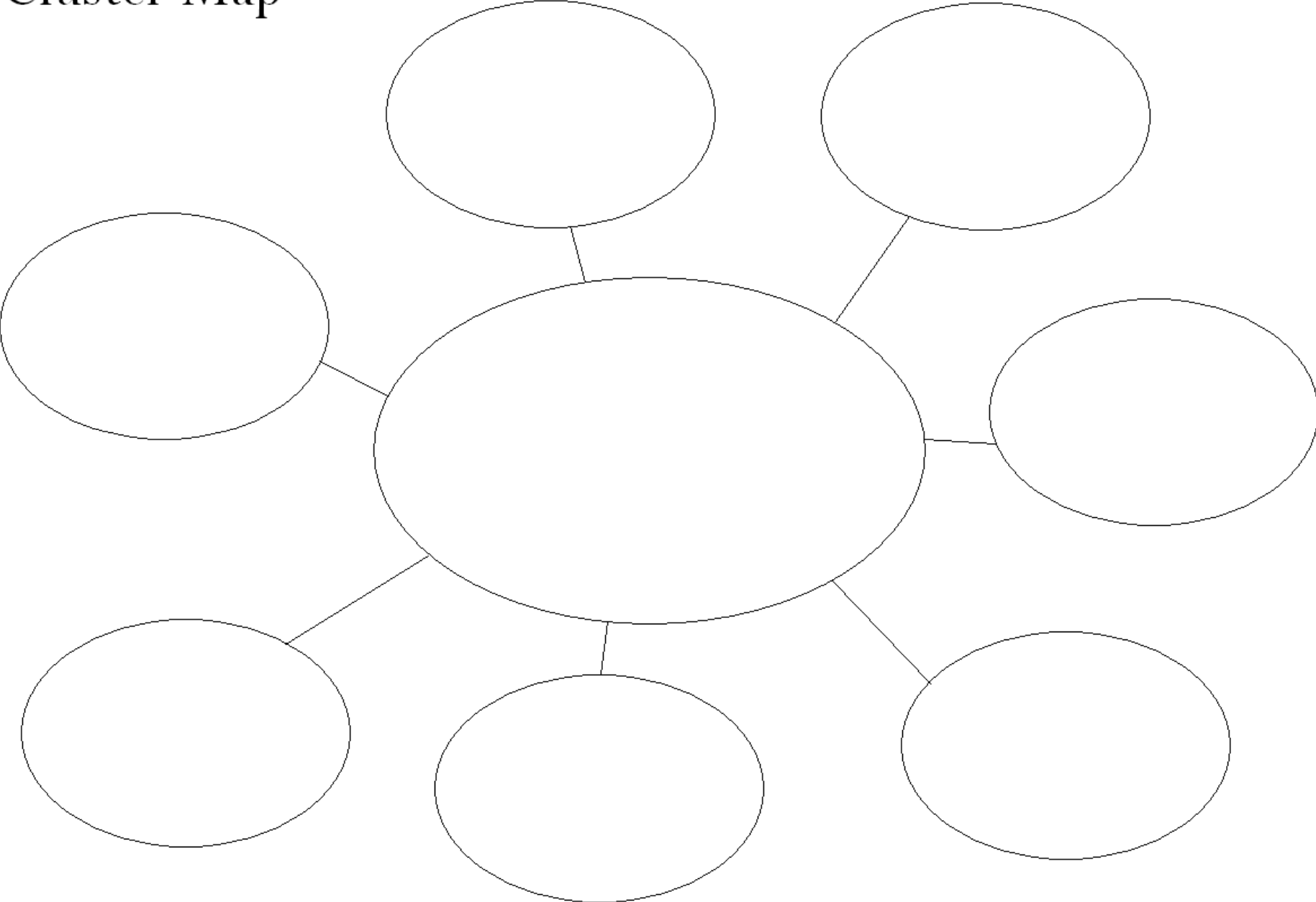
Writing Prompt (10 min.)	-Paper to write on (notebook)	“How is the U.S. different from your country of origin?” Using the tools we just used, take a few minutes to organize your thoughts and then begin writing.
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Transitional Words Website: <http://www.smart-words.org/linking-words/transition-words.html>

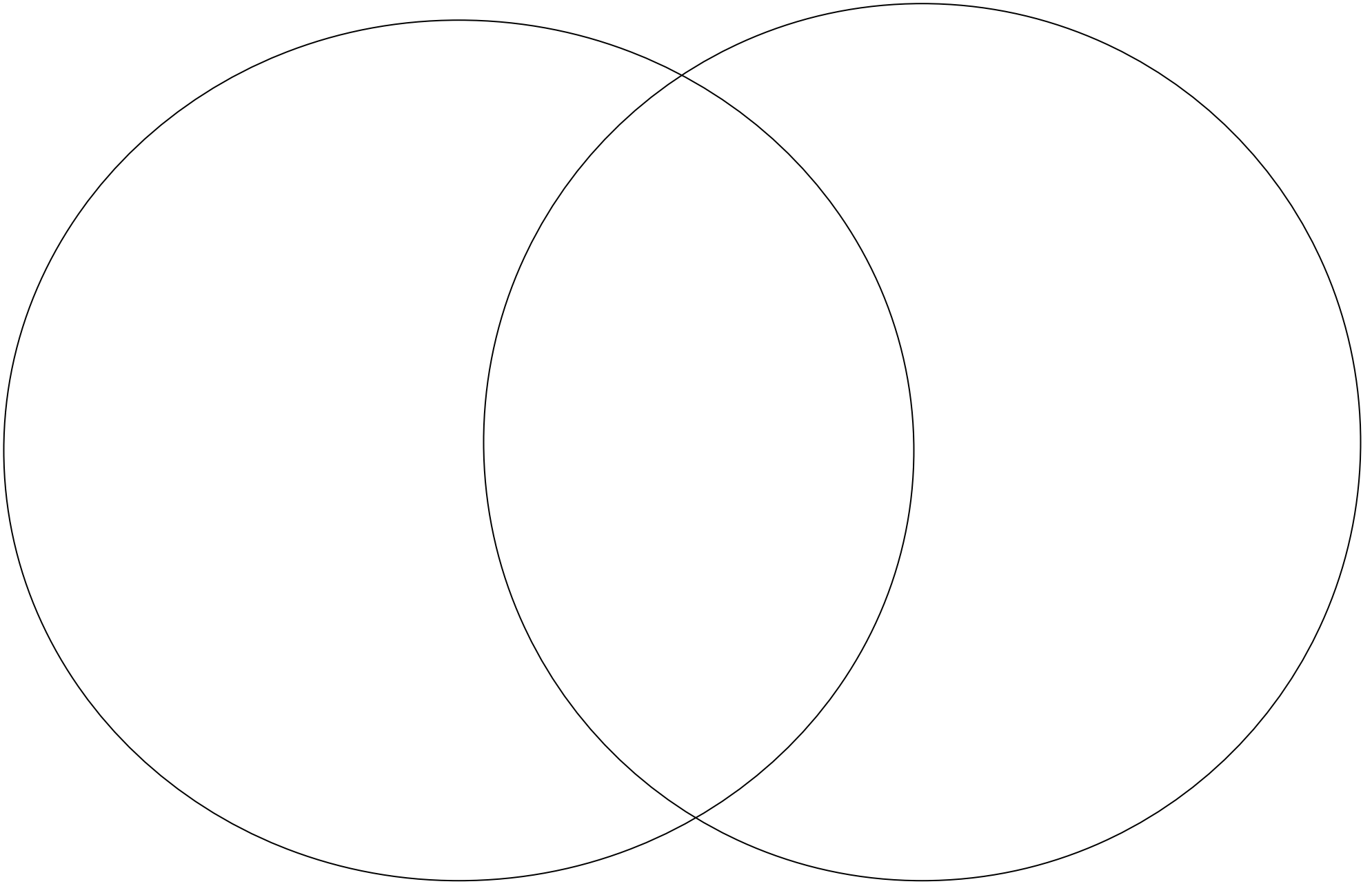
PDF:

<file:///Users/seversar/Documents/Alyssa%20UNT/Writers%20Workshop/Transitional%20Linking%20Words.pdf>

# Cluster Map



# VENN Diagram



# Organizing an Essay

Topic Sentence:

Transition word/phrase:

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Transition word/phrase:

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Reason 1:

Reason 2:

Supporting Details:

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Supporting Details:

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Closing sentence (final chance to argue):

Lesson Plan 6 (3.31.14): Organizing Your Thoughts Continued

Objective: Students will receive a list of transitional words to use in their essays and learn how to effectively organize their thoughts before they begin to write.

Activity	Materials	Details
Welcome back!	n/a	n/a
Review of Organizational tools (10-15 min.)	<ul style="list-style-type: none"> <li>-Handout (or computer)</li> <li>-Notebook</li> <li>-Writing utensil</li> </ul>	<ol style="list-style-type: none"> <li>1.) Cluster Chart/Mind Map               <ol style="list-style-type: none"> <li>a.) Practice quickly together</li> </ol>               “Taking private lessons at a young age is beneficial”             </li> <li>2.) Venn Diagram               <ol style="list-style-type: none"> <li>a.) Practice quickly together</li> </ol> </li> </ol>
Organizational Tools-Brainstorming an Essay (10-15 min.)	<ul style="list-style-type: none"> <li>-Handout (or computer)</li> <li>-Notebook</li> <li>-Writing Utensil</li> </ul>	<ol style="list-style-type: none"> <li>1.) Organizing an Essay: Have a student explain how they think you could use this? Clarify anything. State how you can use your transitional words here.</li> <li>2.) Partner up (new partner) and try! Topic: “Why is music important to society?”</li> <li>3.) Discuss as a class</li> </ol>
Writing Prompt (15 min.)	-Paper to write on (notebook)	<p>“How is the U.S. different from your country of origin?” Using the tools we just used, take a few minutes to organize your thoughts and then begin writing. <i>Explain that we will peer review each other’s work next week.</i></p>

Transitional Words Website: <http://www.smart-words.org/linking-words/transition-words.html>

PDF: <file:///Users/seversar/Documents/Alyssa%20UNT/Writers%20Workshop/Transitional%20Linking%20Words.pdf>

Lesson Plan 7 (4.7.14): Peer Editing & Academic Papers

Objective: Students will peer review each other's essays with the adapted peer review document (from professor Christina Casey). They will also be able to understand the formula of a strong academic paper.

Activity	Materials	Details
Hand back papers and explain peer review document below (10 min.)	-Partner essay to edit -Peer Review Doc. (below) -Writing utensil	1.) We will read the Peer Review document together in class, go over any questions to clarify activity. <b>**Address plagiarism; explain that it's NOT allowed in U.S. writing.</b>
Peer Review (10 min.)	-Partner essay to edit -Peer Review Doc. (below) -Writing utensil	Students will work for 10 min. reviewing their partner's essay with the peer review document.
In class silent review (10 min.)	-Handout (or computer) -Notebook -Writing Utensil	Students will receive their essay back from their partner and look over the edits and peer review.
Discuss "Pattern of Academic Articles & Papers" (10 min.)	-Paper to write on (notebook)	1.) Review the flow chart below and ask if students have questions 2.) Go to a scholarly journal article and have students circle and label the flow chart ideas that are in the article.
Flow Chart & Journal Article (10 min.)	-Copy of Journal article, "Shaken, Not Stirred: Practical Ideas for Addressing Vibrato and Nonvibrato Singing in the Studio and the Choral Rehearsal" (Nix)	1.) Show students how to get to articles (Music Index) 2.) Put students in 3 groups 3.) Have students label parts of this essay from the vocab from the flow chart 4.) Discuss

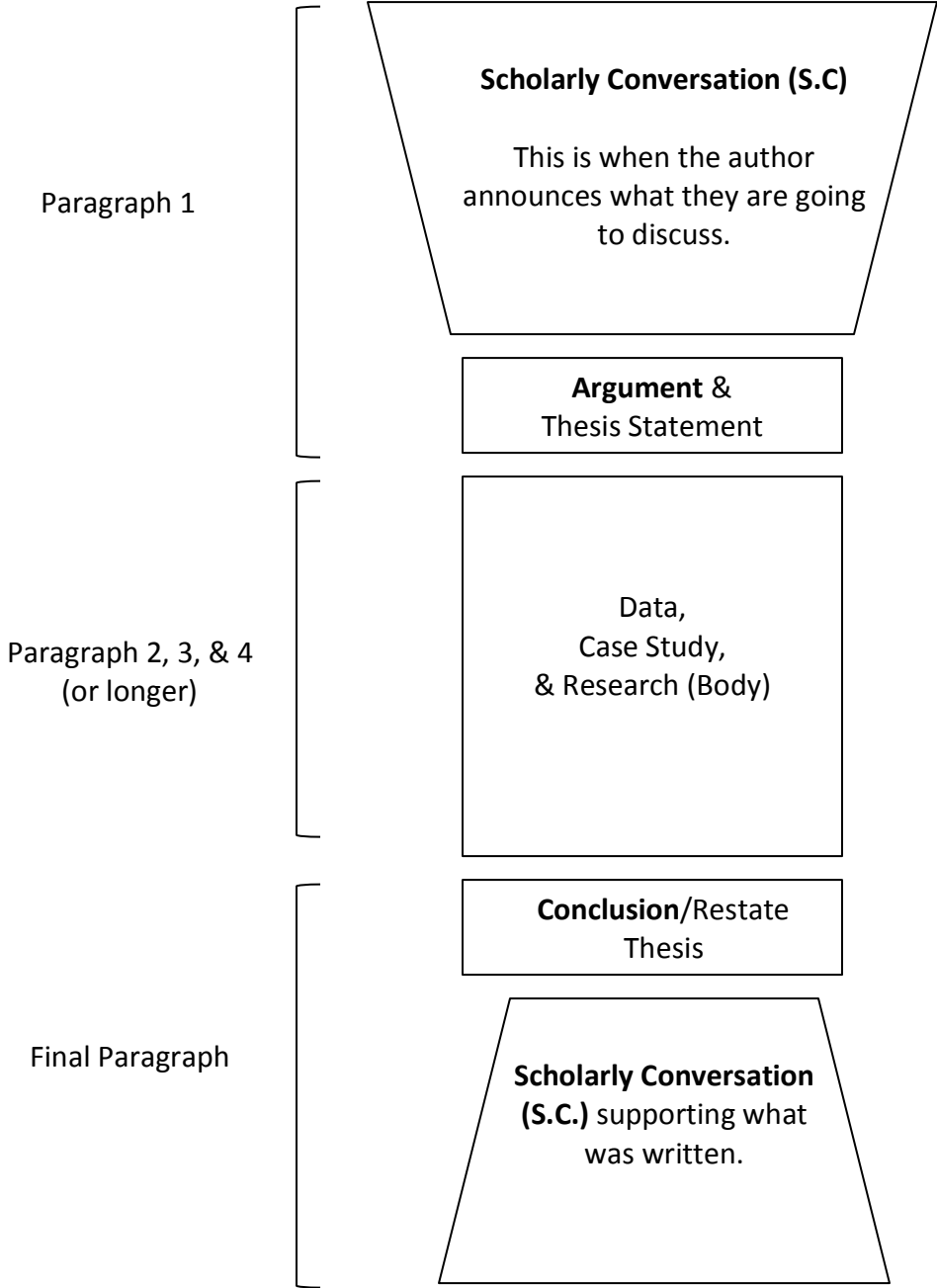
*Please use this guide to peer-review an essay. Your editing can really help improve someone else's paper, and it is very helpful for your own writing to analyze and edit another's work. Often we can see what's missing or what works in someone else's writing that we are blind to in our own writing.*

*Because the author of the essay will see your answers, please answer thoughtfully. And please be very specific.*

1. A writer promises to do something. What does this writer promise to do, in other words, what **point** is the writer trying to make?
2. Does the writer have an identifiable thesis statement? If so, what is it? (Please copy down the thesis statement from their paper)
3. Is the paper well organized and easy to read? That is, is there an order to the essay? If not, where does the writer lose us, and why?
4. Has the writer left out any important details or arguments that would help us understand the essay better? Has the writer included details or arguments not connected with the ideas being discussed? Please provide examples.



# Academic Paper Flow Chart



Lesson Plan 8 (4.14.14): **Deciphering Scholarly Writing & Graduate Writing Exam (GWE) Practice**

Objective: Students will be able to decipher and understand the organization of scholarly writing and then gain helpful practice for their GWE and put all that we've learned this semester to use.

Activity	Materials	Details
Review "Academic Paper Flow Chart" (5-10 min.)	-n/a	1.) Have students explain the flow chart to me.
Flow chart in action (10 min.)	-Copy of Journal article, "Shaken, Not Stirred: Practical Ideas for Addressing Vibrato and Nonvibrato Singing in the Studio and the Choral Rehearsal" (Nix)	1.) Put students in 3 groups 2.) Have students label parts of this essay with the vocab from the flow chart 3.) Discuss
Questions to Ask	-Computer and/or handout	Give the students the questions they can ask themselves about scholarly articles (below). They can use these questions to practice on their own.
In class writing prompt (5 min.)	-Computer/Board -Paper -Writing Utensil	Discuss the sample question from the GRE website (link below). Ask students what they think is the most important to focus on.
Essay practice (20-30 min.)	-Paper to write on (notebook)	Give students time to write their essays and turn into me.

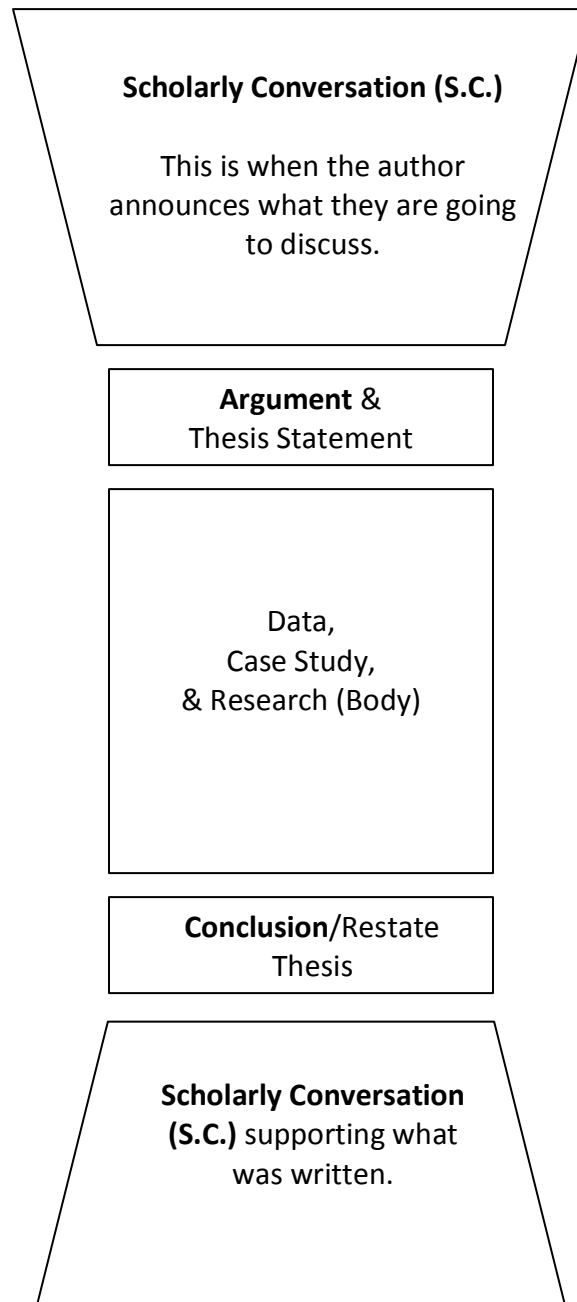
GRE Prompt: [http://www.ets.org/gre/revised\\_general/prepare/analytical\\_writing/issue/sample\\_task](http://www.ets.org/gre/revised_general/prepare/analytical_writing/issue/sample_task)

**Prompt Question:**

As people rely more and more on technology to solve problems, the ability of humans to think for themselves will surely deteriorate.

Discuss the extent to which you agree or disagree with the statement and explain your reasoning for the position you take. In developing and supporting your position, you should consider ways in which the statement might or might not hold true and explain how these considerations shape your position.

# Academic Paper Flow Chart



## Questions to ask oneself about scholarly articles

- 1.) What is the argument the author is making?
- 2.) Why is the article or idea of the author important?
- 3.) What are the main ideas of the article?
- 4.) What has the author concluded from his/her argument?
- 5.) Is this author's article important to the field, why or why not?

Lesson Plan 9 (4.21.14): **Graduate Writing Exam (GWE) Practice**

Objective: Practice writing an exam like that of the GWE or the GRE.

Activity	Materials	Details
In class writing prompt (15 min.)	-Computer/Board -Paper -Writing Utensil	Discuss the sample question from the GRE website (link below). Ask students what they think is the most important to focus on.
Essay practice (35 min.)	-Paper to write on (notebook)	Give students time to write their essays and turn into me.

GRE Prompt: [http://www.ets.org/gre/revised\\_general/prepare/analytical\\_writing/issue/sample\\_task](http://www.ets.org/gre/revised_general/prepare/analytical_writing/issue/sample_task)

**Prompt Question:**

As people rely more and more on technology to solve problems, the ability of humans to think for themselves will surely deteriorate.

Discuss the extent to which you agree or disagree with the statement and explain your reasoning for the position you take. In developing and supporting your position, you should consider ways in which the statement might or might not hold true and explain how these considerations shape your position.

## Lesson Plan 10 (4.28.14): Job Related Writing Materials

Objective: Students should be able to recognize good and bad CV/Resumes, Cover Letters, and understand common interview questions.

Activity	Materials	Details
-Introduce self -Pass out flyer -Career Center (5 min.)	-Flyer for summer workshop	Quickly introduce myself, as there will be many new students for this specialty class.
CV/Resume (15 min.)	-Computer -Documents of Good vs. Bad -Writing Utensil	1.) Ask students what the difference between a resume and a CV is. Side note: CV means Curriculum Vitae (Course of my Life) 2.) Resume: -See below *Good: pg. 36 in Eastman Resume HB *Poor: pg. 26 in Eastman Resume HB 3.) CV -See below *Good: Three from faculty *Bad: pg 25 in Eastman Resume HB 4.) Both should have: -See below
Cover Letter (10 min.)	-Examples -Computer to display	-Ask and write on board what students say first -See below -Example: pg. 6 of Eastman Cover Letter HB
Interview Questions (15 min.)	-Computer to display -Examples of questions on websites	-See below

### Resources:

Eastman's Resume Handbook: <http://www.esm.rochester.edu/iml/careers/documents/resumeguide2005.pdf>

List of Resume Action Verbs: <http://hrweb.berkeley.edu/sites/default/files/attachments/action-verbs.pdf>

Eastman's Cover Letter Handbook:

[http://www.esm.rochester.edu/iml/careers/documents/coverletter2005\\_000.pdf](http://www.esm.rochester.edu/iml/careers/documents/coverletter2005_000.pdf)

NAfME Career Guide (Interview questions): <http://musiced.nafme.org/careers/a-career-guide-for-music-education-2nd-ed/interviews/>

## Resume

- 1.) A resume is specific for each job.
- 2.) You should cater the language to fit the position opening\*
- 3.) Resumes shouldn't be longer than 1-2 pages.
- 4.) Explains the tasks of each position.

## CV

- 1.) Much more comprehensive and shows your important life work as a musician
- 2.) It is in list format.
- 3.) Divided into organized categories:  
Education, Teaching Experience, Performance Experience, Recordings/Broadcasts, Tours, Competitions, Professional Leadership, Compositions/Arrangements, Related Experience, Other Experience, Honors/Awards, Publications, Presentations

## What both a Resume & CV include:

- 1.) Name (bigger than everything)
- 2.) Specialty
- 3.) Address (home and work)
- 4.) Contact info (phone, email)
- 5.) Most recent info first in each category
- 6.) Dates are easy to find and read
- 7.) Format is consistent
- 8.) Correct grammar! Get someone to edit it
- 9.) Show confidence!

\*\*Most important: People want to look at your CV/Resume and see that it's easy to read and not cluttered.

## Cover Letter:

- 1.) Don't repeat your CV or Resume.
- 2.) Try to keep it within one page.
- 3.) Know about where you are applying.
- 4.) Try to find out who will be reading your letter.
- 5.) Every cover letter should be different for every job.
- 6.) Your cover letter should cover these main issues:
  - a. *"The primary purpose of a cover letter is to highlight the information on your resume that you feel is relevant to the position for which you are applying. Your main goal is to explain specifically how your experience and qualifications make you ideally suited for the job."* (Eastman's Cover Letter Handbook, 2005, page 4, webpage above)
  - b. **Opening paragraph:** Directly state the position you're applying for and where it is located
  - c. **Main Paragraphs:** This should make you look like a great fit for THEIR establishment. Why are you good for them, not just why are you good. Highlight and expand upon your most relevant job on your resume. This should tie into why it has given you experience for the job you're applying for.
  - d. **Closing paragraph:** Restate your interest and that you look forward to hearing from them and that you'd be interesting in speaking with them about the position.

\*Examples (good and bad) are in the Eastern Cover Letter Handbook above

## Interviews

- Get to know someone who works where you are applying in order to learn about the establishment.
- Establish a connection with an employee at the establishment if possible.
- Ask the employer what they are looking for
- Look up info about the employer ahead of time
- Dress up
- Be confident and try to use strong eye contact
- Firm handshake is good (in the U.S.)
- Be confident but not egotistical
- Practice beforehand
- Always have a couple questions ready to ask them (this shows your interest)