

# FLTRP Star Teacher Contest

# Contents

01

**Teaching Design**

02

**Demo Class**

# Contents

01

Teaching Design



## University

- IT Technology
- Application Skills



## Students

- 2<sup>nd</sup> Semester, 3-year, Level A
- Digital Natives
- L3-L4 (CSE)
- Speaking & Writing

# Teaching Context



**SOVO: A project-oriented base of practice and innovation**



**Virtual companies: idea, innovation, entrepreneurship**

# Teaching Context



## Core Qualities:

- To apply communicative skills for careers
- To cultivate valued qualities of intercultural communication
- To develop a logical mind
- To improve the ability of autonomy learning



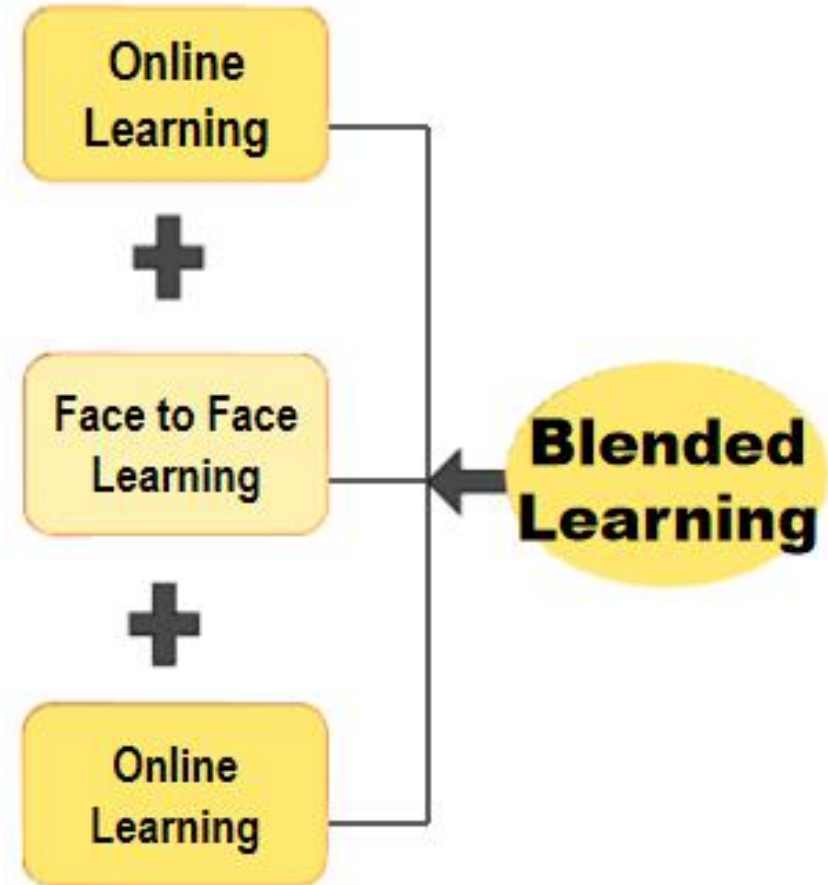
# Teaching Textbook



《新编大学英语综合教程1》

Unit 8: Communication at  
your fingertips

# Teaching Methodology





# Unit Objectives

## Values

- **Develop** an in-depth understanding of different opinions regarding digital communication and make your own evaluation of these opinions
  - **Develop** a convention of rational use of technology
- 

## Skills

- **Use** an anecdote to illustrate your point in an argumentative essay
  - **Talk about** various aspects of digital communication and its impact on modern life
- 

## Language

- **Remember** the expressions related to digital communication
- **Understand** the ways of supporting arguments in writing

# Rubric of Project Assessment

## Assessment Dimension

Completeness

Organization

Idea or content  
development

Convention

Moral Education

# Unit Design

## Unit Project: An App Proposal

Sovo is pushing to **develop an app** which could **help students use social media reasonably**, keep it from becoming a distraction and aid them in their study. And **your company is going to bid for the best proposal.**



# Unit Design

## An App Proposal

Conduct an interview

P.(1-2)



pre-class

Analyze the data & Give suggestions

P.(3-4)



in-class

Draft a proposal

P.(5-6)

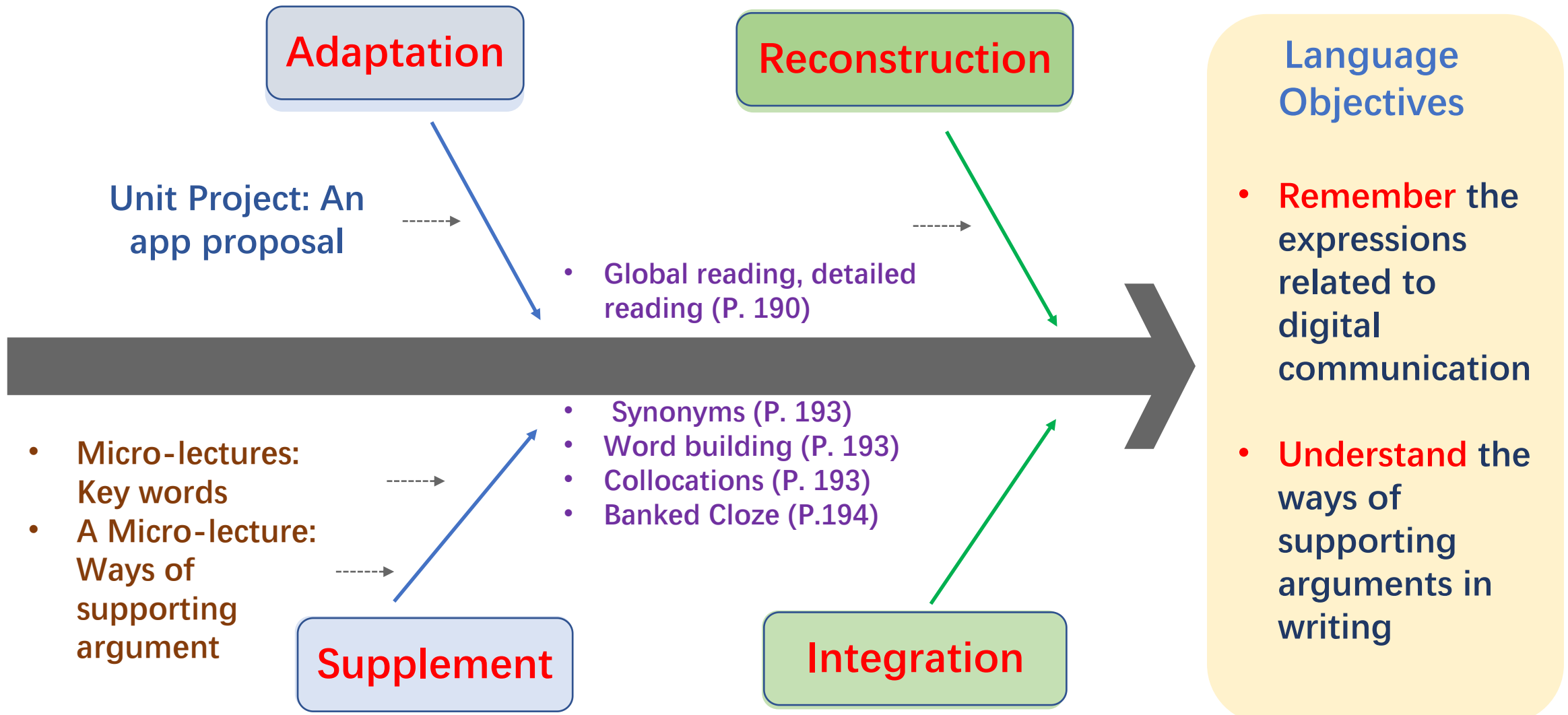
Present the proposal

P.(7-8)

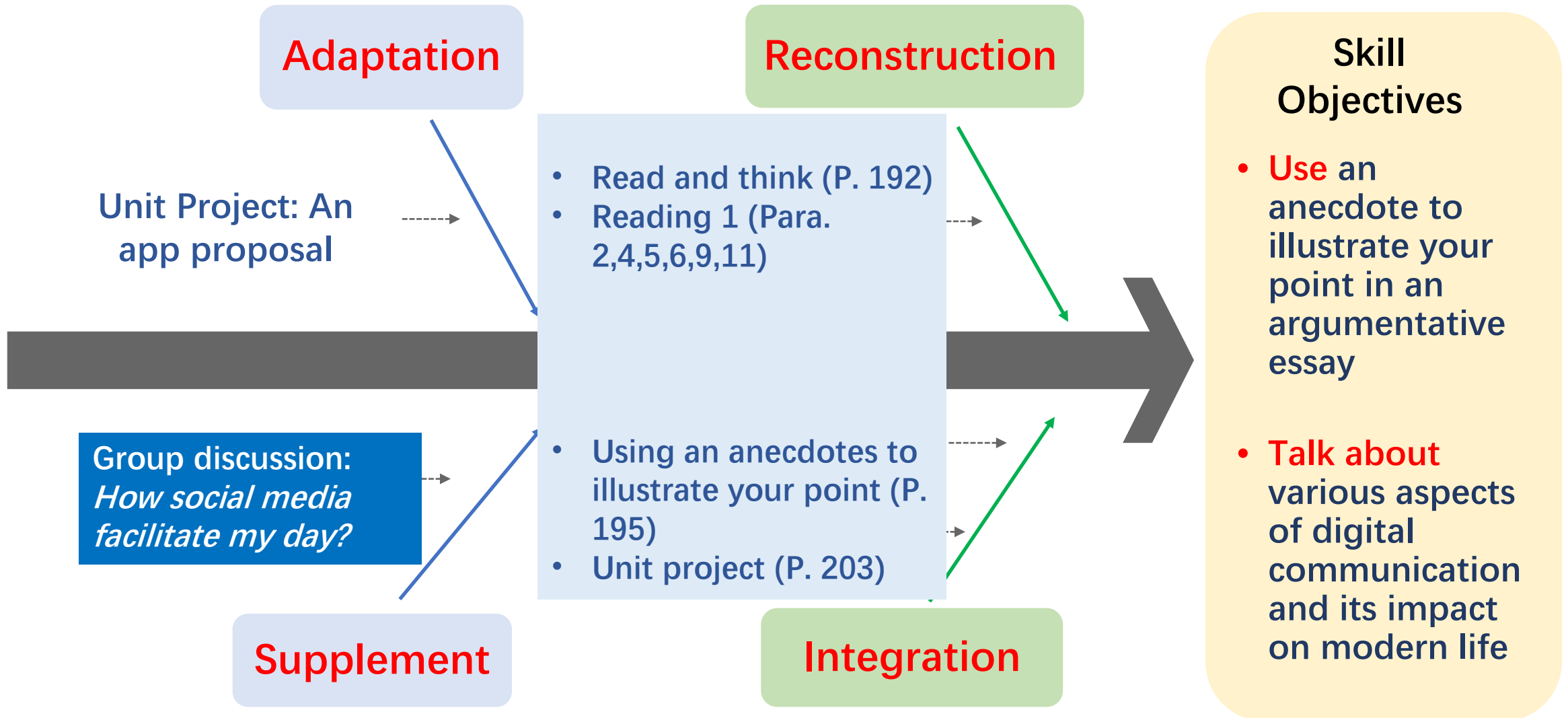


after class

# Textbook Usage



# Textbook Usage





# Textbook Usage

## Moral Education

Conduct an interview

Analyze the data  
& Give suggestions

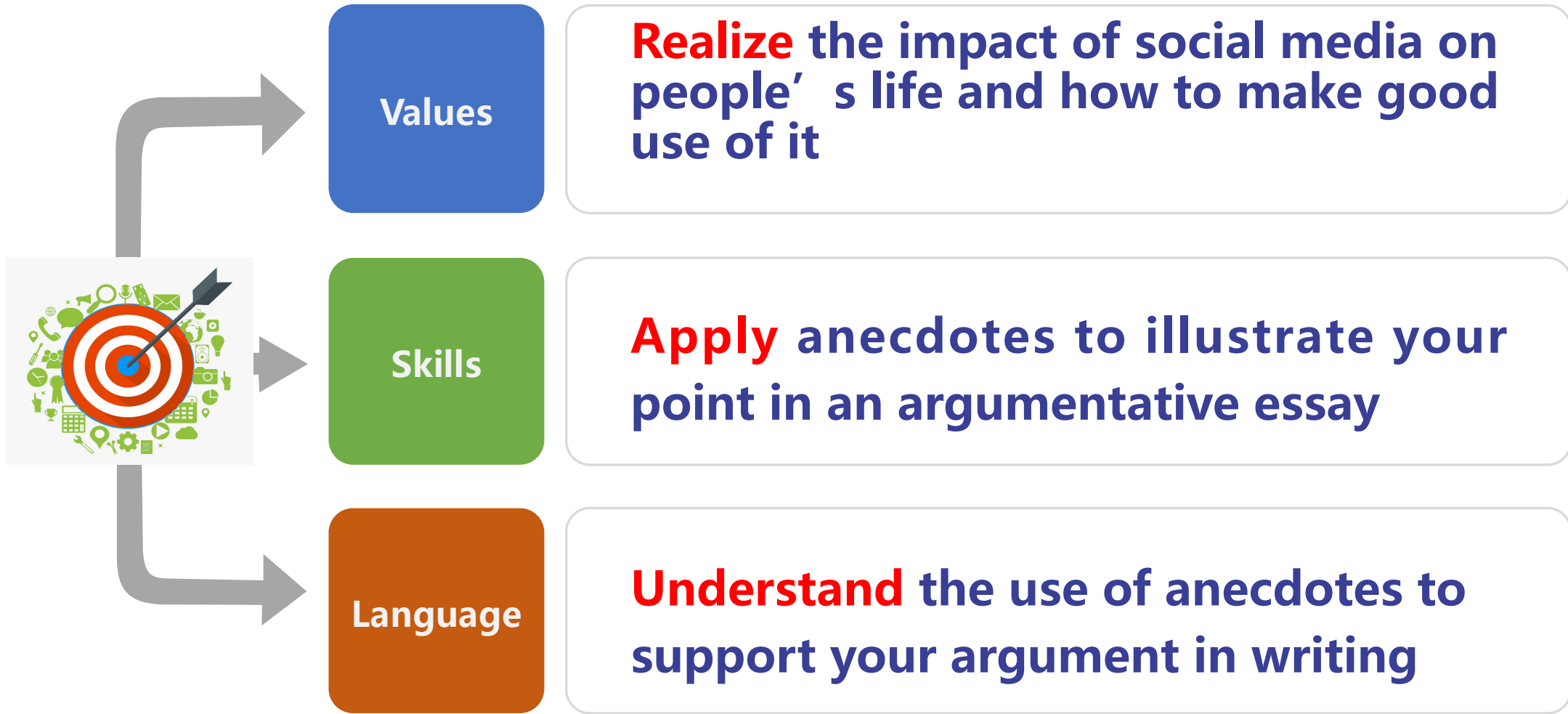
Draft a proposal

Present the proposal

### Value Objectives

- **Develop** an in-depth understanding of different opinions regarding digital communication and make your own evaluation of these opinions
- **Develop** a convention of rational use of technology

# Learning Objectives of the Demo



# Teaching Procedure of the Demo

Pre-class

In-class

After-class

**(Ss) Online:**

Conduct an interview on social media use, Work in groups and analyze the data and give suggestions

**(T) Online:**

Upload material, Diagnose deficiency and set the objective for teaching



APP下载 | 客服 | 学生01 | 首页

**(Ss):** Revise Production;  
**(T):** Reflect and Improve

# Evaluation

Pre-class

In-class

After-class

Unipus Data  
Online Feedback

Performance: questions, pair-work,  
group work  
Engagement and Achievement

TSCA Final  
production

# Writing Assessment Rubric

Assessment Dimension	Checklist	Score
<i>Completeness</i>	<ul style="list-style-type: none"><li>• The writing has a clear argument.</li><li>• The writing has an clear anecdote.</li></ul>	<p>① ② ③ ④ ⑤</p> <p>① ② ③ ④ ⑤</p>
<i>Effectiveness</i>	<ul style="list-style-type: none"><li>• The anecdote of the writing uses descriptive language appropriately.</li><li>• The anecdote of the writing is brief and has a clear idea.</li><li>• The anecdote of the writing is relevant to the argument.</li><li>• The anecdote of the writing is convincing to the argument.</li></ul>	<p>① ② ③ ④ ⑤</p> <p>① ② ③ ④ ⑤</p> <p>① ② ③ ④ ⑤</p> <p>① ② ③ ④ ⑤</p>

# Bibliography

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- ④ 文秋芳. “师生合作评价”：“产出导向法”创设的新评价形式 [J]. 外语界, 2016(5): 37- 43.
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**Contents**

**02**

**Demo Class**

# Unit 8

Communication at your fingertips

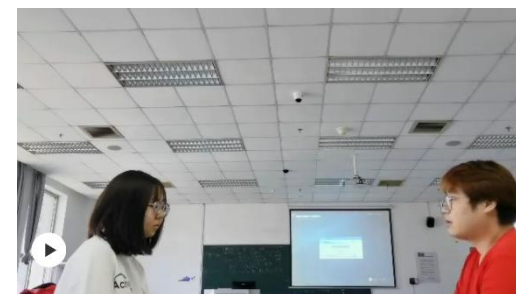


# Revision

01

## Conduct an interview

(P. 203 Step 1)



## 02 Analyze the data and give suggestions

(P. 203 Step 2)



I think this app should help us organize our time.

I think this app can help us review our course.

I hope this app can help us get rid of distractions.

I hope this app can help us communicate with others.

- 01** Conduct an interview
- 02** Analyze the data and give suggestions
- 03** Draft a proposal
- 04** Present the proposal

## 03 Draft a proposal

(P. 203 Step 3 )



Suggestions



Supporting evidence





## Find out the common feature of the following paragraphs

### anecdote

(P. 192 Read and think Exercise 1)

A short story based on one's personal experience

**Personal stories**

Para. 4

Para. 5-6

Para. 9

**Arguments**

# **How to write an anecdote**

# Language focus

(P. 195 Read and write)

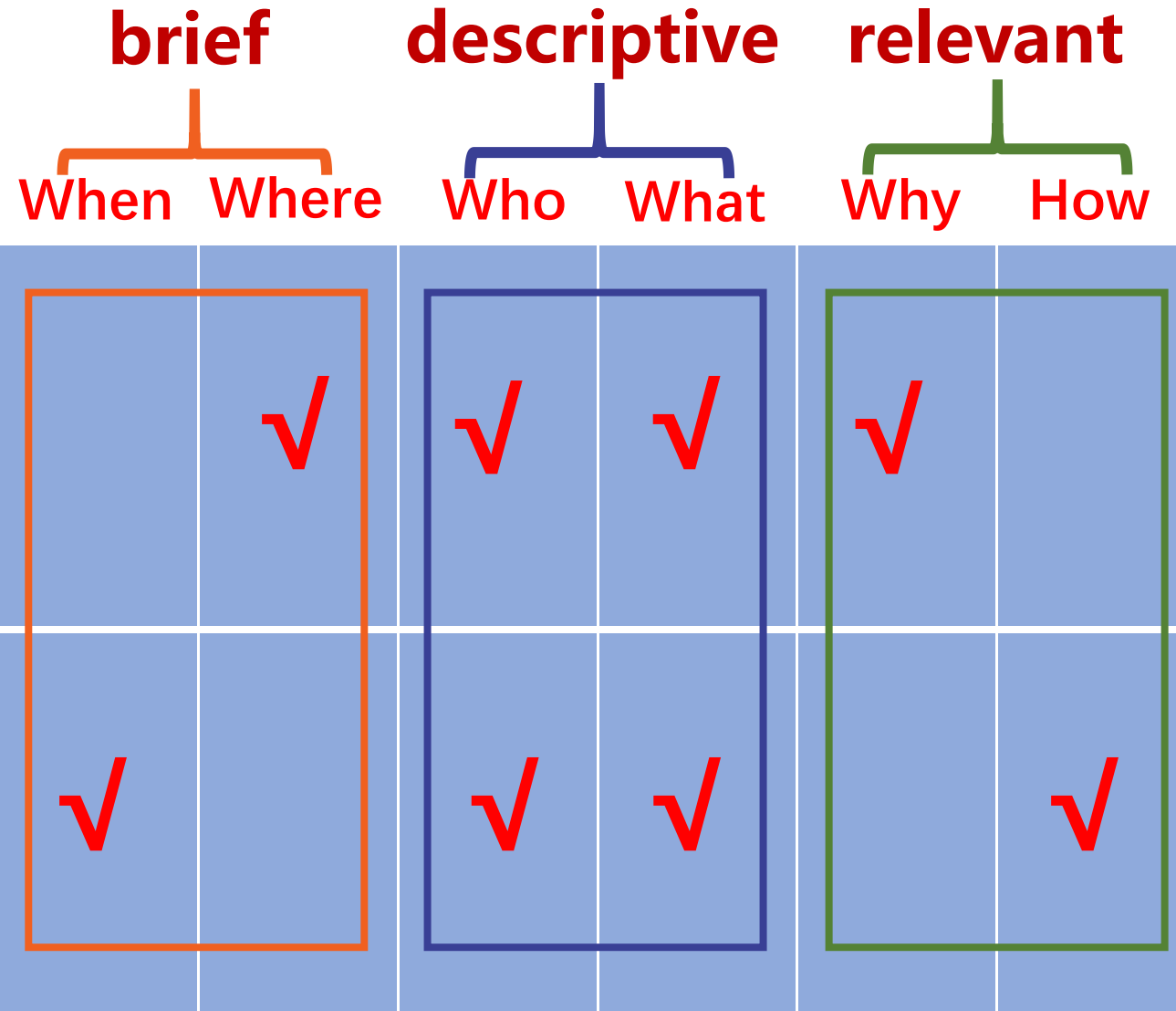
## Anecdote

First, on my way to the coffee shop, I got a message from my 10-year-old son, just saying good morning and letting me know he was going to a birthday party today. I don't get to see him all the time. He's growing up in two houses, as I did. But recently, I handed down my old iPhone to him so we could communicate with each other when we're apart.

P.187 Para. 2

Moments later, I sat down and opened the paper. A piece of news immediately caught my attention: In China, social media has been used to find lost kids. I'm reading about the tears of the family, the rapt attention of the town and country, and I'm again marveling at the human side of the Internet.

P.187 Para. 4

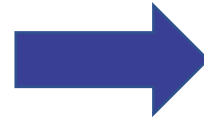


## Rewrite

## Brief+ Descriptive+ Relevant

### Story

Last year, I had to work with 4 other students to develop a piece of software at university. For this, we made use of an instant messenger app to allow us to organise meetings, as well as who did what work. However, communication proved difficult with this app as it did not have a group chat feature, resulting in me having to go back and forth organising meeting times. We were all extremely frustrated due to it causing miscommunication and caused our mark to be lower than it should have been. It's necessary for the new app to have a group chat feature to better aid our study.



### Anecdote

Last year, I used an instant messenger app to work with 4 other students to develop a piece of software. However, communication proved difficult with this app as it did not have a group chat feature, resulting in me having to go back and forth organising meeting time. It caused our mark to be lower than it should have been. **It's necessary for the new app to have a group chat feature to better aid our study.**

# Exercise

## Is social media the enemy?

### Use anecdotes to support your arguments and submit them online

 孙庆欣 (20002100121)

共 1 个附件



评分后学生将不能修改作业, 你可以 [允许修改](#)

5分

老师评分

0

评论

 安婕 (20002100137)

共 1 个附件



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4分

老师评分

0

评论

 寸亦姝 (20002100138)

共 1 个附件



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5分

老师评分

0

评论

 杨青晓 (20002100134)

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2分

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0

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3分

老师评分

0

评论

 乔郁涵 (20002100140)

共 1 个附件



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4分

老师评分

0

评论

# Writing Assessment Rubric

Assessment Dimension	Checklist	Checklist	No
<i>Effective</i>	<p>I use social media every day. I use it to chat with my friends and family members. Every time when I feel bored, I will browse my social media and try to find something interesting.</p>	<p>One day, I saw a picture about the dramatic change of the ways of people's communication. It shows how people rely on social media. Eighty percent of people spend more than six hours per day on social media. I think social media is an enemy.</p>	

## Exercise Feedback

I use social media every day. I use it to chat with my friends and family members. Every time when I feel bored, I will browse my social media and try to find something interesting.

Assessment Dimension	Checklist	Yes	No
<i>Effectiveness</i>	• The writing includes a clear argument.		✓
	• The anecdote of the writing is brief.	✓	
	• The anecdote of the writing is descriptive.	✓	
	• The anecdote of the writing is relevant to the argument.		✓

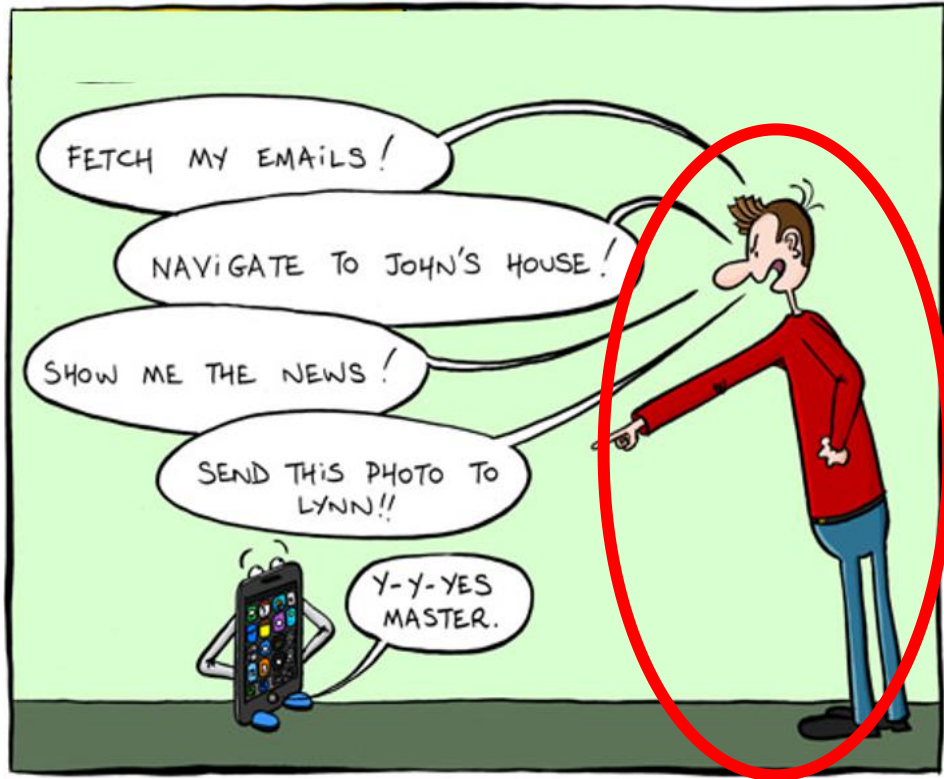


## Exercise Feedback

One day, I saw a picture about the dramatic change of the ways of people's communication. It shows how people rely on social media. Eighty percent of people spend more than six hours per day on social media. I think social media is an enemy.

Assessment Dimension	Checklist	Yes	No
<i>Effectiveness</i>	• The writing includes a clear argument.	✓	
	• The anecdote of the writing is brief.	✓	
	• The anecdote of the writing is descriptive.		✓
	• The anecdote of the writing is relevant to the argument.		✓

## Gentleman ?



## Petty man ?



The gentleman makes things his servants; the petty man is servant to things. (Unit 8 Quotation)

—— Xunzi



Suggestions



Convincing



Supporting evidence



**Anecdote**

- 1. Brief**
- 2. Descriptive**
- 3. Relevant**



## Summary and Assignment

Use anecdotes to support your suggestions in the proposal and submit them on Unipus online platform

### Requirements:

1. The proposal has **a clear argument**.
2. The anecdote is **relevant** to the argument.
3. The anecdote is **brief** and **descriptive**.

**THANK YOU**

