2017 JUMP START CONVENTION

THE YEAR OF ACTION

PREPARING FOR 2018

Jump Start Graduates

JANUARY 17, 2017

8AM TO 3:30PM

Raising Cane's River Center

275 S. RIVER ROAD,
BATON ROUGE, LA 70802

DEPARTMENT of EDUCATION
Louisiana Believes

Business English and Technical Writing: Creating Literate and Productive Citizens

Today's Goals

By the end of this presentation, participants will:

- Understand the course requirements for Business English and Technical Writing.
- Use additional LDOE resources to support the planning for instruction in those courses.
- Experience a model lesson and consider its place in the course content.

Vision

To be literate and productive citizens, students must be critical consumers and producers of information. They:

- Evaluate sources to ensure accuracy and credibility
- Gain knowledge from sources
- Develop and express informed opinions using evidence

What is the course guidance for Business English and Technical Writing?

Course Guidance

Located on the English Language Arts Planning Resources page: http://www.louisianabelieves.com/resources/library/k-12-ela-year-long-planning

Business English: http://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/business-english-guide.pdf?sfvrsn=2

Technical Writing: http://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/technical-writing-guide.pdf?sfvrsn=2

Course Guidance

- Read through your assigned course guidance document.
- Write down the top three things to remember for your assigned course.
- Be prepared to share your takeaways with a partner.

Course Guidance

- Pair up and share your takeaways.

- Work together to identify the similarities and differences between the two courses.

Course Guidance

- Listen to the following scenarios. Determine in which course the instruction would best fit.

- Possible answers: Business English, Technical Wriitng, or both courses

Course Guidance

Scenario 1

- Students conduct research about a topic in which they want to see change happen. They create a written research report detailing the history of the topic (causes/effects, previous actions taken), the current state, and possible options for future change. They then create and deliver a persuasive speech in which they attempt to spur their audience to action as a result of the speech.

Course Guidance

Scenario 2

- Students are taught how to be critical consumers of information they encounter. The teacher provides guidance in how to determine the credibility of a source and criteria to consider when determining the authenticity of information they are viewing online.
- The teacher then gives students an online source and a social media post and asks them to determine the credibility and authenticity of the sources. They conclude the task by discussing ways to verify the sources' authenticity.
- Students then apply these skills to create a written product that draws on sources to answer a teacher-provided question or scenario.

Course Guidance

Scenario 3

- A guest speaker from a local store attends class and discusses the theory behind making ideas “stick” so that customers will remember the store and return. The speaker shares criteria for quality advertisements and models of advertisements that have worked for the store. She then gives students a product and asks them to develop an advertisement for that product based on the provided criteria. Students share the advertisement with the class and the class votes on the most effective advertisement.

Course Guidance

- Reread the course guidance with your partner.
- Solidify the similarities, differences, and takeaways about both courses.
- Be prepared to share with the group.

What resources are available to support these courses?

Resources

- Louisiana Student Standards for English Language Arts
- Possible Units:
  - Rhetoric
  - Politics (COMING SOON)
  - Civic Literacy (COMING SOON)
- Digital Literacy Guidelines
- Guidelines for School Library Programs (UPDATES COMING SOON)
- Additional resources available with the model lesson

What does an aligned lesson look like?

Lesson

- Example One
- Example Two
- Example Three
- Video

Lesson

- How can you determine the accuracy and credibility of sources?
- With a partner, use the criteria to evaluate the first set of examples.
- Independently use the criteria to evaluate the second example.

Lesson

- How is this relevant to Technical Writing? Why would they need to have these skills?

- How is this relevant to Business English? Why would they need to have these skills?