Appendix A

The Detailed Unit Plan

1. Establish the sequence of applying—a timeline of what you need to do and when.
   Students will be able to (1) identify steps needed to apply for graduate school, (2) talk about the order in both simple and more complex ways, and (3) use a grammar checker to help them proofread.
   a. KS: Sequence (timeline)
   b. Technology: Internet search, grammar checker (e.g., Grammarly)
   c. Language: Moving beyond ordinal numbers to more sophisticated sequencing language; vocabulary relevant to lesson (e.g., *TOEFL, GRE, recommendation letters*)
   d. Skills: Scanning for information, synthesizing, summarizing
   e. Suggested tasks:
      i. Have students in small groups brainstorm for what needs to be done to study abroad (e.g., finish their current program, write appropriate tests such as GRE and TOEFL, choose program, fill out application, ask for recommendations, create CV).
      ii. Elicit ideas and work with students to put these into a logical order—make these visually accessible on a timeline.
      iii. Move from "first, then" to other ways of sequencing, e.g., "the process begins with…, the final step involves…" Talk about when numbering is preferred, and identify different ways of sequencing (e.g., numbering, sequencing adverbs, nouns, or verbs).
      iv. Have students summarize key aspects of the time line above, using a variety of the resources identified. Have them proofread and check grammar using a grammar checker such as Grammarly. Alternatively, students could create an instruction page that tells others what needs to be done to apply. Such instructions can be made more interesting by using technology such as WriteComics.com or toonytool.com.

2. Determining needs and wants. Students will be able to (1) classify ideas in both simple and more sophisticated language, (2) use Google Docs to upload, share, and edit documents.
   a. KS: Classification (tree)
   b. Technology: Internet search; Google Docs, MS Word Track Changes, grammar checker (e.g., Grammarly)
   c. Language: Identification of various classification language; vocabulary related to lesson (e.g., *assistantship, fellowship, scholarship*)
   d. Skills: Brainstorming, grouping, writing
   e. Suggested tasks:
      i. Have students work brainstorm factors that are important in deciding which school (e.g., weather, size of city or campus, demographics, reputation, cost of living, possible employment).
      ii. Elicit ideas from students and post them where all can see.
      iii. Work with students to group these by types (US location, city qualities, campus qualities, program qualities, etc.). Create a classification tree.
      iv. Introduce ways of talking about classifications. Move beyond, for example, the simpler "there are several things to consider" to "several notable ideas are important to me when deciding on a graduate school."
      v. Have students write a paragraph from the tree using a variety of classification language. Have student's grammar check (e.g., Grammarly) and upload to Google Docs to share for peer feedback.

3. Identifying important elements of a CV. Students will be able to (1) use the Internet to find suitable examples, (2) create a template for a CV, (3) rank evaluative language from strongest to subtlest.
   a. KS: Choice and evaluation
   b. Technology: Internet search; creating a CV template, Google Docs or MSWord Track Changes
   c. Language: Modal verbs and adjuncts from strong to weak (e.g., *There must be; maybe there should be; we might need to include; perhaps include; definitely need*); justification language (e.g., *because*); vocabulary relevant to lesson (e.g., *résumé, CV, experience, GPA, service, publications*)
   d. Skills: Brainstorming, searching and scanning the Internet for information, choosing and justifying choices
   e. Suggested tasks:
      i. Bring students' attention to an example of a nonstandard CV (e.g., one that includes a picture, states gender and age, family information) OR distribute a paper handout of one.

    ii.   Have students look at the "wrong" CV, then discuss with a partner the elements and language they believe should or should not be on a US-bound CV.

    iii.   Elicit and "rank" the elements, to show strength of opinion (strong to weak language) and elicit justifications.

    iv.   Have students search the Internet for examples of CVs that would be appropriate. Have the students edit the "bad" CV to make it appropriate.

    v.   Have students create an MS Word document that has the headings for an appropriate CV for a university application. Have them include their basic information (name, contact information).

    vi.   Have students use MS Word Track Changes to share their documents to check their classmates' documents to ensure that appropriate elements are spelled correctly.

4. **CV: Telling a life story.** Students will be able to (1) listen and transcribe, (2) use a digital transcriber, (3) find power verbs to replace verbs in the text, and (4) identify elements of their pronunciation that may be problematic.
   a. KS: Sequence
   b. Technology: Using a transcribing app (e.g., Dragon Dictation, TranscribeMe, SpeakWrite), searching the Internet
   c. Language: Recounting experience, power verbs
   d. Skills: listening, digitally transcribing, note-taking to fill in blanks, revising
   e. Suggested tasks:
      i.   Ask students the differences between a résumé and a CV; both tell a "life story."
      ii.   Ask what a story's language characteristics are (e.g., past tense, action verbs, dates). Ask how a story can be visualized (e.g., time line, strip box). Ask what to listen for when listening to a life story (e.g., action verbs and dates).
      iii.   Have students listen to a short, simple life story (appropriate information for a CV but simply written—see lesson 9 for where this is leading) and transcribe the text; have them create a time line from this.
      iv.   Have students search for power verbs useful for CVs and resumes (e.g., https://www.themuse.com/advice/185-powerful-verbs-that-will-make-your-resume-awesome); have students edit the story to include the power words they find. Introduce them to an online thesaurus for similar practice.
      v.   Using the time line from above, have students dictate into a digital recorder the new "life story" with power verbs. Have them check both their grammar (using, e.g., Grammarly) and their pronunciation, based on what the digital recorder "hears."

5. **Creating a CV: From your life story to a CV.** Students will be able to (1) learn how to identify issues with their pronunciation, (2) find and use power verbs, (3) create parallel structures, (4) identify differences between oral and written language.
   a. KS: Sequence
   b. Technology: Digital voice recorder, transcribing app (see above), MS Word
   c. Language: More power verbs and parallel structures (clauses/phrases); vocabulary relevant to lesson (e.g., *interview protocol*)
   d. Skills: Interviewing, summarizing, paraphrasing, proofreading and editing; document layout
   e. Possible tasks:
      i.   Review the previous lesson and have students construct questions that elicit the information in the previous "life story." Appropriate headings from lesson 3 can also elicit similar information.
      ii.   Pair students. Have them ask and record the questions to elicit appropriate information using a digital voice recorder. This should result in each student having a digital recording of his/her life story.
      iii.   Have students listen to the recording and use the transcribing app to change the recording from sound to written text, which they should then proofread as before.
      iv.   Elicit information to create the CV's experience section, using non-power verbs and non-parallel structures. Have students work in groups to make improvements. Stress the use of parallel structures and show options.
      v.   Have students use lesson 3's CV template to develop their own, using parallel structures and power words.
      vi.   Elicit and discuss the differences in language between the spoken life story and the academic written CV.
      vii.   Have students upload their most recent CV drafts for feedback using Google Docs.

6. Finishing up the CV: Publication records. Students will be able to (1) create a reference list according to an appropriate citation format, (2) define terms related to reference lists, (3) be able to identify the differences between plagiarism and appropriate citation.
    a. KS: Classification, evaluation
    b. Technology: Bibliographic app (e.g., Endnote, iSource, Mendeley, ReferenceMe)
    c. Language: Reviewing classification language for types of sources; vocabulary relevant to lesson (e.g., *plagiarism, citation, bibliography, publications, refereed, conference presentations, proceedings; in press; in preparation*)
    d. Skills: Referencing, building a bibliography
    e. Suggested tasks
        i. Have students brainstorm ideas about what they think is acceptable or unacceptable usage of another person's words.
        ii. Elicit these and introduce the US concept of plagiarism.
        iii. Give examples of plagiarism and appropriate citations and have students classify them, stating reasons for their choices.
        iv. State that there are various formats for references and focus on the one that is most appropriate for your students. Go over the typical format of the most common entries.
        v. Have students correct a list of poorly presented references.
        vi. If students have published, have them put this work into correct formats and add to their CVs.

7. Finding and ranking university programs based on your priorities (from lesson 2). Students will be able to (1) offer choices and justifications using a variety of language, (2) create an effective PPT or Prezi, (3) present topics effectively.
    a. KS: Choosing and evaluating
    b. Technology: Searching the internet, Google Docs, MS Word
    c. Language: Choice language and reasons/justification for choices—when there are several options, students will need to use a variety of linguistic resources, so going beyond *like* or *really like* to *I have a strong preference for… My number one selection is…,* etc.)
    d. Skills: Searching the internet, skimming and scanning, note-taking, creating a PPT or Prezi, presenting results orally
    e. Suggested tasks:
        i. Have students return to the priorities from lesson 2. Ask them to search the Internet for programs that best match their priorities. Have them aim for eight to ten programs that match their needs and wants.
        ii. Elicit and review choice and justification language.
        iii. Have students prepare a presentation that summarizes their choices and justification (reasons).
        iv. Remind students to have a partner proofread and give feedback on their presentation slides.
        v. Have students identify characteristics of good oral presentations. Compile these into one checklist for students to use to evaluate each other's presentations.
        vi. Have students present their priorities with justifications. Have the audience evaluate them and ask questions and/or give feedback.

8. Examining program characteristics of your top ten choices: What the program offers. Students will be able to (1) create a one-sentence summary of a short text, (2) create a variety of connections between the one-sentence summaries and the students' own interests, (3) use presented ideas to improve a text.
    a. KS: Description; Choice and evaluation
    b. Technology: Searching the internet, MS Word (cutting and pasting), Grammarly
    c. Language: Describing program focus/someone's work, and comparing it to your own interests
    d. Skills: Summarizing, paraphrasing, charting comparisons, showing connections
    e. Suggested tasks:
        i. Have students use their rankings from lesson 8 to search university webpages for faculty that match their interests.
        ii. Have students summarize the work of chosen faculty. Share these on Google Docs and give/get feedback. Have students rewrite the texts as one-sentence summaries.
        iii. After students finish the one-sentence summaries, have them elaborate on how the information relates to them. For example, a student might say, *I envision the work of Dr. Smith on global warming to play an important role in moving my own work forward.* Work with students to create a variety of constructions that reflect the connections between their work and faculty's.
        iv. Show students an example of a "before" text (see examples from (https://www.cmu.edu/gcc/handouts-and-resources/grad-app-sop) and ask students to

compare this to what they have been doing in this lesson. Have students use Google Docs to improve and share the text.

    v. Have students look at their ranked choices from lesson 8 to write a short description of at least one program they want to apply for as well as the connection between the work of that program (including faculty) and their own aspirations (as in iii, above). Have them use a grammar and spell checker and have others offer feedback.

9. Describing yourself academically and professionally: What have you accomplished? Students will be able to (1) combine sentences to create both coordinate and subordinate clauses in a complex sentence, (2) rewrite sentences that show sequence into ones that show cause, (3) talk about their experience and aims using power verbs.
   a. KS: Sequence/principles
   b. Technology: Word processor, Grammar checker (e.g., Grammarly), GoogleDocs, Online thesaurus
   c. Language: Embedding clauses to show sequence, cause/effect, means/end (e.g., changing *I studied psychology as an undergraduate, but I took a few courses in linguistics and this made me interested in language teaching so I got a certificate in language teaching"* to *"Although I studied psychology as an undergraduate, my venture into linguistics made me reconsider my major and eventually led me to a certificate in language teaching."*)
   d. Skills: Reading, summarizing, synthesizing, writing, using a thesaurus
   e. Suggested tasks:
      i. Show clauses with single events relevant to CVs. Have students combine the clauses to create both coordinating and subordinate clauses—both showing sequence. Then use subordinate clauses to suggest means/end or cause/effect (as in the example above). Offer several examples to work on as a class, having students combine the clauses using appropriate subordinating words (e.g., *although, even though, consequently*) or changing finite verb clauses into non-finite subject nominal clauses (e.g., "*I worked for X and improved my Y"* to *"Working for X improved my Y."*).
      ii. Using students' personal time lines, have students write complex clauses about their own experience, using power words and the thesaurus to make the sentences interesting.
      iii. Have students join the complex clauses into a paragraph that summarizes their educational and work experience and emphasize that students should aim to show the connection between the two wherever possible.
      iv. Have students check their work using a grammar checker (e.g., Grammarly). Have them upload their paragraphs to Google Docs and give/get feedback from others.

10. Writing your statement of purpose. Students will be able to (1) identify the purpose of each part of a statement of purpose, (2) write a statement of purpose.
   a. KS: A blend—this is a genre rather than a specific KS
   b. Technology: MS Word, Track Changes, Google Docs
   c. Language: Practicing much of the language that was taught earlier in the lesson; explicitly connecting language to purpose, learning about "linguistic moves" of a statement of purpose; vocabulary relevant to topic as needed for group
   d. Skills: summarizing and paraphrasing, giving and incorporating feedback
   e. Suggested tasks:
      i. Have students brainstorm answers to the following questions. Post their answers to share with other students.
         1. How long should a statement or purpose be?
         2. What information should it include?
         3. Should it include explanations about problems in your background (if any)? Why or why not?
         4. Should it name specific faculty and their interests?
      ii. Use the suggested website from lesson 8 to reinforce the idea that past experiences inform future research. This is a key relation that should be evident in the statement of purpose.
      iii. Go through the before and after statement (see the website document as an example) to illustrate problems with wording.
      iv. Have students examine a poorly presented statement of purpose that has feedback with track changes. (See appendix for an example.)
         1. Identify the purpose of each "chunk."
         2. Respond to the questions in the track changes to improve the statement.
         3. Check the spelling and grammar.
         4. Share your work on Google Docs to get/give feedback.

      v.   Have students use the examples as models for their own statement of purpose. Have them use their work from earlier lessons and share their work for feedback through Google Docs.

11. Asking for letters of recommendation. Students will be able to (1) identify appropriate and inappropriate requests, (2) list the items that should accompany requests, (3) draft an appropriate request letter
    a. KS: A blend—this is a genre rather than a specific KS
    b. Technology: MS Word, Track Changes, Google Docs
    c. Language: Practicing much of the language that was taught earlier in the lesson; explicitly connecting language to purpose, learning about "linguistic moves" of a reference letter; vocabulary relevant to topic (e.g., *referee*).
    d. Skills: Requesting politely, constructing the request genre, summarizing and paraphrasing, giving feedback, incorporating feedback
    e. Possible tasks:
        i. Have students brainstorm answers to the following questions. Post the answers to 1-3 so that they can be shared.
            1. Who would make a good referee for graduate school?
            2. What do you need to include in a request for a letter of recommendation?
            3. What documents need to be sent to a referee?
        ii. After reviewing student responses to the above, elicit students' ideas for the appropriate ordering of ideas in the letter and present them visually (white board, document projector, Google Docs)
        iii. Show students an example of a "poor" model (see appendix) and ask them to work together to improve the letter.
        iv. Have students use their previous work, in a logical order, to create an appropriate letter, using the improved letter in iii as a model. Remind them to reword their earlier work because the request letter will include their statement of purpose and their CV.
        v. Have students check their work; have them post to Google Docs for feedback.