

ESL Boost! Curriculum

Dr. Lyn Neylon-Craft
Sabbatical Report
Fall 2019

ESL Boost! Curriculum

o Abstract

During my sabbatical, I created three semesters of teacher guides and student activity packets for the accelerated ESL Boost! program [one for our highest level and two for our lowest level]. Materials were necessary as no publisher makes anything like them. I took a 50/50 sabbatical, so I could actively teach in the acceleration program and work with the department during the research, creation, and implementation phases. This worked out well as I was able to talk to my colleagues about text selection as well as share materials I developed and help others use them successfully in classes. As a result, we used the materials I created in fall 2018 in the spring 2019 semester, and we are currently using the materials I created in spring 2019 this fall 2019 semester. Faculty have successfully taught classes with the materials I created which follow our acceleration guidelines of backwards design, high student engagement / low stakes in class activities for comprehension and idea generation, and clear writing assignments that follow MLA academic writing structure. Students have benefited through on-line and in class access to materials that inspire communication, critical thinking, and college level essay writing. I have shared materials and provided training to our faculty and others in various meetings, and I presented with my colleagues on the design and materials at the Strengthening Student Success Conference. Through ESL acceleration curriculum design and teaching strategies, the ESL Department has increased student success while lessening time spent in ESL class, so students may leave our program and successfully complete their goals.

A sample teacher and student packet is attached at the end of this report. If you would like to see more, please contact me at lyn.neylon@gcccd.edu .

- **What was accomplished**

I created three semesters of teacher guides and student activity packets for the accelerated ESL Boost! program [one for our highest level and two for our lowest level]. We used Malcolm Gladwell's Blink along with Forbes Greatest Business Stories of All Time by Daniel Gross in the highest level, ESL 2AB. There were three packets for teachers [with teaching ideas and instruction] as well as three for students, including in-class activities that would lead to three different five paragraph essays that included the following structures: fully formed introductions with thesis, body paragraphs that followed three main points with MLA style quotations or summary or argument or personal story or research styles, and conclusions that both summarized and more actively addressed the material. In our new lowest level, ESL 50, we did Secret Lake and Walter Brown and the Magician's Hat both by Karen Inglis last semester. This semester we are doing WishTree by Katherine Applegate. There were two packets for teachers last spring and a single, larger packet for this fall [with teaching ideas and instruction] as well as two for students this spring and one larger one for fall, including in-class activities that would lead to two fully formed academic paragraphs that included the following structures: topic sentence that clearly defines the primary focus of the paragraph, three main points with transitions supported by MLA style quotations with context and explanations, and a conclusion sentence.

- **The implications for the individual**

Materials research and creation have improved my personal teaching abilities through an even greater understanding of ESL acceleration practices. As I created activities, I thought more and more about how we were approaching language teaching. Reading comprehension activities have become more creative and active to engender student interest and participation. This leads to increased idea generation for students which ultimately improves their writing. Simply put, it is much easier to write about a topic if you have thoroughly examined it and have something real to say about it.

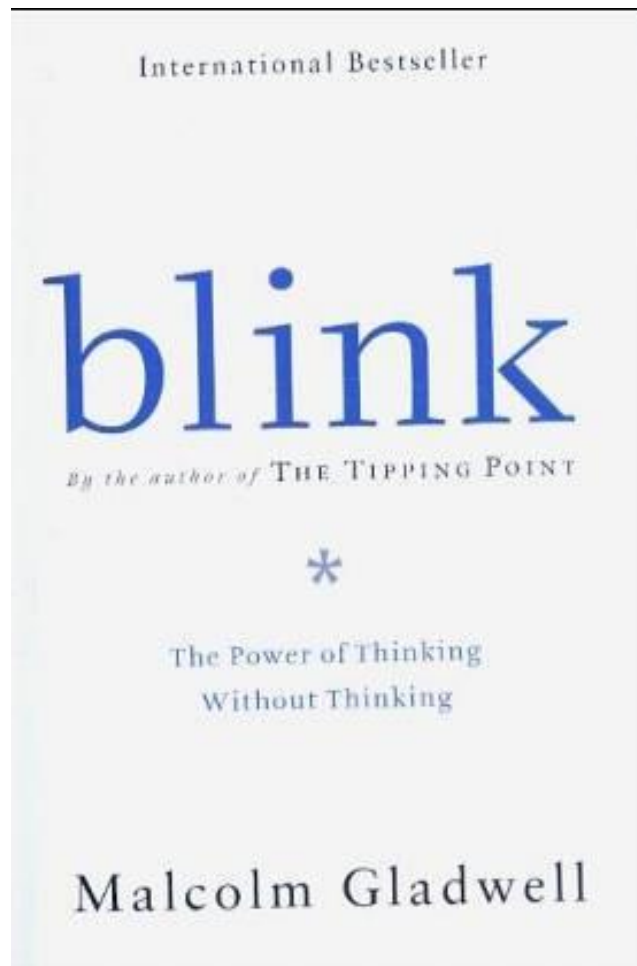
- **The implications for the discipline**

Cuyamaca ESL is really at the forefront of ESL acceleration practices. I had the opportunity in October 2019 to present with my colleagues at the Strengthening Student Success Conference on how we have designed our new program and created our materials. As a department, we have increased student success through our program and Freshman Composition from approximately 13% at the lower level starting point to over 80% at this time. In addition to the increase in percentage of success, we have lowered the time it takes to finish ESL from 7 semesters to between 3-5 semesters. It is a huge gain for students, and we have shared our knowledge and the materials created with many California community colleges. It is an exciting ride!

- **The contribution to the educational goals of the department, college, and district.**

To meet departmental goals, I have participated in many trainings on campus to help our faculty better understand ESL acceleration as we practice it at Cuyamaca. At staff development, I got to work with our teachers as well as a group of El Cajon Adult School teachers to teach them how we create and utilize materials to increase student interest, improve idea generation, and develop well thought out academic paragraphs and essays. In addition to departmental goals, this project has contributed to the overall college and district goals of acceleration and increasing student success. Through the utilization of these materials and acceleration teaching strategies, the ESL Department has continued to improve student success while lowering the number of semesters students need to be in ESL classes. This allows our students to more quickly and successfully move from our program to other programs where they can get a certificate, degree, or enough units to successfully transfer.

Attachment 1



September 2018
Activities leading up to essay #1
Teacher Packet 1 of 3
Dr. Lyn Neylon-Craft

Activity 1 – Pre-Reading

Start with a whole class discussion of questions below. Then put students into pairs then have the students in the group complete the following chart. Next, combine into groups of 4 and have students share their answers. In the end, the teacher will write on the board how many students chose which answer. Whole class discussion.

Questions: What do you think is the best way to make a decision? Should you do a lot of research? Should you listen to your instinct/gut reaction? For example, how did you decide to come to Cuyamaca College? What was your process?

The last time you did the following things, did you think about it a long time and/or do research or did you go more with your instinct/gut feeling?

Decision Made	Lots of thought	Quick instinct	Was the result good or bad? Why?
Purchase of something expensive like TV / car/ jewelry			
Choosing a partner [husband/wife/girlfriend/boyfriend]			
Deciding what to wear for an important event [wedding/job interview]			
Deciding where to live on your most recent move			
Deciding who or what to vote for in the last election – or who you would have voted for			
Choosing what school to come to or what classes to take?			

Activity 2 – Annotation

1] As a class, discuss the title of the piece and what they think it could mean.

'Blink': Hunch Power

By DAVID BROOKS

2] Put students into 6 groups – 3 A groups, 3 B groups.

Students in their groups read the article section and do the following: Underline or highlight important ideas, make a short note of important facts on the left, write questions on the right. Then fill out the S and A Log.

3] Merge each A group with a B group and have them work together to fill in the second S & A log. The groups then create a poster and put up their answers for both S & A logs and class discussion on the posters and the information.

4] Discuss that this is how to do S and A logs

5] Go to Canvas and show S and A Log example log and blank log and where to submit.

6] As time remains discuss the importance of bids, our responses to bids, and what do students think they'll be learning in this book?

Part One for Group A

Gladwell opens "Blink: The Power of Thinking Without Thinking" with the story of a kouros, an ancient Greek statue of a youth that came on the art market and was about to be purchased by the Getty Museum in California. It was a magnificently preserved work, close to seven feet tall, and the asking price was just under \$10 million.

The Getty did all the normal background checks to establish the authenticity of the piece. A geologist determined that the marble came from the ancient Cape Vathy quarry on the island of Thasos. It was covered with a thin layer of calcite, a substance that accumulates on statues over hundreds or perhaps thousands of years. After 14 months of investigation, the Getty staff concluded the thing was genuine, and went ahead with the purchase.

But an art historian named Federico Zeri was taken to see the statue, and in an instant he decided it was fake. Another art historian took a glimpse and sensed that while it had the form of a proper classical statue, it somehow lacked the spirit. A third felt a wave of "intuitive repulsion" when he first laid eyes on it.

Further investigations were made, and finally the whole scheme unraveled. It transpired that the statue had been sculptured by forgers in Rome in the early 1980's. The teams of analysts who did 14 months of research turned out to be wrong. The historians who relied on their initial hunches were right.

THERE is in all of our brains, Gladwell argues, a mighty backstage process, which works its will subconsciously. Through this process we have the capacity to sift huge amounts of information, blend data, isolate telling details and come to astonishingly rapid conclusions, even in the first two seconds of seeing something. " 'Blink' is a book about those first two seconds," Gladwell writes.

S and A Log Group A

Notes	Main Ideas	Questions/Observations
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

Part Two for Group B

"Blink" moves quickly through a series of delightful stories, all about the backstage mental process we call intuition. There is the story of the psychologist John Gottman, who since the 1980's has worked with more than 3,000 married couples in a small room, his "love lab," near the University of Washington. He videotapes them having a conversation. Reviewing just an hour's worth of each tape, Gottman has been able to predict with 95 percent accuracy whether that couple will be married 15 years later. If he watches only 15 minutes of tape, his success rate is about 90 percent. Scientists in his lab have determined they can usually predict whether a marriage will work after watching just three minutes of newlywed conversation.

Gottman believes that each relationship has a DNA, or an essential nature. It's possible to take a very thin slice of that relationship, grasp its fundamental pattern and make a decent prediction of its destiny.

Gladwell says we are thin-slicing all the time -- when we go on a date, meet a prospective employee, judge any situation. We take a small portion of a person or problem and extrapolate amazingly well about the whole. A psychologist named Nalini Ambady gave students three 10-second soundless videotapes of a teacher lecturing. Then she asked the students to rate the teacher. Their ratings matched the ratings from students who had taken the teacher's course for an entire semester. Then she cut the videotape back to two seconds and showed it to a new group. The ratings still matched those of the students who'd sat through the entire term.

"We are innately suspicious of this kind of rapid cognition," Gladwell observes. We assume that long, methodical investigation yields more reliable conclusions than a snap judgment. But in fact, "decisions made very quickly can be every bit as good as decisions made cautiously and deliberately."

S and A Log Group B

Notes	Main Ideas	Questions/Observations
1.	1.	1.

2.	2.	2.
3.	3.	3.
4.	4.	4.

TEACHER – look ahead to assign the next exercise as homework at the end of week 1.

Activity 3 Introduction – Thinking it through vs. snap decisions

Teacher: Please give each student 5 post-its to take home for their homework to prepare for Activity 3. Teacher: you may want to create your own summary sentence for each section, so you can make sure students have all the important info.

For homework: Write a two sentence summary of each section on a post-it note. Use your own words, and do not copy sentences from the text.

Section 1 pg. 3-5

Section 2 pg. 6-8

Section 3 pg. 8-11

Section 4 pg. 11-16

Section 5 pg. 16-17

In class: Put your post-it on the poster that matches each section (1-5).

Divide class into 5 groups. Each group creates a new two sentence summary of the post-its on their poster by choosing the best sentence or combining ideas into a new sentence that best represents the section. Write your new sentences on the poster.

Teacher: You may want to take the opportunity to review how to combine sentences.

If time permits, put students in a new group and have them analyze the sentences on the board as well as the book and the post-its. Is there anything they would add or delete to improve the summary sentences? Guide them a little if necessary.

Now that you have the main ideas, remind students this is the kind of thing you are looking for in their S&A Logs.

Go through Vocabulary Activity 4.

Activity 4: Vocabulary 1

VOCABULARY DIRECTIONS:

For each vocabulary word assigned on the left, write the part of speech of the word, synonym & antonym, and an original sentence using the word on the right.

Write an original sentence for each assigned word. The sentences in your textbook are models. Do not copy them. Do not copy sentences from a dictionary.

You will need to write these sentences for the class when we check it next period. Your sentences need to clearly reflect the meaning of the word.

Worksheet 1

Word	Part of Speech	Synonym & Antonym	Original Sentence
Research	Noun		
Instinctive			
Conscious			
Deliberating			
Fallible			

Activity 5 Introduction– Snap Judgments or Deliberations?

Part One—Speed Dating: Have students face one another and answer the following questions. Give them 2 minutes. Then have students change partners and answer the same question again. Then change partners and go to a new question. Repeat.

Unconscious Decision Making:

On the last two tables—

Ambady Study Teacher Effectiveness

Conscious Decision Making:

Unconscious Decision Making:

Put a group at each table. Time it for about 10-15 minutes. Tell each group to look up the incident on their poster and fill in **the Conscious Decision Making** that went on. After the time, groups move tables to a poster NOT the same as the one they had. Now they spend 10-15 minutes filling in **the Unconscious Decision Making** that went on. Then they switch to a third table that they have not seen. In the 10-15 minutes for this round the group fills in any missing info on the charts and decides the following-- Ultimately, which kind of decision making proved to be better? Or did they prove to be equally good or bad? The groups write their judgment on the bottom.

Part 3—Gallery Walk. Put up the posters.

After the Gallery Walk, have a whole class discussion about what the posters say and why the groups made the judgments they did.

Activity 6 – Chapt 1 Thin Slices

Part 1: Discussion Committees (this activity is partly to teach students the idea of group *roles* to see how to work within a group. It also reviews chapter 1.)

Split class into 4 groups. Have each group appoint one **Secretary** to write things down, and two **Board Writers** to share their answers. Another member of the group will be the **Director**, the one asks everybody what their opinion is. Another member is the **Questioner**, the one who must ask questions in the discussion (good questions, not just words to make sure they are getting credit for talking!) Another member is the **Spy**—this one has the name of everybody in the group and is making tick-marks by the name every time they say something (everybody needs to say something!) If another member role is needed, have a **Timer** who makes sure the given task is finished in the given amount of time.

Now the committees are ready to go. Instructor puts the following questions on the board in different sections of the class:

What is thin-slicing?

How is thin-slicing different from conscious/deliberate thinking?

Why might thin slicing be preferable to other decision making methods?

When information gathering, do we really need all possible information?

Assign one question to each committee. After discussion, the groups are to write their answers beneath each question on the board.

Part 2: Committee Scramble

Have all Secretaries move one group over (Secretary from group 1 moves to group 2, from 2 to 3, etc.)

Have all Directors move two groups over (Director from 1 moves to group 3, from 2 to group 4, 3 to 1, 4 to 2)

Have all Board Writers stay where they are.

Have all Questioners move three over (1 to 4, 2 to 1, 3 to 2, 4 to 3)

Spies go wherever they want.

Timers go wherever they want.

Committee 1 Answers each part of the following on a poster:

1. Who is Gottman?
2. What is the Love Lab and it's goal?
3. Is Gottman actually thin slicing or is he using conscious and deliberate thinking?
4. What does the author of Blink believe Gottman can teach us about thin slicing?

Committee 2 Answer each part of the following on a poster.

1. Who were the WWII so-called interceptors?
2. What did they do and why?
3. What is a fist in Morse code – what does that mean?
4. Why was the fist so important to WWII commanders?
5. How might the concept of the fist relate to Gottman and the ability to predict divorce?

Committee 3 Answer all parts of the following on a poster.

1. What are the 4 Horseman according to Gottman?
2. Why are they important in predicting divorce?
3. Why is contempt the most important or worst of the horsemen?
4. Think about Gosling's study of personality prediction, were friends or strangers similar or different in predicting a person's personality – why?

Committee 4 Answer all parts of the following on a poster.

1. Which doctor's get sued the most – why?
2. If you were an insurance company, would you need to know everything about the doctor's talents to predict his/her chances of being sued?
3. According to producer Brian Grazer, why did he believe Tom Hanks would be successful so quickly?
4. According to the author of Blink, can we get better at thin-slicing? How?

Part 3: Gallery Walk and Discussion.

Put up the posters. Have representatives of each group present their information.

Activity 7 chapt 1 – Conscious Decision Making Body 1

Put students in pairs and have them discuss the following questions.

What is conscious decision making? Why do people often prefer conscious decision making? Are there any issues that might make conscious decision making problematic (cause problems?)

Discuss as a class.

Then have students work on worksheet below in pairs. Once they finish part A – have students write their ideas on the board. We want as many different ideas on the board as possible. Then proceed to having them work on part B in pairs, reminding them they need to have different paragraphs.

Part A

Making conscious decisions – write down 6 reasons a person might want to engage in conscious decision making

- | | |
|----|----|
| 1] | 4] |
| 2] | 5] |
| 3] | 6] |

Write answers on board. Switch pairs.

Part B

Problems making conscious decisions – write down 6 reasons a person might make an error or have a problem with conscious decision making

- | | |
|----|----|
| 1] | 4] |
| 2] | 5] |
| 3] | 6] |

Write on Board. Switch pairs.

Part C

In your new pairs, pick one idea from the first task (it is written somewhere on the board) and 2 ideas from the second task (also on the board) to write about. So, everybody will be writing about one reason it is good to make conscious decisions, and two reasons it could be bad. Everybody will have different sets of reasons. Write the following individually, but you will share the best topic sentence with all.

Create your topic sentence to include a reason why people prefer conscious decision making but that there are 2 reasons why this type of decision making is problematic.

Now complete the following for your three ideas
idea #1: _____ Why people like conscious decision making _____

Quote from text supporting the above
idea: _____

Explanation of how quote supports your idea:

idea #2: _____ idea why conscious decision making may be
faulty _____

Quote from text supporting the
idea: _____

Explanation of how quote supports your idea:

idea #3: _____ idea why conscious decision making may be
faulty _____

Quote from text supporting the
idea: _____

Explanation of how quote supports your idea:

Activity 8 – Analyzing Chapter 2: Notable Quotables

Warm-Up—Ask the whole class what the name of the chapter “The Locked Door” means?

Part 1: Post-A-Quote Race—

You will need medium size post-it notes in five different colors.

Every student comes and collects one post it of each color.

On five posters around the room (or you can use the boards, but the post-its don't stick so well to the whiteboards!) place the following Themes in large letters:

- 1) Vic Braden
- 2) George Soros
- 3) John Bargh
- 4) Claude Steele and Joshua Aronson
- 5) Raymond Fisman and Sheena Iyengar

Divide the class into 5-6 teams. Explain that each of the names are on the posters because they are somehow responsible for discovering something important about unconscious thinking.

The task: to find quotes from the chapter that show the importance of these people or what they discovered. One quote is needed from everybody about each five themes.

(Assign a common color for theme 1, 2, 3, 4, 5.)

As soon as students find a good quote, they race to the board and put up the post-it.

When they finish they help their teammates. The first group that puts all their post-its up “wins.”

The twist: no duplicate quotes are allowed! If the instructor sees a duplicate going up, “foul!” is called and a new quote must be found.
At the end of the game the posters should be covered with quotable quotes.

Part 2: Explain-a-Quote—

Each team picks one poster. The sixth team will sit as Judges.
Each team discusses, then presents their chosen theme by reading the “best quotes,” then answering the following questions theme—

Team 1] Who is Vic Braden? What was he good at guessing? What explanation did he have for it? Why is his story important in terms of unconscious thinking?

Team 2] Who is George Soros and his father? What signaled his father there was a problem in the market? Why is their story important in terms of unconscious thinking?

Team 3] Describe Bargh’s priming experiment. Why is this important in terms of unconscious thinking?

Team 4] Describe the Steele & Aronson experiment. Why is this important in terms of unconscious thinking?

Team 5] Explain Fisman and Iyengar’s experiment using speed dating. How good are people at predicting what they want? What might make a person change his/her mind? Why is this important in terms of unconscious thinking?

The group sitting as Judges decides which team had the best explanation.

Activity 9: Vocabulary 2

VOCABULARY DIRECTIONS:

For each vocabulary word assigned on the left, write the part of speech of the word, synonym & antonym, and an original sentence using the word on the right.

Write an original sentence for each assigned word. The sentences in your textbook are models. Do not copy them. Do not copy sentences from a dictionary.

You will need to write these sentences for the class when we check it next period. Your sentences need to clearly reflect the meaning of the word.

Worksheet 2

Word	Part of Speech	Synonym & Antonym	Original Sentence
Patterns	Noun		
Sentiment			
Contempt			
Irrelevant			
Impression			

Activity 10 – Chapter 2, body 2

(This is just like Activity 7 but concentrating on unconscious decisions versus the conscious decisions. Instead of why conscious decisions can be good versus why they can be bad—this paragraph will be about why people think unconscious decisions are bad versus why they are really good).

Put students in pairs and have them discuss the following questions.

What is unconscious decision making? Why do people often dislike unconscious decision making? Are there any issues that might make unconscious decision making problematic (cause problems?)

Discuss as a class.

Back to pairs, but switch pairs.

Then have students work on worksheet below. Once they finish part A – have students write their ideas on the board. We want as many different ideas on the board as possible.

Part A

Problems making unconscious decisions – write down 6 reasons a person might NOT want to engage in unconscious decision making

- 1]
- 2]
- 3]

- 4]
- 5]
- 6]

Write on board and switch pairs.

They work in teams for part B. Remind them they need to have different paragraphs eventually.

Success making unconscious decisions – write down 6 reasons a person might want to rely on unconscious decisions

- 1]
- 2]
- 3]

- 4]
- 5]
- 6]

Put on board and switch pairs.

Part B: Circle one idea from the first task and 2 ideas from the second task to write about. So, everybody will write first about why someone would not want to make unconscious decisions. Then, they will write about two reasons why a person would want to make unconscious decisions.

Create your topic sentence to include a reason why people often worry about or dislike unconscious decision making but that there are 2 reasons why this type of decision making may be a good idea.

Now complete the following for your three ideas

idea #1: _____ Why people are often uncomfortable with unconscious decision making

Quote from text supporting the above idea: _____

Explanation of how quote supports your idea:

idea #2: _____ idea why unconscious decision making may be reliable _____

Quote from text supporting the idea: _____

Explanation of how quote supports your idea:

idea #3: _____ idea why unconscious decision making may be reliable _____

Quote from text supporting the idea: _____

Explanation of how quote supports your idea:

Activity 11 – Chapter 3 Analysis – Questioning the Text

For Body 3, students are going to utilize what they have learned in the text to create a personal story third body paragraph that relates to a quote from the text. So first, we will break down the chapter and then create the paragraph.

Part 1—Quiz Groups

Put students into 4 groups – assign each group to a section of the text.

Group 1 pages 72-76

Group 2 pages 77-88

Group 3 pages 88-92

Group 4 pages 92-98

Each group thinks of three good “Quiz Questions” they can ask the other groups about this section. (Example: “How do most historians, according to Gladwell, rate Warren Harding as an American President?”) The group should put these questions on the board with space for the other groups to answer.

The groups should also write the answers to these questions on a separate piece of paper. (Example for the question above: “Gladwell says most historians agree Harding was the worst President we ever had.”)

Once all the groups have their questions on the board, the other groups discuss and find the answers. As soon as someone has the answer to a question, they go write it beneath the question, AND put the page number they found the answer in.

The groups reveal their answers and the class sees how many got correct answers. Brief discussion should follow.

Activity 12 – Your Story body 3, chapt 3

Part 1—Story Circle

Have the students get into three or four groups and have each group sit in circles so that each group member can face their whole group.

First, ask the groups to discuss their perspective on the author’s view that unconscious decision making can be as good as or sometimes even better than conscious decision making. Why specifically do the students agree or disagree with the author’s point of view?

Second, ask each member of the group to share stories about times they made unconscious decisions that were good, or bad.

Third, ask each group to pick the most interesting story and share it with the class.

Part 2—Body Three Outline

Then have them work on the worksheet below to outline their paragraph. Encourage them to share with their group to confirm they are meeting the requirements of the paragraph.

1. Create a topic sentence agreeing or disagreeing with the author’s main idea that unconscious decision making can be as good if not better than conscious decision making.

2. Write a story that follows along with whether or not you agree with the author.

Agreement could be a

conscious decision that went badly or an unconscious decision that went well or even an unconscious decision that went badly because of reasons like the Warden Harding error.

Include

- Who?
- What?
- Where?
- Why?
- When?

Explain in vivid detail what happened.

How does your story support or negate the author's claim? **Use a quote from the text and explain.**

Activity 13 – Excellent Introductions

Ask students why introductions are important and what kinds of information should be in an introduction. Then have students work together in pairs and small groups to generate ideas. Post some samples.

Creating the Hook

Create 4 different kinds of hooks about the subject of this introduction:

1. Is there an interesting statistic about this subject that most people do not know?

2. Is there a quotation from a famous person which may apply to this subject?

3. Is there an important question that we might ask about the topic?

4. Is there a particular bit of wisdom [perhaps from your country] that is suggested by this subject?

**Make sure you relate the idea from the hook to the ideas in the book 😊

Background

Answer the following questions.

1. What is the title of the book – underline and capitalize correctly

2. Who is the author of the book? Give name and background information.

3. What is the book about? What are some of the main points? Define terms.

4. Why is the book important?

5. How can reading this book change someone's life?

Now use the above information to create the **BACKGROUND INFORMATION** for your introduction.

Thesis statement about how using the information learned in the text can help us improve our decision making processes. [Topic = conscious & unconscious decision

small groups have students generate ideas for the following tasks. Post some samples.

Choose a college level ending transition phrase and connect it to a restatement of your thesis in different words:

Summarize the main ideas in first body paragraph in 2 sentences:

Summarize the main ideas in second body paragraph in 2 sentences:

Summarize the main ideas in third body paragraph in 2 sentences:

Choose 2 of the following and then pick the one you like best for your paragraph

Write a suggestion/advice you might make for the readers:

Talk about your hook or title again and relate it to the topic:

Make a prediction about decision making outcomes if they follow author's advice:

Use a new quote, question, or anecdote relating to the topic:

Activity 15 – Peer Review

Students must bring 3 typed copies of their essay for this exercise. Review good title writing.

Ask students to tell you what things go in the introduction, body 1,2,3 and conclusion. As they tell you, write the outlines for each paragraph on the board, so they can use it as a reference during this activity.

Follow the steps below to ensure a good peer review.

#1 – The writer of the essay needs to read his/her essay out loud to the group.

#2 – Circle any problem sentences or words as you hear them.

#3 – Answer the questions below

STRUCTURE

A] Does the essay have a title, introduction paragraph, 3 body paragraphs, and conclusion? Let the student know if something is missing.

B] Does the essay follow correct format: indenting, double spacing, margins? Let the student know if there is an error.

INTRODUCTION

A] Does the introduction have a good hook /lead-in strategy? Do they talk about the hook?

B] Is there adequate background information leading to the thesis?

C] Underline the thesis on the student's paper. Can you suggest a way to make it clearer or better? Write it on their paper

BODY

A] Is there a clear topic sentence for each Body paragraph? Make a suggestion on the student's paper to make the sentence clearer if unclear

B] Do the topic sentences have transition words, phrases or sentences? Mark if one is missing or used incorrectly.

C] Are there three main points with a transition in body paragraphs 1 and 2? Note if anything is missing.

D] Do each of these points have a clear example to explain them? That is, do they use a quote from the text with page number. Is the quotation or paraphrase followed by an explanation from the student of how the quote or paraphrase supports the main idea?

E] In body Paragraph 3, is there a clear topic sentence? Does the writer use vivid details to explain her/his story? Does the writer connect the story to an idea in the text via a quote and explanation?

CONCLUSION

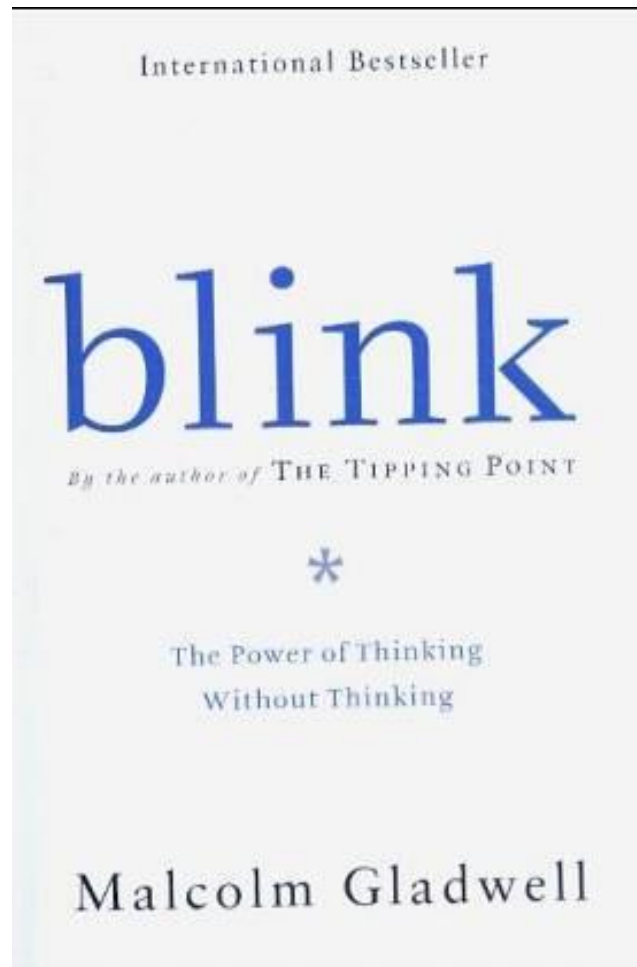
A] Is there a clear sentence that re-states the thesis statement in different words? Does it have a college level transition? Underline it and note any corrections.

B] Does the conclusion accurately summarize the body paragraphs? Make suggestions if necessary.

C] Does the conclusion use an additional ending strategy? Make any suggestions or corrections.

GRAMMAR/PUNCTUATION/SPELLING

Attachment 2



September 2018
Activities leading up to essay #1
Student Packet 1 of 3
Dr. Lyn Neylon-Craft

Activity 1 – Pre-Reading

Whole class discussion.

Questions: What do you think is the best way to make a decision? Should you do a lot of research? Should you listen to your instinct/gut reaction? For example, how did you decide to come to Cuyamaca College? What was your process?

Group Work

The last time you did the following things, did you think about it a long time and/or do research or did you go more with your instinct/gut feeling?

Decision Made	Lots of thought	Quick instinct	Was the result good or bad? Why?
Purchase of something expensive like TV / car/ jewelry			
Choosing a partner [husband/wife/girlfriend/boyfriend]			
Deciding what to wear for an important event [wedding/job interview]			
Deciding where to live on your most recent move			
Deciding who or what to vote for in the last election – or who you would have voted for			
Choosing what school to come to or what classes to take?			

Activity 2 – Annotation

1] As a class, discuss the title of the piece and what do you think it could mean?

'Blink': Hunch Power

By DAVID BROOKS

2] Group work

Students in your groups read the article section and do the following: Underline or highlight important ideas, make a short note of important facts on the left, write questions on the right. Then fill out the S and A Log.

Part One for Group A

Gladwell opens "Blink: The Power of Thinking Without Thinking" with the story of a kouros, an ancient Greek statue of a youth that came on the art market and was about to be purchased by the Getty Museum in California. It was a magnificently preserved work, close to seven feet tall, and the asking price was just under \$10 million.

The Getty did all the normal background checks to establish the authenticity of the piece. A geologist determined that the marble came from the ancient Cape Vathy quarry on the island of Thasos. It was covered with a thin layer of calcite, a substance that accumulates on statues over hundreds or perhaps thousands of years. After 14 months of investigation, the Getty staff concluded the thing was genuine, and went ahead with the purchase.

But an art historian named Federico Zeri was taken to see the statue, and in an instant he decided it was fake. Another art historian took a glimpse and sensed that while it had the form of a proper classical statue, it somehow lacked the spirit. A third felt a wave of "intuitive repulsion" when he first laid eyes on it.

Further investigations were made, and finally the whole scheme unraveled. It transpired that the statue had been sculptured by forgers in Rome in the early 1980's. The teams of analysts who did 14 months of research turned out to be wrong. The historians who relied on their initial hunches were right.

THERE is in all of our brains, Gladwell argues, a mighty backstage process, which works its will subconsciously. Through this process we have the capacity to sift huge amounts of information, blend data, isolate telling details and come to astonishingly rapid conclusions, even in the first two seconds of seeing something. " 'Blink' is a book about those first two seconds," Gladwell writes.

S and A Log Group A

Notes	Main Ideas	Questions/Observations
1.	1.	1.
2.	2.	2.

3.	3.	3.
4.	4.	4.

Part Two for Group B

"Blink" moves quickly through a series of delightful stories, all about the backstage mental process we call intuition. There is the story of the psychologist John Gottman, who since the 1980's has worked with more than 3,000 married couples in a small room, his "love lab," near the University of Washington. He videotapes them having a conversation. Reviewing just an hour's worth of each tape, Gottman has been able to predict with 95 percent accuracy whether that couple will be married 15 years later. If he watches only 15 minutes of tape, his success rate is about 90 percent. Scientists in his lab have determined they can usually predict whether a marriage will work after watching just three minutes of newlywed conversation.

Gottman believes that each relationship has a DNA, or an essential nature. It's possible to take a very thin slice of that relationship, grasp its fundamental pattern and make a decent prediction of its destiny.

Gladwell says we are thin-slicing all the time -- when we go on a date, meet a prospective employee, judge any situation. We take a small portion of a person or problem and extrapolate amazingly well about the whole. A psychologist named Nalini Ambady gave students three 10-second soundless videotapes of a teacher lecturing. Then she asked the students to rate the teacher. Their ratings matched the ratings from students who had taken the teacher's course for an entire semester. Then she cut the videotape back to two seconds and showed it to a new group. The ratings still matched those of the students who'd sat through the entire term.

"We are innately suspicious of this kind of rapid cognition," Gladwell observes. We assume that long, methodical investigation yields more reliable conclusions than a snap judgment. But in fact, "decisions made very quickly can be every bit as good as decisions made cautiously and deliberately."

S and A Log Group B

Notes	Main Ideas	Questions/Observations
1.	1.	1.

2.	2.	2.
3.	3.	3.
4.	4.	4.

Activity 3 Introduction – Thinking it through vs. snap decisions

Homework to prepare for Activity 3.

Write a two sentence summary of each section on a post-it note. Use your own words, and do not copy sentences from the text. Bring to class.

Section 1 pg. 3-5

Section 2 pg. 6-8

Section 3 pg. 8-11

Section 4 pg. 11-16

Section 5 pg. 16-17

In class: Put your post-it on the poster that matches each section (1-5).

Get into 5 groups. Each group creates a new two sentence summary of the post-its on their poster by choosing the best sentence[s] or combining ideas into a new sentence that best represents the section. Write your new sentences on the poster.

VOCABULARY DIRECTIONS:

For each vocabulary word assigned on the left, write the part of speech of the word, synonym & antonym, and an original sentence using the word on the right.
 Write an original sentence for each assigned word. The sentences in your textbook are models. Do not copy them. Do not copy sentences from a dictionary.
 You will need to write these sentences for the class when we check it next period. Your sentences need to clearly reflect the meaning of the word.

Worksheet 1

Word	Part of Speech	Synonym & Antonym	Original Sentence
Research	Noun		
Instinctive			
Conscious			
Deliberating			
Fallible			

VOCABULARY DIRECTIONS:

For each vocabulary word assigned on the left, write the part of speech of the word, synonym & antonym, and an original sentence using the word on the right.
 Write an original sentence for each assigned word. The sentences in your textbook are models. Do not copy them. Do not copy sentences from a dictionary.
 You will need to write these sentences for the class when we check it next period. Your sentences need to clearly reflect the meaning of the word.

Worksheet 2

Word	Part of Speech	Synonym & Antonym	Original Sentence

Patterns	Noun		
Sentiment			
Contempt			
Irrelevant			
Impression			

Activity 4 Introduction– Snap Judgements or Deliberations?

Speed Dating: students face one another and answer the following questions during 2 minutes. Then change partners and answer the same question again. Then change partners and go to a new question. Repeat.

- 1] What is a kourous? Why did the Getty wish to purchase this statue? What process did they use to decide if it was real or fake?
- 2] What evidence did the Getty rely upon to make their decision? Once they bought the kourous, what did they decide about its authenticity? Why?
- 3] In the university of Iowa experiment regarding gambling, people chose cards from different decks – which decks were bad, red or blue and why? In the experiment, did people figure out consciously which decks were bad first or unconsciously? How do you know?
- 4] What is adaptive unconscious? How does it work? When Ambady compared student decisions on teacher effectiveness, did students need a lot of time to judge? Why/why not?
- 5] Why are many people comfortable with conscious decision making? When or how can this type of decision making be wrong? Are people very comfortable with adaptive unconscious decision making? Why? When might this type of decision making be good?

Group work – decision making

Get into groups and complete the chart below – you need to identify:

The conscious and unconscious decision making going on in the following sections.

Ultimately, which kind of decision making proved to be better? Or did they prove to be equally good or bad?

Situation	Conscious Decision Making	Unconscious Decision Making
Getty Kourous purchase Which was better? Why?	1. 2. 3. 4.	1. 2. 3. 4.
Iowa Gambling Which was better? Why?	1. 2.	1. 2.
Ambady study teacher effectiveness Which was better? Why?	1. 2.	1. 2.

Activity 5 – Chapt 1 Thin Slices

Whole Class Discussion: What is thin-slicing? How is it different from conscious/deliberate thinking? Why might thin slicing be preferable? When information gathering do we really need all possible information or just some very important pieces of information?

Group Work – Answer the following questions in your groups

Group A Answer each part of the following

5. Who is Gottman?
6. What is the Love Lab and it's goal
7. Is Gottman actually thin slicing or is he using conscious and deliberate thinking?
8. Why does the author of Blink believe Gottman can teach us about thin slicing?

Group B Answer each part of the following

9. Who were the WWII so-called interceptors?
10. What did they do and why?
11. What is a fist in Morse code – what does that mean? Why was the fist so important to WWII commanders?
12. How might the concept of the fist relate to Gottman and the ability to predict divorce?

Group C Answer all parts of the following

13. What are the 4 Horsemen according to Gottman?
14. Why are they important in predicting divorce?

15. Why is contempt the most important or worst of the horsemen?

16. Think about Gosling's study of personality prediction, were friends or strangers similar or different in predicting a person's personality – why?

Group D Answer all parts of the following

17. Which doctor's get sued the most – why?

18. If you were an insurance company, would you need to know everything about the doctor's talents to predict his/her chances of being sued?

19. According to producer Brian Grazer, why did he believe Tom Hanks would be successful so quickly?

20. According to the author of Blink, can we get better at thin-slicing? How?

Activity 6 chapt 1 – conscious decision making body 1

In pairs, discuss the following questions.

What is conscious decision making? Why do people often prefer conscious decision making? Are there any issues that might make conscious decision making problematic?

Group work: Work on worksheet below, completing part A in your groups

Part A

Making conscious decisions – write down 6 reasons a person might want to engage in conscious decision making

- | | |
|----|----|
| 1] | 4] |
| 2] | 5] |
| 3] | 6] |

Problems making conscious decisions – write down 6 reasons a person might make an error or have a problem with conscious decision making

- | | |
|----|----|
| 1] | 4] |
| 2] | 5] |
| 3] | 6] |

Part B: Circle one idea from the top group and 2 ideas from the bottom group to write about.

Create your topic sentence to include a reason why people prefer conscious decision making but that there are 2 reasons why this type of decision making is problematic.

Now complete the following for your three ideas

idea #1: _____ Why people like conscious decision making _____

Quote from text supporting the above

idea: _____

Explanation of how quote supports your idea: _____

idea #2: _____ idea why conscious decision making may be faulty _____

Quote from text supporting the
idea: _____

Explanation of how quote supports your idea: _____

idea #3: _____ idea why conscious decision making may be
faulty _____

Quote from text supporting the
idea: _____

Explanation of how quote supports your idea: _____

Activity 7 – analyzing Chapter 2, notable quotables

Whole class discussion – what does the name of the chapter The Locked Door mean?

Make 5 groups: answer the questions as best you can and write on the poster. Use quotes from the text to support your assertions when applicable.

1] Who is Vic Braden? What was he good at guessing? What explanation did he have for it? Why is his story important in terms of unconscious thinking?

2] Who is George Soros and his father? What signaled his father there was a problem in the market? Why is their story important in terms of unconscious thinking?

3] Describe Bargh’s priming experiment. Why is this important in terms of unconscious thinking?

4] Describe the Steele & Aronson experiment. Why is this important in terms of unconscious thinking?

5] Explain Fisman and Iyengar’s experiment using speed dating. How good are people at predicting what they want? What might make a person change his/her mind? Why is this important in terms of unconscious thinking?

Activity 8 – Chapter 2, body 2

In pairs, discuss the following questions.

What is unconscious decision making? Why do people often dislike unconscious decision making? Are there any issues that might make conscious decision making problematic?

In a small group complete Part A

Part A

Problems making unconscious decisions – write down 6 reasons a person might NOT want to engage in unconscious decision making

- | | |
|----|----|
| 1] | 4] |
| 2] | 5] |
| 3] | 6] |

Success making unconscious decisions – write down 6 reasons a person might want to rely on unconscious decisions

- | | |
|----|----|
| 1] | 4] |
| 2] | 5] |
| 3] | 6] |

In pairs, complete part B – remember your paragraphs must be different.

Part B: Circle one idea from the top group and 2 ideas from the bottom group to write about.

Create your topic sentence to include a reason why people often worry about or dislike unconscious decision making but that there are 2 reasons why this type of decision making may be a good idea.

Now complete the following for your three ideas

idea #1: _____ Why people are often uncomfortable with unconscious decision making

Quote from text supporting the above

idea: _____

Explanation of how quote supports your idea: _____

idea #2: _____ idea why unconscious decision making may be reliable _____

Quote from text supporting the idea: _____

Explanation of how quote supports your idea: _____

idea #3: _____ idea why conscious decision making may be reliable _____

Quote from text supporting the idea: _____

Explanation of how quote supports your idea: _____

Activity 9 – Chapter 3 analysis – questions and answers

Get into 4 groups – your group will be assigned to a section of the text. On a blank paper, write three important/thoughtful questions regarding the information in your section. In your packets, write the questions as well as the answers. Then pass the question page to the next group. That group then writes the three questions and their answers in their packet and then passes the questions page to another group. Pass till each group has answered all questions.

Group 1 pages 72-76

Question 1:

Answer:

Question 2:

Answer:

Question 3:

Answer:

Group 2 pages 77-88

Question 1:

Answer:

Question 2:

Answer:

Question 3:

Answer:

Group 3 pages 88-92

Question 1:

Answer:

Question 2:

Answer:

Question 3:

Answer:

Group 4 pages 92-98

Question 1:

Answer:

Question 2:

Answer:

Question 3:

Answer:

Activity 10 – Your Story body 3, chapt 3

Pair work: Share your perspective on the author's view that unconscious decision making can be as good as or sometimes even better than conscious decision making. Why specifically do you agree or disagree with the author's point of view? Note that the author never says all unconscious decision making is good – he clearly points out when it doesn't work.

Group work: Work on the worksheet below to outline your paragraph. Share ideas with your group to confirm you are meeting the requirements of the paragraph.

1. Create a topic sentence agreeing or disagreeing with the author's main idea that unconscious decision making can be as good if not better than conscious decision making.

2. Write a story that follows along with whether or not you agree with the author. Agreement could be a conscious decision that went badly or an unconscious decision that went well or even an unconscious decision that went badly because of reasons like the Warden Harding error.

Include

- Who?
- What?
- Where?
- Why?
- When?

Explain in vivid detail your decision making process and the outcome

How does your story support or negate the author's claim? **Use a quote from the text and explain.**

Activity 11 – Excellent introductions

Why are introductions important? What kinds of information should be in an introduction?

Work together in pairs / small groups to generate ideas.

Creating the Hook

Create 4 different kinds of hooks about the subject of this introduction:

5. Is there an interesting statistic about this subject that most people do not know?

6. Is there a quotation from a famous person which may apply to this subject?

7. Is there an important question that we might ask about the topic?

8. Is there a particular bit of wisdom [perhaps from your country] that is suggested by this subject?

**Make sure you relate the idea from the hook to the ideas in the book ☺

Background

Answer the following questions.

6. What is the title of the book – underline and capitalize correctly

7. Who is the author of the book? Give name and background information.

8. What is the book about? What are some of the main points? Define terms.

9. Why is the book important?

10. How can reading this book change someone's life?

Activity 12- Awesome Endings

Part A. In pairs, write what you think belongs in a conclusion.

PART B.

Choose a college level ending transition phrase and connect it to a restatement of your thesis in different words:

Summarize the main ideas in first body paragraph in 2 sentences:

Summarize the main ideas in second body paragraph in 2 sentences:

Summarize the main ideas in third body paragraph in 2 sentences:

Choose 2 of the following and then pick the one you like best for your paragraph

Write a suggestion/advice you might make for the readers:

Talk about your hook or title again and relate it to the topic:

Make a prediction about decision making outcomes if they follow author's advice:

Use a new quote, question, or anecdote relating to the topic:

Activity 13 – Peer Review

Students must bring 3 typed copies of their essay for this exercise.

Follow the steps below to ensure a good peer review.

#1 – The writer of the essay needs to read his/her essay out loud to the group.

#2 – Circle any problem sentences or words as you hear them.

#3 – Answer the questions below

REPORT TITLE

STRUCTURE

A] Does the essay have a title, introduction paragraph, 3 body paragraphs, and conclusion? Let the student know if something is missing.

B] Does the essay follow correct format: indenting, double spacing, margins? Let the student know if there is an error.

INTRODUCTION

A] Does the introduction have a good hook /lead-in strategy? Do they talk about the hook?

B] Is there adequate background information leading to the thesis?

C] Underline the thesis on the student's paper. Can you suggest a way to make it clearer or better? Write it on their paper

BODY

A] Is there a clear topic sentence for each Body paragraph? Make a suggestion on the student's paper to make the sentence clearer if unclear

B] Do the topic sentences have transition words, phrases or sentences? Mark if one is missing or used incorrectly.

C] Are there three main points with a transition in body paragraphs 1 and 2? Note if anything is missing.

D] Do each of these points have a clear example to explain them? That is, do they use a quote from the text with page number. Is the quotation or paraphrase followed by an explanation from the student of how the quote or paraphrase supports the main idea?

E] In body Paragraph 3, is there a clear topic sentence? Does the writer use vivid details to explain her/his story? Does the writer connect the story to an idea in the text via a quote and explanation?

CONCLUSION

A] Is there a clear sentence that re-states the thesis statement in different words? Does it have a college level transition? Underline it and note any corrections.

B] Does the conclusion accurately summarize the body paragraphs? Make suggestions if necessary.

C] Does the conclusion use an additional ending strategy? Make any suggestions or corrections.

GRAMMAR/PUNCTUATION/SPELLING

Read