

AIAI Grant UDL Example ~ Towson University

Title: Research Outline

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Course/Program or Department: Educational Technology & Literacy Towson Seminar

Notes: 1 file

Towson Seminar 102: Living and Learning in a Digital Society

The Towson Seminar is a required course for all students to help ensure that they have the skills to think critically and problem solve to successfully write a research paper. In this course, students are encouraged to select a topic of specific interest to them in which they argue a stance on how a particular technology impacts lives in the 21st century.

Most of the students are college freshmen, some may be sophomores.

Title of the Lesson: Developing an Outline

Objectives: Students will demonstrate the ability to

- Apply critical thinking skills to organize information effectively to support a thesis statement
- Develop an outline that promotes the successful completion of an argumentative essay

Instructor Preparation/ Equipment & Materials:

Students have selected and refined their thesis statements to frame an argument (e.g., Violent video games increase aggression in adolescents; therefore, parents/guardians need to act to reduce this negative impact by: determining what games are age appropriate; limiting the amount of time the game is repeatedly played; and restricting personalization of games.) and submitted these on a class Google Sheet. They have had several sessions in the library with the education librarian and have begun identifying and analyzing resources to support their topic and should be prepared to begin brainstorming the organization of their paper using a graphic organizer like Bubbl.us.

- Determine students' experience in developing outlines to support previous writing assignments by surveying the class and discussing the outlining process.
- Based on student responses, show outline examples from Purdue OWL available at the following link titled Types of Outlines:
<https://owl.english.purdue.edu/owl/resource/544/3/>
- Show additional information about writing outlines at Why Create an Outline also available on Purdue OWL: <https://owl.english.purdue.edu/owl/resource/544/02/>
- Equipment and materials required include the interactive whiteboard, projector and individual workstations or laptops for the students and Internet access to the following resources and materials:

- Creating an Outline for a Research Paper developed by the School of Allied Health for Rasmussen College Online at <https://www.youtube.com/watch?v=s1pKzxQrttU>.
- What is an Outline developed by OnDemand Instruction LLC available at <https://www.youtube.com/watch?v=deQzQcOVja8>
- Free brainstorming tool titled Bubbl.us available on the Internet
- Sample outline formats and examples
- Grading Rubric for Thesis Statement and Outline

Technology Integration/ Resources: Using the brainstorming tool, the instructor models how to brainstorm the topic using a sample thesis statement volunteered by one of the students. After demonstrating the use of the tool, the students use the tool on their own computers to brainstorm how they will support their individual thesis statements. The instructor circulates to answer questions and offer advice while assessing the status of students' research skills and results.

Following the brainstorming activity, students are directed to select an outline format from the examples provided on the Purdue OWL site or to use a graphic organizer like the one available on the readwritethink.org site at (<http://www.readwritethink.org/files/resources/printouts/6-8%20Essay%20Map.pdf>).

Formative Assessment/ Plans for Differentiation (Describes how you will be assessing the progression of the lesson as it is being delivered): The instructor will assess student learning throughout the lesson with questions asked by students, their ability to complete the brainstorming activity as well as their selection of an outline format. The use of the graphic organizers is included to assist students who are visual learners; providing several different outline formats allows students to select the option that best matches their learning style. Video explanations with visual examples are also provided to engage all students in understanding how to organize their information to write a successful research paper.

Summary and Lesson Closure (Describe how you will close and summarize the activities): Instructor asks the students to indicate with a “thumbs-up or down” how comfortable they are in beginning the development of their individual outlines and follows up individually with those students who indicate uncertainty with the assignment. Students are given the Grading Rubric for the Thesis Statement and Outline assignment and provided an opportunity to read it and ask questions.

Assessment Plan (Rubrics, quizzes, student produced work and other methods that will be used to determine the degree to which the learning objectives were achieved): See rubric on following page.

Developing an Outline: Reflection

After the development of a good thesis statement for their argumentative research paper, I have determined that helping students organize the information using an outline style of their choice is the next most important step in the writing process. Since many of the

students are first or second semester college students, they are often hesitant to tell the instructor that they lack an understanding of how to organize the information they have identified as a result of their research efforts, especially in front of other students. Providing multiple approaches for the successful completion of the assignment can be beneficial in addressing their difficulties in even knowing where to begin.

[Note: It also is good to know that some students want very specific directions rather than being given options. These students also may require assurances that their choice of an outline format is appropriate because following explicit directions is important to their understanding of being successful.]

Using a visual thinking tool, such as Bubble.us, to brainstorm ideas and facts gleaned from their initial research should give all students some confidence by realizing that they have information about their topic as they use the visual thinking tool and see it develop. Mind mapping apps give them the opportunity to add, delete, and rearrange as they develop their argument. Those students who are more visual learners should be able to see a potential organization emerge from the brainstorming activity.

Students who also require some auditory support will find additional help with the online videos that clearly explain the outlining process. Providing several different graphic organizer options to all students provides them with multiple opportunities for successful completion of this step in the writing process. Peer review and feedback from the instructor also can increase students' confidence throughout the process.

Grading Rubric for Thesis Statement and Outline

Criteria	Excellent (8)	Adequate (5)	Inadequate (2 - 0)	Points
Thesis	Clearly and fully identifies the topic and presents the	Addresses each section of the	Does not clearly and/or fully identify the topic	/8

	writer's attitude or opinion about the topic; contains one idea.	template but not clearly and/or fully.	or present the writer's attitude or opinion about the topic; contains more than one idea.	
Criteria	Excellent (8)	Adequate (5)	Inadequate (2 – 0)	Points
Outline	Identifies at least three (3) main supporting details clearly and concisely; Each supporting detail is further supported with two (2) pieces of appropriate evidence.	Identifies less than three (3) main supporting details; Each supporting detail is further supported with less than two (2) pieces of appropriate evidence.	Does not identify appropriate supporting details or provide evidence to support the thesis statement.	/8
Criteria	Excellent (4)	Adequate (5)	Inadequate (2 – 0)	Points
Scholarly Writing	Thesis and outline are clear and easy to understand, with few to no errors in spelling, grammar, or punctuation.	Thesis and outline are not clearly written, include some casual language, and contain more than 6 errors in spelling, grammar, or punctuation.	Thesis and outline are not understandable, include casual language, and contain more than 12 errors in grammar	/4

____ / 20 points

Comments: