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ENGL388V

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Learning Artifact

**“Concessions? Not Snack Kiosks, But Just as Delicious.”**

1. **Objective**

 Students will be able to actively follow along a Voicethread memo and, upon finishing, define what a literary concession is and why it’s crucial for their own argumentative writing. Students will then be able to demonstrate their new knowledge of concession by incorporating it into their own writing effectively. If the lesson is successful, students will be able to properly recognize alternate perspectives and counterarguments as valid and true without sacrificing the credibility of their own work.

1. **Materials**
* [VoiceThread](https://voicethread.com/myvoice/thread/10670273/62051213/59983824) memo
* [Google Slides](https://docs.google.com/presentation/d/1MWGhOmizFl63I89c4ZnQwtr0X0G0xnQ_joLM1TkwJjM/edit#slide=id.p) from VoiceThread memo
* [Concession Activity](https://myelms.umd.edu/courses/1238363/assignments/4623510)
* Collaborative Group GoogleDocs (if doing in-class/synchronous work)
* Working internet :-)
1. **Outline**

 \*Note: This lesson is most effective as an independent homework assignment or online synchronous task. This LP specifically was created for a synchronous class in WebEx. In-person delivery would require some modification, as too much technology defeats the purpose of in-person lecture and discussion.\*

**Time Estimate:** ~50 to 60 minutes

**Introduction** : 6-8 minutes

* Welcome students, say hello, play music, announce today’s agenda.
* Brief warm-up (if doing in-person/online synchronous class): ask students to tell you the difference between “giving in” and “compromising.” They brainstorm. Shouldn’t be too hard to evoke some response.
* Give directions for their assignment BEFORE sending them off --
	+ First, they will watch a brief VoiceThread about “concession,” a new term and thing that makes good writing
	+ After they watch the VoiceThread, they will move on to their primary writing assignment: instructions on how to do this assignment and where to find it will be released WITHIN the VoiceThread (so they literally have to listen and watch)
* After all of this, direct students to their weekly ELMS To-Do list. Once there, point out the Concession VoiceThread hyperlink and off they go.

**Main Portion - VoiceThread** : 10-12 minutes

* Stick around and make sure all students have successfully accessed the VoiceThread and can hear/see everything.
	+ Ask them to give you a “yes” or “all good” in the chat box, or a thumbs-up in person.
* Give them ~8 minutes to watch the VoiceThread entirely, ~10 minutes if you think they should go back and rewatch some portions.
* Once the 8 minutes pass, rein the students back in and ask them to share an overall takeaway from the VoiceThread, in person or in the chat box. What did they learn? What surprised them? Have they ever heard of this -- or, better yet, have they ever tried it?
* Wrap up and inform students to continue their assignment via the directions given in the VoiceThread.
	+ If students seem confused and cannot find the proceeding assignment, guide them to the 5:45 minute mark on the VoiceThread and ask them to listen again.

 **Second Main Portion - Written Assignment** : 20-30 minutes

* All students should be here, reading the directions of the Concession Activity and beginning to think about their responses.
* IMPORTANT: If in-class assignment, make sure students are completing the Activity *in their Group Google Docs* so you can monitor their progress. Otherwise, you have no idea what they’ll do with their half hour. If it’s homework, they will do it independently without you looking on.
* Be available for student questions and comments during this time period, but not too active. This is their own writing time.
* After 20-25 minutes, bring students back to the whole group

 **Wrap Up & Closing** : 5-10 minutes

* Lead with a few questions: Was it easy or challenging to write a concession? What were you hesitant about when writing? Do you think this actually helps your own argument? Are certain sources/arguments easier to concede with than others? How can this be applied to real life, outside of ENGL101? (because, don’t forget, they’re humans too) :-)
* Listen to feedback, continue discussion and ask different students to chime in.
* When the brief conversation dies down, inform students that they should actively be looking to use concession paragraphs in their CAP assignment, which is due \_\_\_\_\_ (soon)
	+ Let them know that you will be on the lookout for these paragraphs in their drafts and final product!
* Transition into the next activity. Fin.

1. **Method of Assessing the Objective**

Immediately following this Lesson Plan, instructors and TAs will be able to get a glimpse into the effectiveness of the activity from the written concession paragraphs in GoogleDocs/ELMS. If these paragraphs are a generally wholehearted attempt at concession, then it worked. By no means should these paragraphs be polished and professional. Signs that this initial activity worked will be that A) students engaged with a source that held an opposite opinion of their own argument, B) students explicitly gave credit to/acknowledged the other source’s argument as important and valid, and C) students attempted to pivot from the counterargument back to their own.

 Following this LP, instructors and TAs will get a much better look at the effectiveness of this activity by reading CAP drafts. Students are expected to include some semblance of a concession in their CAP papers. By actively reading student work and monitoring their drafts, you can track student progress with concession paragraphs. The final CAP product should include a powerful and polished concession paragraph(s) that accomplishes all of the points outlined in the initial VoiceThread.