

Teaching Accessible Multimodal Writing in Online Learning Environments

Lesson Plan for Developing a Detailed Textual PAS Outline

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Length of Lesson: 80 minutes

Note to instructors adapting this lesson plan and Universal Design for Learning (UDL):

Suggested materials are provided; however, it's recommended that instructions and materials be provided in multiple ways to follow [UDL guidelines](#). For example, provide text and video or text and audio.

Link to Previous Class

- In the previous class(es) / as homework, students closely read and annotated exhibit and secondary sources to identify quotations for inclusion in their essays.
- 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.

Learning Goals

At the end of this lesson, students will be able to:

- 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:
 - The elements of argumentation
 - The functions of sources

Overview

This lesson is comprised of two primary activities:

- 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).

Materials / Handouts

A PDF of the following are [available for download](#).

- Effective Paragraphing
- Functions of Sources
- Elements of Argumentation
- PAS Outline instructions (provided in individual activity)

Activities

Group Activity: Think/Pair/Share (20 minutes)

Note on Modality: For synchronous and asynchronous courses, this activity can be a group discussion.

Divide students into groups or pairs to review the following. Students then share the main points and why they are important in developing and organizing an academic essay.

- Effective Paragraphing (PAS)
- Functions of Sources (types and functions)
- Elements of Argumentation (claim, evidence, analysis)

Individual Activity: Develop a Detailed Textual PAS Essay Outline (65 minutes)

Note on Modality: This activity can be completed synchronously or asynchronously.

Suggestions for explaining the assignment to students:

Creating a detailed P-A-S outline allows us not only to think about and plan what each of our paragraphs is doing, but it also allows us to organize the various sources that we will place in conversation in our essay and our analysis sections in terms of the elements of argumentation. We'll use this outline in our next class to begin work on our PowerPoint presentation.

As we discussed in our last class / as part of your homework, each of your analysis paragraphs will contain quotations from the exhibit and two secondary source quotations, one of which should be a theoretical source and the other a contextual or argument source.

Draft a **detailed PAS outline** of your essay presentation that includes the following. Make sure to **number your responses**. *The following should be provided as a template assignment to students. In an in-person classroom, it could be provided as a handout and/or projected on a screen.*

1. **Presentation Section 1**—Introduce the intellectual or interpretive problem you're exploring in your essay.
 - a. Revised research question on your topic. Your research question must begin with "how."
 - b. The key terms and theories that you will use to analyze your topic.
2. **Presentation Section 2**—Contextualize your topic.
 - a. Define the topic. For example, provide a summary of the exhibit.
 - b. Define any conversations surrounding your topic and/or provide context that will help to understand your topic of analysis.
3. **Analysis Section 1**—Aspect of the intellectual problem you're analyzing
 - a. Working claim with discipline-specific key term(s)
 - b. Evidence from the exhibit (2 – 3 quotations and citation)
 - c. Secondary source 1 that will further your analysis of the exhibit (quotation and citation)
 - d. Secondary source 2 that will further your analysis of the exhibit (quotation and citation)
4. **Analysis Section 2**—Aspect of the intellectual problem you're analyzing
 - a. Working claim with discipline-specific key term(s)
 - b. Evidence from the exhibit (2 – 3 quotations)
 - c. Secondary source 1 that will further your analysis of the exhibit (quotation and citation)

- d. Secondary source 2 that will further your analysis of the exhibit (quotation and citation)
- 5. **Analysis Section 3**—Aspect of the intellectual problem you're analyzing
 - a. Working claim with discipline-specific key term(s).
 - b. Evidence from the exhibit (2 – 3 quotations)
 - c. Secondary source 1 that will further your analysis of the exhibit (quotation and citation)
 - d. Secondary source 2 that will further your analysis of the exhibit (quotation and citation)
- 6. **Synthesis**—Synthesize your argument.
 - a. Draw conclusions on your analysis of the topic.
 - b. Working thesis / hypothesis that answers your research question.

Homework and Next Class

Homework

In preparation for the next class, students should:

- Identify and address any missing elements in their PAS outlines.
- Draft an academic bio to establish their ethos and motivation:
 - major (or intended major)
 - academic interests
 - motivation for writing about the topic
 - professional profile photo

Next Class

- 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.

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