

Checklist for Lesson Plan: Teaching Accessible Multimodal Writing in Online Learning Environments

Instructor: Rachael Benavidez

Course: 110 or 130

Length of Lesson: 80 minutes

Type of Lesson: Developing a Detailed Textual PAS Outline

Questions	Evaluation
Learning Objective(s) and Scaffolding	
Overview of Learning Goals	<p>By the end of this lesson/module, students will be able to:</p> <ul style="list-style-type: none"> ▪ Apply effective essay paragraph organization in terms of PAS (Present, Analyze, Synthesize) by drafting a detailed textual PAS outline of their essays, which will later be incorporated a multimodal PowerPoint template.) The development of the PAS outline further contributes to the application of: <ul style="list-style-type: none"> - The elements of argumentation - The functions of sources.
What course objective(s) does this lesson directly address?	<ul style="list-style-type: none"> ▪ Produce writing that responds appropriately to a variety of rhetorical situations with a particular focus on academic argumentation. ▪ Learn reading strategies to summarize, synthesize, analyze, and critique other people’s arguments and ideas fairly. ▪ Learn research practices that will help strengthen your writing and thinking. ▪ Produce writing that shows how writers may navigate the diverse processes of composing, including revision and collaboration. ▪ Produce writing that strategically employs appropriate language conventions in different writing situations and for different audiences.
Link to Previous Class/Scaffolding	<ul style="list-style-type: none"> ▪ In the previous class(es) / as homework, students closely read and annotated exhibit

Questions	Evaluation
	<p>and secondary sources to identify quotations for inclusion in their essays.</p> <ul style="list-style-type: none"> ▪ In the previous essay progression, students applied effective paragraphing organization using PAS (Present, Analyze, Synthesize) and analysis paragraph organization using the Elements of Argumentation (claim, evidence, analysis), both of which focus on what the writing is “doing” using says/does analysis.
<p>Link to Following Class/Scaffolding</p>	<ul style="list-style-type: none"> ▪ Students use the textual PAS outline in order to construct a visual outline in the multimodal PowerPoint template. ▪ Instructions are parenthetically provided to students in the PowerPoint template—students should replace that text with text they have written. ▪ In subsequent classes, the instructor can focus on specific writing practices and revision strategies.
<p>Do the lesson and accompanying materials follow Universal Design Learning (UDL) guidelines?</p>	<p>Describe how the lesson provides multiple means of engagement, representation, and action and expression.</p> <p>The lesson provides materials that are textually and visually engaging.</p> <p>Recommendation to instructors: Note to instructors adapting this lesson plan and Universal Design for Learning (UDL): Suggested materials are provided; however, it’s recommended that instructions be provided in multiple ways to follow UDL guidelines. For example, provide text and video or text and audio instructions.</p>
<p>Materials and Adaptations</p>	
<p>What type of materials are included in this lesson?</p>	<p>The lesson materials include text and images.</p>
<p>Are the materials fully accessible / 508 compliant?</p>	<p>All materials are created using style sheets for the text and including alt text for the graphics to ensure that they are accessible.</p>

Questions	Evaluation
Are materials provided to students at no cost? / Are they OER?	Students are not required to purchase materials for this lesson.
Can this lesson be adapted for various modes of learning? (synchronous, asynchronous, hybrid, in-person)	Information on how the lesson might be adapted for different modes of learning is included in the lesson plan.
Activities	
Overview of Activities	<p>This lesson is comprised of two primary activities:</p> <ul style="list-style-type: none"> ▪ Group think/pair/share discussion of PAS, elements of argumentation, and the functions of sources (20 mins). ▪ Development of a textual PAS outline (65 mins).
How do students complete the activities?	Students complete the activities in a think/pair/share activity (discussion board for asynchronous class), as a class (discussion board for asynchronous class), and individually.
Do the activities encourage active learning and class participation?	The think/pair/share activity provides encourage active learning through student-centered discussion.
Are there opportunities for students to test their understanding of the material (e.g. a video with embedded questions)?	The think/pair/share activity provides the opportunity students to check their knowledge of effective paragraphing, the functions of sources, and the elements of argumentation. Any misunderstandings are addressed by students as a class, with instructor addressing only when necessary.
Are there opportunities for adaptive learning?	The activities respond and adapt to student engagement by scaffolding on previous knowledge and addressing any misunderstandings during the lesson and in subsequent classes.
Comments	
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Questions	Evaluation
	text and video or text and audio. Doing so provides a model for multimodal work.