LESSON TITLE	DATE	CONTEXT
Analyze and Create: Discussion Board Post	11/30/24	Level: Intermediate-Mid (AB) Skill: Writing Institution: The BYU English Language Center Class Period: 65 mins Number of Students: 18

LEARNING OUTCOMES

❖ Adapts language to fit the audience, material, context, time constraints.

OBJECTIVES

❖ AB Students will be able to analyze and evaluate discussion board posts with the support of the teacher and classmates.
❖ AB Students will be able to compose a 1-paragraph discussion board post using what was analyzed in model discussion boards as support.

KEY VOCABULARY	MATERIALS
❖ Discussion ❖ Discussion Board	❖ Discussion Board Models ❖ Discussion Board Analysis Checklist ❖ 9 Discussion board prompts, cut, and taped around the room. ❖ Papers and clipboards. ❖ A discussion board on Canvas ❖ Google Slides

ASSESSMENT

Formative:
 ❖ Class (spoken) discussions
 ❖ Discussion board analyses
 ❖ Joint Construction: Walk the Room

Summative:
 ❖ Discussion board post

ACTIVITY	TIME	DESCRIPTION
Daily Quick Write	5 mins	DWCF[1]: Students will write for 5 minutes responding to the following prompt: *Write about one invention you think has changed the world the most. Why is it important?* They will write in their blue notebooks, which the teacher will collect to provide feedback and return to the students the following day.
Objectives + Overview	1 min	The teacher will give an overview of the lesson and explain their objectives for the day.
Context–setting: Discussions [2]	3 mins	The teacher will ask the students the following questions: What is a discussion?

		What purpose do discussions have in a class? What are some usual expectations for a class discussion?
Context–setting: Discussion Boards[3]	3 mins	The teacher will ask the students the following questions: What is a discussion board? What purpose do discussion boards have in a class? What do you think might be some usual expectations for a discussion board? How might a written discussion board be similar to or different from a spoken discussion?
Context-Setting: Example Prompt and Response Format[4]	3 mins	The teacher will show pictures of discussion boards on the slideshow. The teacher will explain that these are often used in university classrooms and that they will likely be expected to participate in discussion boards when they attend a university.
Modeling: Example 1[5]	10 mins	The students will be put into pairs, and each will be handed the Discussion Board Models and the Discussion Board Analysis Checklist. In their pairs, they will read Example 1 and analyze Response 1 and Response 2 using the checklist.
Class Discussion[6]	5 mins	The teacher should write 'Discussion Board Patterns' at the top of the whiteboard. The teacher will ask the following question: What patterns do you see in this writing genre? The students should then list their observations about the writing in the two responses they read. If they struggle to generate ideas, the teacher can use questions from the analysis checklist to guide them. For example, the teacher may ask, "How does the response start?" or "What tense is the response written in?"
Modeling: Example 2[7]	10 mins	Now, students will analyze Example 2 in their pairs using the checklist. The teacher should explain that the responses in this example are not all well-developed. The students should look at the analysis checklist and the list they developed on the board to determine how the responses could be better.
Class Discussion [8]	5 mins	Now, the teacher should ask the following question: "What suggestions would you make about the responses in this example?" The teacher should take notes on the whiteboard about the students' suggestions and make comments to guide students as necessary.
Joint Construction: Walk the Room Game[9]	10 mins	The teacher will now give each pair a piece of paper and a clipboard. The teacher will have placed nine discussion board prompts on the wall around the room. Each pair will go to one of the prompts. They will then be given 5 minutes to write a

		discussion board posting to respond to the prompt. After 5 minutes, the students will all rotate left to the next prompt. Students will go through this activity again. Depending on the time and student needs, students may rotate another time to go through the activity one more time. *Students have previously learned how to write collaboratively in partnerships.
Independent Construction: Discussion Board on Canvas [10]	7 minutes	In Canvas, students will now independently respond to this discussion board prompt: *How do you define success in life? Is it the same for everyone, or does it depend on the person? Explain your opinion. Write 1 paragraph.* The teacher will have placed the students into groups of 6 on the discussion boards in Canvas. This will be assessed, and students will receive feedback. Then, the following day, students will learn how to respond to peer discussion board posts, which they will then do with these posts.
Conclusion [11]	3 mins	To review, the students should talk to their partner and share. 1. What is one interesting thing you learned in the lesson? 2. What is one thing you still want help with?
CONTINGENCY		
If there is extra time, the students should review and the weekly vocabulary list on Quizlet. [12]		
FOLLOW-UP ACTIVITIES FOR FUTURE LESSONS		
Comparison: [13] - Self-evaluate: Compare with model text. - Peer feedback: Use checklist Modeling + Construction: - Responding to peer discussion board posts		

Footnotes

1. Daily quick writing using the Dynamic Written Corrective Feedback (DWCF) method is used to help students improve their written accuracy over time.

2. This opening discussion is used to help students to access background knowledge. They are already familiar with class discussions as they participate in them daily at the ELC. Thus, connecting discussion boards to this familiar topic will help them to be able to compare and contrast the two discussion formats.

3. This step helps the teacher assess what the students already know about discussion boards, allows students to predict expectations for discussion boards, and helps students compare and contrast spoken and written discussions.

4. Here, the teacher can show the general format for a discussion board and establish their purpose. This helps students identify their learning goals to produce discussion boards at university. If a student is not planning on attending a university, the teacher can point out that discussing complex topics in online forums is a skill that is highly needed in today's world, both in the workplace and in one's daily life.

5. Using the models, students can see examples of the genre of discussion boards. The checklist is a set of questions that guides students in thinking deeply about the writing used in this genre, such as the formality, grammar, length, etc.

6. In this class discussion, students can generate observations about the genre. This gives students the opportunity to learn from one another's observations and for the teacher to correct misunderstandings and guide them to understand the genre correctly.

7. Here, students can think analytically as they evaluate the responses. Because they are not the best responses, students can see some ways that the observations they made in Example 1 are violated and how to avoid doing so in their own discussion board responses.

8. Again, the students can learn from one another in this discussion, and the teacher can provide correction and guidance.

9. This activity allows students to practice writing a discussion board prompt with the support of their partners and the teacher. It is also active, allowing for movement in the classroom, which increases engagement.

10. Finally, students can compose a discussion board response on their own. This acts as an assessment and a way for the teacher to give feedback for future discussion board practices.

11. This conclusion acts as a way for students to review their learning, which helps solidify their understanding.

12. As in every skill area, vocabulary is extremely important in improving writing skills. Thus, students have a weekly vocabulary list. They use the ELC LEAP Packets, which were created to prepare the students for the AVL.

13. These two follow-up activities enable students to think critically as they evaluate their own and others' writing with the guidance of a teacher. Then, they will learn to extend their skills to respond to one another's discussion board posts, a key skill for the university context.