

Daily Lesson Plan 1

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| DATE: Monday Day 1 | LESSON: 1 | Classroom: Regular |
| COURSE: ENGLISH 105 | | TOPIC: Introduction |
| INSTRUCTOR X | | |
| OBJECTIVES <ul style="list-style-type: none">• Discuss how people understand commercials | | |
| INSTRUCTIONAL AIDS, MATERIALS, OR TOOLS NEEDED <ul style="list-style-type: none">• Laptop• Media cart w/ projector• Assignment sheets | | |
| LESSON OUTLINE <ul style="list-style-type: none">• Present the assignment (5 min)• Give an overview of the schedule for the unit (5 min)• Show three commercials in English and discuss how people understand commercials (20 min) (V) (O)• In-class free writing about the sample commercials: Focus to be decided by instructor (10 min) (W) | | |
| HOMEWORK <ul style="list-style-type: none">• Explore the video resources on the assignment sheet and locate two additional sources for videos from your country. (E) | | |
| NOTES | | |

Daily Lesson Plan 2

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| DATE: Wed Day 2 | LESSON: 2 | Classroom: Lab |
| COURSE: ENGLISH 105 | | TOPIC: WBTU tutorial |
| INSTRUCTOR X | | |
| OBJECTIVES <ul style="list-style-type: none">• Introduce the five rhetoric elements• Tutor students how to use the WBTU website | | |
| INSTRUCTIONAL AIDS, MATERIALS, OR TOOLS NEEDED | | |
| LESSON OUTLINE <ul style="list-style-type: none">• Discussion of the in-class free writing (10 min) (O)• Introduce the five rhetoric elements in commercials (20 min)• Introduce WBTU tutorial (10 min) (E)• Students complete the WBTU tutorial section (10 min) (E) | | |
| HOMEWORK <ul style="list-style-type: none">• Review WBTU tutorial section (E)• Complete the WBTU practice and assessment sections (E) | | |
| NOTES | | |

Daily Lesson Plan 3

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| DATE: Fri Day 3 | LESSON: 3 | Classroom: Regular |
| COURSE: ENGLISH 105 | | TOPIC: Rhetorical element activity |
| INSTRUCTOR X | | |
| OBJECTIVES <ul style="list-style-type: none">• Students practice identifying rhetoric elements in commercials | | |
| INSTRUCTIONAL AIDS, MATERIALS, OR TOOLS NEEDED <ul style="list-style-type: none">• Laptop• Media cart w/ projector• A sample storyboard• Copies of storyboard template | | |
| LESSON OUTLINE <ul style="list-style-type: none">• Discussion of troubleshooting of the website and problems based on scores from WBTU Quiz (10 min) (O)• Teacher shows a commercial and class discusses the commercial (10 min) (V) (O)• Divide class into 5 groups; each group is assigned a rhetoric element. Groups rewrite the commercial and re-enact with a new focus for the assigned rhetorical element (25 min) (W) (O)• Teacher demonstrates a sample storyboard (5 min) | | |
| HOMEWORK <ul style="list-style-type: none">• Choose a culture-rich commercial for the final project• Make a story board. (W) (V) | | |
| NOTES <p>Each student is required to look for a commercial in their own language and culture.</p> | | |

Daily Lesson Plan 4

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| DATE: Mon Day 4 | LESSON: 4 | Classroom: Regular |
| COURSE: ENGLISH 105 | | TOPIC: Storyboard activity |
| INSTRUCTOR X | | |
| OBJECTIVES <ul style="list-style-type: none">• Students learn to summarize the commercial | | |
| INSTRUCTIONAL AIDS, MATERIALS, OR TOOLS NEEDED <ul style="list-style-type: none">• A sample storyboard• Copies of rubric for oral presentation• Copies of rubric for analysis essay | | |
| LESSON OUTLINE <ul style="list-style-type: none">• Teacher models the storyboard (5 min)• Students sit in two circles; each student has 2 minutes to explain the storyboard which summarizes the commercial. The inner circle moves every 4 minutes to change partners (Round Robin activity). (35 min) (V) (O)• Sign up for the oral presentation schedule (5 min)• Hand out the rubrics for oral presentation and analysis essay and answer students' questions about the rubrics (5 min) | | |
| HOMEWORK <ul style="list-style-type: none">• Write a transcription of your chosen commercial (W)• Write the first draft of the commercial analysis essay (W) | | |
| NOTES | | |

Daily Lesson Plan 5

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| DATE: Wed Day 5 | LESSON: 5 | Classroom: Lab |
| COURSE: ENGLISH 105 | | TOPIC: Peer response activity |
| INSTRUCTOR X | | |
| OBJECTIVES <ul style="list-style-type: none">• Students learn to critique the analysis essay. | | |
| INSTRUCTIONAL AIDS, MATERIALS, OR TOOLS NEEDED <ul style="list-style-type: none">• Copies of peer response forms• Copies of rubric for the analysis essay | | |
| LESSON OUTLINE <ul style="list-style-type: none">• Teacher announces the process of the peer response activity (5 min)• Peer response activity (45 min) (W) | | |
| HOMEWORK <ul style="list-style-type: none">• Make PowerPoint for individual oral presentation (V) (E)• Rehearse individual oral presentation (O) | | |
| NOTES <ul style="list-style-type: none">• Each student responds to 3 students' papers.• Avoid students from the same country working together. | | |

Daily Lesson Plan 6

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| DATE: Fri Day 6 | LESSON: 6 | Classroom: Regular |
| COURSE: ENGLISH 105 | | TOPIC: Oral presentation |
| INSTRUCTOR X | | |
| OBJECTIVES <ul style="list-style-type: none">• Students practice presenting their analysis of commercials | | |
| INSTRUCTIONAL AIDS, MATERIALS, OR TOOLS NEEDED <ul style="list-style-type: none">• Copies of rubric for oral presentation | | |
| LESSON OUTLINE <ul style="list-style-type: none">• Oral presentations (50 min) (O)• 13 students, 3 minutes each | | |
| HOMEWORK <ul style="list-style-type: none">• Write the final draft of the analysis essay (W) | | |
| NOTES | | |

Daily Lesson Plan 7

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| DATE: Mon Day 7 | LESSON: 7 | Classroom: regular |
| COURSE: ENGLISH 105 | | TOPIC: Oral presentation |
| INSTRUCTOR X | | |
| OBJECTIVES <ul style="list-style-type: none">• Students practice presenting their analysis of commercials | | |
| INSTRUCTIONAL AIDS, MATERIALS, OR TOOLS NEEDED <ul style="list-style-type: none">• Copies of rubric for oral presentation• Laptop• Media cart w/ projector | | |
| LESSON OUTLINE <ul style="list-style-type: none">• Oral presentation (50 min) (O)• 13 students, 4 minutes each | | |
| ASSIGNMENT <ul style="list-style-type: none">• Revise the final draft of the commercial analysis essay (W) | | |
| NOTES <ul style="list-style-type: none">• Encourage students to go to the Writing and Media Help Center to revise their papers | | |