

TBL UNIT PART 2

1. TITLE OF THE UNIT/PART OF A BIG UNIT (USUALLY ONE WEEK)

WRITING AN OPINION ESSAY

2. VALUE OF THE UNIT IN THE WHOLE TERM

10%

3. VALUE OF EACH PART OF THE UNIT

- a) iRAT: 0,4
- b) tRAT: 0,2
- c) Application Activities: 0,4

4. DEFINING THE DESIRED STUDENT LEARNING OUTCOMES (SLOs)

- Think of what you want your students **to be able to do** at the end of the unit.
- You can use **Bloom's taxonomy**, selecting the cognitive level and choosing the appropriate verbs
- **Some practical tips:**
 - Focus on high order cognitive levels (create, evaluate, analyse, apply)
 - Make sure that they are behaviourally oriented (to be able to do something). The important thing is not knowledge but what students are able to do with it
 - Avoid verbs that are vague or only concern a theoretical stance (understand, familiarise, command, know...)
 - Use verbs describing observable, measurable, and assessable actions
 - Be ambitious but also realistic (4-5??)
 - Remember: all of them should be directly addressed by the application activities

At the end of this unit, students will be able to...

1. distinguish the different parts of an opinion essay.
 2. write using the different writing conventions (margins, paragraphs, capital letters, indenting or skipping a line between paragraphs).
 3. write an opinion essay as demanding as possible and demonstrate they know how to write a good opinion essay.
 4. evaluate pieces of writing written by others.
- ... apply the theory to solve real-life, everyday problems that they can encounter

5. CREATING 4S APPLICATION ACTIVITIES

FEATURES OF A GOOD APPLICATION ACTIVITY

1ST SCENARIO: SIGNIFICANT FOR BOTH THE SUBJECT AND THE STUDENTS. Otherwise, learning is neither meaningful nor long lasting

- For the subject: it requires the application of relevant theoretical concepts
- For students: theory is connected to the students' interests and concerns
 - In vocational education or HE: prospective professionals and specialists
 - In the Baccalaureate: school context but also real-life, everyday problems

2ND PROBLEM: PRACTICAL RATHER THAN THEORETICAL, asking to put knowledge at the service of action to decide what to do to better address a situation that students may encounter

- The question should start by asking for a **justification** ("Justify what you would do...")
- Advisable: students write up the arguments of their shared decision before reporting it
- Optimal: selecting **the best option** (to evaluate) rather than identifying the correct one

3RD OPTIONS: AS PLAUSIBLE AS POSSIBLE (to make students reflect and discuss)

- If possible, expressing different **courses of action** in the light of theory
- The less information, the better (the more students must provide by themselves)
- There could be two options equally preferable (fostering both within and between team discussion)

- You must first identify the SLO(s) addressed by each activity to ensure that they align with them and that **ALL** of them are addressed.

ACTIVITIES

In the EvAU exam you are very likely to be asked to write an opinion essay in part 5 as one of your pieces of writing. You are really concerned about that and would like to get 4 out of 4 points in your piece of writing.

- ✓ In your teams write an opinion essay as demanding as possible trying to leave something improvable but which is not too obvious (it could be cohesion, coherence, linkers, paragraphs, margins, capital letters, indenting or skipping a line between paragraphs, language etc.)
- ✓ You have to write about topic a).

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Opción A /A aukera

THE TAJ MAHAL: MONUMENTAL LOVE

5. Write a composition of about 150-200 words on ONE of the following topics (4 points).

- a. What’s your opinion about love relationships nowadays? Do you believe in love for life (forever)? Give your point of view.**
- b. Write about your favourite love story. It may be from a film, a book or real.**

- ✓ Once you have written your opinion essay, write a question to ask the other teams to justify what would be the most improvable aspect in your opinion essay with four or five options for them to choose.
- ✓ If all the teams get the correct answer you get no punctuation. If none of the teams get the correct option and you justify it properly, you get 2 extra points. If some get it right and some wrong, you get 1 point.
- ✓ Give feedback to your classmates considering the chart below:

CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANIZATION	LANGUAGE

- ✓ Choose the best one for you. The one that gets more likes, gets an extra point.

They will be the ones creating the Application Activities.

6. CREATING THE TESTS FOR THE RAP (iRAT and tRAT)

- It is critical that good students have a good experience: **always designed to reward those who have studied** and, if possible, to penalise those who haven’t.
- It must concern Bloom’s lower order cognitive domains (remember, understand, apply)
- A couple of difficult questions to foster discussion in the tRAT
- Focused on important, essential concepts and foundational to the application activities;
- Items must be well written, straight forward, positively worded, and unambiguous;
- Negative wording or important details in the question must be highlighted (eg. in **bold**);
- Items can include distracters for those who have not studied
- All the options of an item should have a similar length;
- When online, we should randomise the order of questions and options;
- Items must be independent of each other throughout the test;

- Time should not be a relevant issue for those who have studied;
- **Advisable for a one-week unit: 10 minutes tests with 10 items and 4 options per item**

6.1. To ensure that only Bloom’s lower order cognitive domains are dealt with and that only a couple of questions concern “apply”, you can complete the following chart

CONTENTS	Number of the items		
	Remember	Understand	Apply
The writing Process	3	2	
Layout of an opinion essay	1	5, 8,9	
Cohesion and coherence		4	6
Checklist		7,10	

6.2 Test

1. How many paragraphs should there be in a good opinion essay.
 - a) At least one
 - b) At least two
 - c) At least three**
 - d) At least four

2. Which of these aspects is the LEAST important in an opinion essay.
 - a) Layout
 - b) Cohesion and coherence
 - c) Exact number of words**
 - d) Your opinion

3. What is the first step you should follow in the writing process before your final writing?
 - a) Organise your ideas
 - b) Write a first draft
 - c) Brainstorm for ideas**
 - d) Check your work

4. Where are you more likely to find this linker “all in all”
 - a) In the introduction
 - b) In the body
 - c) In the conclusion**

5. Which of the following statements best describes the structure of each paragraph in an opinion essay?
 - a) A paragraph consists of a topic sentence, a supporting sentence and concluding sentence.
 - b) A paragraph consists of an opinion sentence, supporting sentences and a concluding sentence.
 - c) A paragraph consists of a topic sentence and supporting sentences.
 - d) A paragraph consists of a topic sentence, supporting sentences and a concluding sentence.**

6. What is the most probable effect of not using linkers in an opinion essay?
 - a) **The reader may not understand the relationship between ideas.**
 - b) The reader may get bored and stop reading.
 - c) The reader may think you are not a good writer.
 - d) The reader may think it is good enough for the reader to follow.

7. Which of the following items should be included in a checklist?
 - a) Organisation items.
 - b) Language items.
 - c) Content items.
 - d) **All of them are correct.**

8. You can introduce a counter argument in an opinion essay...
 - a) In the introduction
 - b) In any paragraph of the main body
 - c) **In the last paragraph of the main body**
 - d) In the conclusion.

9. Which one of these would you find in the Opening of an opinion essay?
 - a) Present reasons, facts and examples to support your opinion.
 - b) **Present the issue and express your opinion.**
 - c) Sum up and restate your opinion.
 - d) Present reasons, facts and a counter argument to support your opinion.

10. Where are you more likely to find this statement in a checklist?
 “My writing is interesting, original and flows smoothly”
 - a) In the organisation section
 - b) In the language section
 - c) **In the content section**
 - d) In any of them

7. SELECTING/EDITING ADVANCED MATERIALS

- Available one week before the iRAT
- Very well focused and adapted to the individual, home learning
- Individual prework must be reasonable, avoiding discouraging students (90-120 minutes)

Types of materials:

Word documents with theory, checklist, linkers.

Expected time for individual prework (being realistic is critical): no more than 90 minutes