

763 Alignment Chart

Plan to teach English 1 to Long Beach City College students online

Module theme or Topic: Active, Critical Reading				
Terminal Objective: Students will apply annotation techniques as they read in order to comprehend, interpret, and evaluate texts.				
Enabling Objectives	Assessment Idea	Absorb Activity	Do Activity	Connect Activity
After having read about and engaged in annotation, students should be able to obtain the thesis and main support from a text and evaluate the effectiveness.	Discussion	Read " Annotating the Margins ," " Critical Reading/Textual Analysis and Thesis ," and Dweck's " Brainology "	Practice annotating. Work toward "conversing" with the text. At the end of each point Dweck makes, write a summary in "your own words." When finished, think about Dweck's main points and how well they support her thesis.	Discussion

Module theme or Topic: Generating a Draft				
Terminal Objective: Students will use the writing process to generate a draft of an analytic essay.				
Enabling Objectives	Assessment Idea	Absorb Activity	Do Activity	Connect Activity
Students should be able to create an argumentative thesis that focuses on their topic and argument.	Thesis draft	Read " The Thesis ," Baker's " School vs. Education " and Plato's " Allegory of the Cave "	Compose a thesis statement responding to the essay prompt.	Students share thesis statements with their small groups (four students total) and comment using the

				rubric.
Students should be able to compose support for their thesis, using textual evidence and analysis to strengthen their argument.	Essay outline or draft	Read " Invent "	Use the "Power Lines" reading log to find support for thesis statement.	Students evaluate and comment on their small groups' drafts using the rubric.

Module theme or Topic: Revising vs. Editing				
Terminal Objective: Students will review, collaborate, revise, and rewrite their analytic essay draft.				
Enabling Objectives	Assessment Idea	Absorb Activity	Do Activity	Connect Activity
By reading about and discussing the differences between revising and editing, students will be able to differentiate between both tasks.	Suggest improvements on first page of a mock essay. List which recommendations are revision-based and which are edit-based.	Read " Writers on Revising " and " Editing and Proofreading "	Students read and annotate mock student essay and then discuss helpful and unhelpful feedback.	Discussion based on revision vs. editing—which is most helpful.
After reviewing mock student essays and practicing revision and editing, students should be able to analyze peers' essays for strong and weak areas.	Evaluate peers' essays	Watch " No One Writes Alone "	Discuss with small group how the peer review from the video can be just as helpful in an online environment.	Evaluate peers' essays in small groups using the rubric as a guide.
After evaluating peer commentary, students	Final draft	Review peer comments and consider what	Make revisions on the essay.	Final draft

will revise their essays, focusing on organization and development of ideas.		steps need to be taken to revise the essay.		
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Module theme or Topic: Self-Reflection of the Writing Process				
Terminal Objective: Students will review, evaluate, and analyze what they have learned after engaging in the writing process.				
Enabling Objectives	Assessment Idea	Absorb Activity	Do Activity	Connect Activity
After completing the essay, students will reflect on their final draft and create goals for the next essay.	Self-assessment reflection	Look at and evaluate first and final drafts of the essay.	Brainstorm on the changes made and how the essay has improved, including what to focus on for the next essay.	Self-assessment reflection