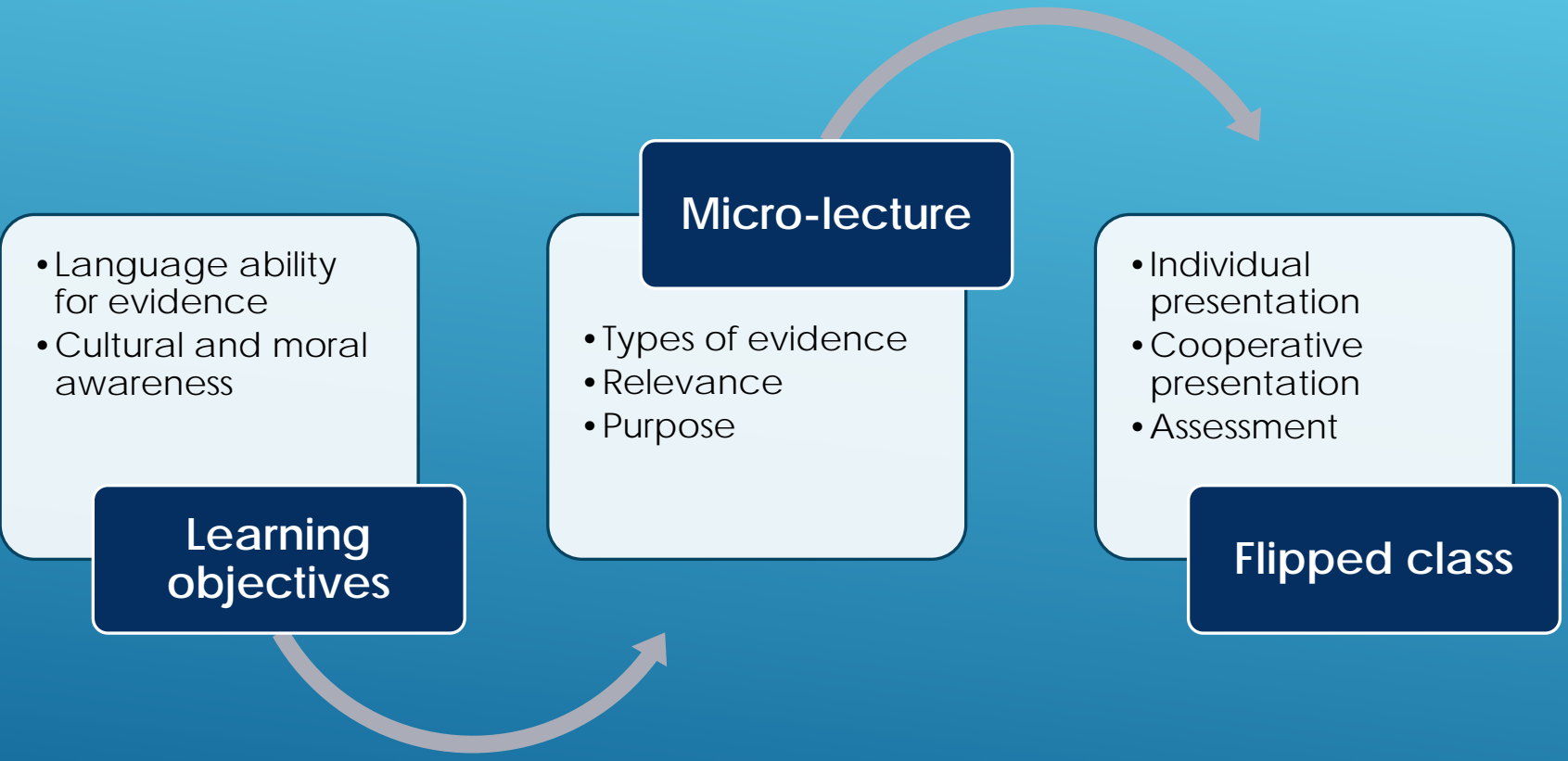


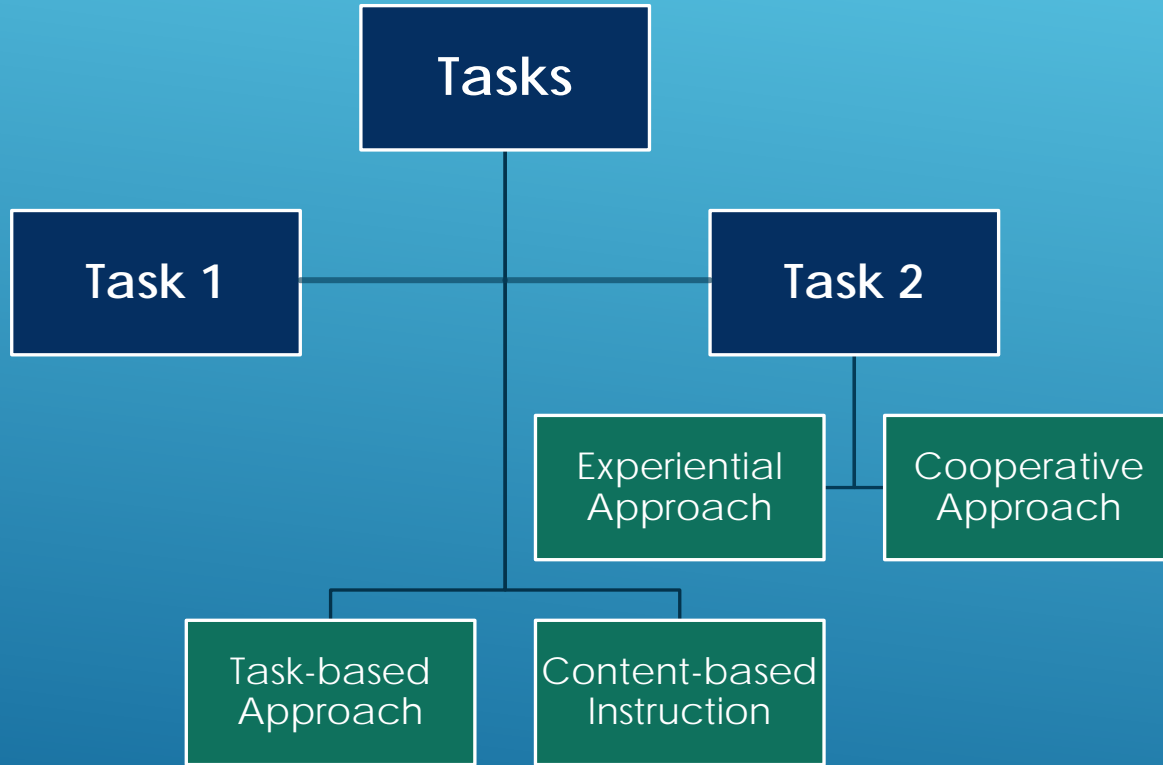
WORDING YOUR EVIDENCE

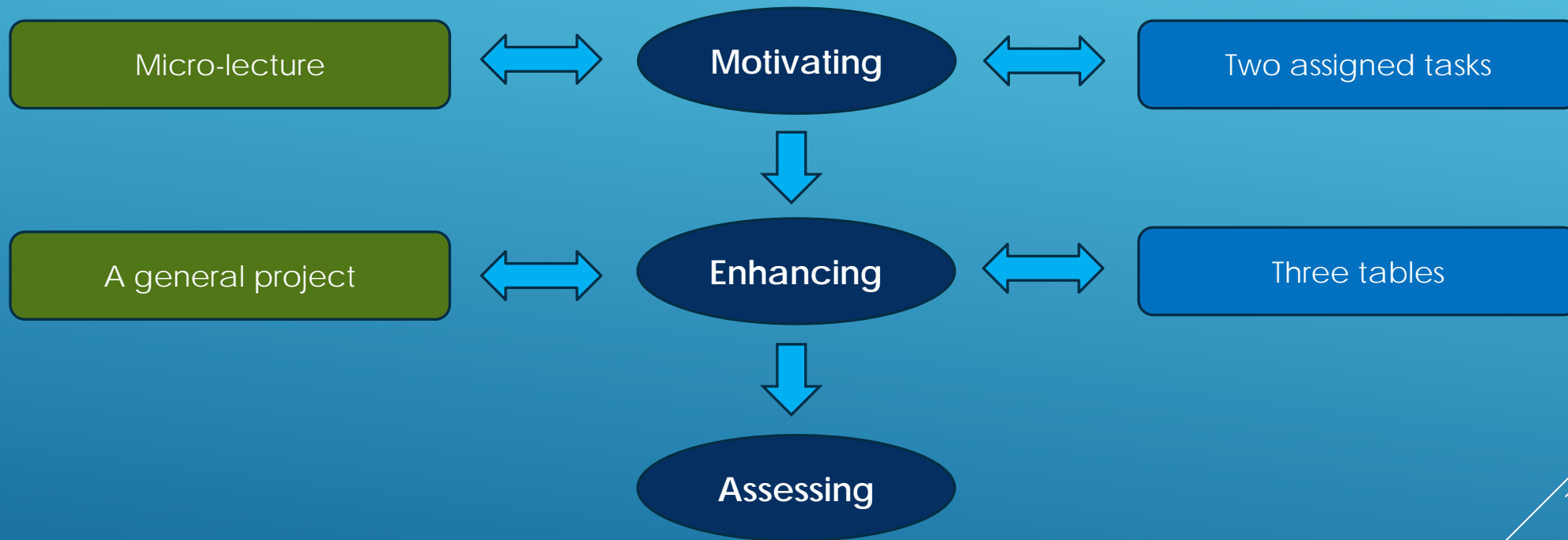
Motivating, Enhancing & Assessing

A series of several parallel white lines of varying lengths and positions, all slanted diagonally from the bottom-left towards the top-right, located on the right side of the slide.



iProduce	Time allotment	Flipped class	Objectives	Students	Tasks
Helping in emergencies	20 minutes	Wording your evidence: motivating, enhancing & assessing	<ol style="list-style-type: none">1. To improve wording ability;2. To enhance cultural and moral awareness;3. To formulate lexically valid evidence	Forty freshmen majoring in Sociology and Chinese in a provincial key university	Two tasks for individual and cooperative presentation with assessment



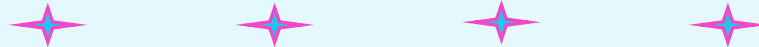


A General Project

Topic: Wording your evidence: motivating, enhancing & assessing

Objectives:

1. To develop lexical ability
2. To enhance independent and collaborative working ability
3. To cultivate cultural and moral awareness



Stage 1: Proofread the three pieces of evidence individually.

Stage 2: Submit the revised evidence and formulated evidence in group work to the teacher.

Stage 3: Get ready to report it in the flipped class and be assessed.

Stage 4: Report the program and evidence from group one and be assessed.

Stage 5: Fill out assessment tables and submit them to the teacher after class.

Stage 6: Report the rest three programs and be assessed in the coming lectures.

Proofreading Table

Week: _____ Lesson: _____ Task: _____ Name: _____

Before you start, you should

1. clarify the writer's purpose;
2. identify and select the most appropriate type of evidence;
3. figure out direct or high relevancy.



Task 1: Proofread the three pieces of evidence

Evidence 1

We should arouse people's awareness of morality and responsibility. For example, if help others becomes a social consensus, everybody will help others consciously.

Evidence 2

After the drunk driving into the penalty, most people can do their own strict constraints, so the establishment of relevant laws and regulations can help people overcome the "bystander effect".

Evidence 3

Today I come across an old man playing Erhu, most passers-by ignored him. I did not give him money because of others' actions. I turned back to give him money. Stick to your own opinions.



After the task, you should ask

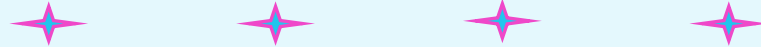
1. what type of evidence I should cite;
2. why I select this evidence;
3. how I cite this evidence.

Formulating Table

Week: _____ Lesson: _____ Task: _____ Names: _____

Before you start, you should

1. understand what type of evidence you are exploring;
2. negotiate about labor division;
3. figure out direct or high relevancy.



Task 1: Formulate lexically valid evidence collaboratively

Type of evidence: _____

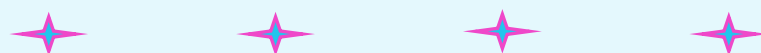
Group members: _____

Labor division: _____

Design of the program: _____

Stages of the program: _____

Formulated evidence: _____



After the task, you should

1. submit it to the teacher;
2. report the implementation and finding of the program in the flipped class;
3. explain, defend and modify your evidence;
4. edit and submit your evidence after class.

Wording Assessment Table

Week: _____ Lesson: _____ Task: _____ Name: _____

Purpose: To assess the evidence

Mine

Others'

Wording evidence checklist

1. Is it a piece of evidence?
2. Is it one type of evidence?
3. Does the writer have a clear purpose?
4. Is the cited or formulated evidence relevant to the claim?
5. Does the writer use lexically valid expressions from the micro-lecture?

YES

NO

YES

NO

YES

NO

YES

NO

YES

NO

Making the marking scheme

1. How many marks will you award the evidence?

_____ marks=excellent

_____ marks=good

_____ marks=average

_____ marks=fair

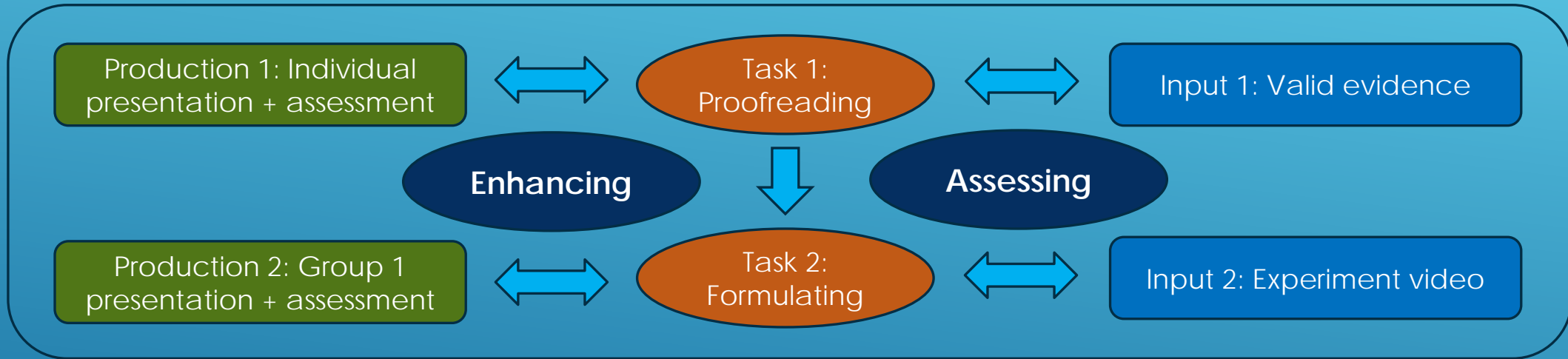
_____ marks=poor

1. How many marks do you expect to give or get? _____

Reflecting the assessment

1. What can I learn from the proofread or formulated evidence?
2. What factors of lexically valid evidence have been neglected?
3. What should I make up for the study of wording evidence in the coming lectures?

Motivating



Assessing