

Lesson Plan

Grade Level

Adult Level English for Academic Purposes (Advanced)

Curriculum Area

Language Arts: Writing

NETS-S Standards

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- d. transfer current knowledge to learning of new technologies

Objective:

- Students will develop the ability to write a college-level essay with sophistication, fluency, and accuracy and execute other academic writing tasks.

College Benchmarks:

- The student will recognize, produce and refine the type of academic essay that a writing task requires.
- The student will demonstrate increased fluency in writing and will plan and develop multi-paragraph essay. The essay will contain a variety of vocabulary, and sentence and grammatical structures. The essay will exhibit clarity, coherence, unity and substance in Standard English appropriate to the level.
- The student will proofread and edit written work for accuracy focusing on grammar, mechanics and sentence structure, and for meaning, focusing on audience and purpose, clarity and substance.
- The student will refine computer word processing skills.
- The student will use tools to create a visual representation of work through digital storytelling.

Lesson Description

Process essays are usually the first essays that new college students write in their composition courses and are also known as "instructional essays" or "how-to essays". This lesson will guide you through the steps of writing a process essay and creating a digital story as a visual representation of your work. At the end of the lesson, you will have completed two products: your composition and the digital story. The students will go through the following steps of learning the parts of an essay, how to write a process essay, selecting a topic, writing a process composition, and creating a digital story to represent their composition. Students will choose their own topics, complete their composition, and submit it to the professor before starting the digital story. The students will describe the steps to complete the process and show seamless transitions through the topic. Students will use their composition as a guide and use one of the presentation tools recommended below. The presentation will include photos, videos, or graphics that is self-created or from the web (Creative Commons Licensed) . To prepare for their projects, students will access a teacher-created curriculum page, videos, and additional resources. Students will share their final product with the class on the curriculum page. Presentations will be evaluated using a criterion-based rubric.

Technology Integration

After completing his/her composition, the student will have described a step by step instructional process. The student will use choose a technology tool to convert their process composition into a digital story by combining visuals and audio. They will have a choice of one the following platforms to create and produce their stories:

[Power point/Slide Share](#)

[Brainshark](#)

[Prezi](#)

[Animoto](#)

[Xtranormal](#)

[Photo Story](#)

Students will post their final digital product to the Student Work section of the Wiki Page allowing them to share their stories with their classmates. Students will have gained knowledge in creating digital stories and editing wikis.

Research Articles

Rance-Roney, J. (2010). Jump-Starting Language and Schema for English-Language Learners:

Teacher-Composed Digital Jumpstarts for Academic Reading. *Journal Of Adolescent & Adult Literacy*, 53(5), 386-395.

Riddle, J. (2009). Life in Every Language. *Multimedia & Internet@Schools*, 16(3), 22-24.

Rossiter, M., & Garcia, P. A. (2010). Digital Storytelling: A New Player on the Narrative Field.

New Directions For Adult And Continuing Education, (126), 37-48.